

THE EASTERN SEABOARD COMMUNITY-JUNIOR

COLLEGE PRESIDENT

by

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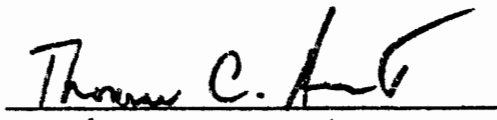
Community College Education

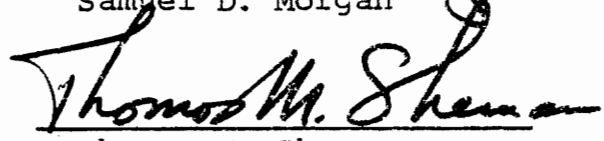
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Chapter 1

INTRODUCTION

The presidents of community-junior colleges have been of interest to many in the field of education, because they are essential persons within the structure of the community-junior colleges that extend across America (Cosand, 1975). The community-junior colleges have been important in providing educational opportunities and education related services to three and a half million citizens, through more than 1200 institutions.

Although there have been investigations about the careers of community-junior college presidents, few studies have included comparisons such as these: first, between the presidents of public two-year colleges* and those in private institutions; secondly, between female and male community-junior college presidents; thirdly, between two year and four year college and university presidents; and finally, between community-junior college presidents and chief business executives. Furthermore, few studies have been directed toward the

*The terms, community-junior college and two year college, are used interchangeably throughout the study.

president's non-professional life. An investigation about the two year college president's social, geographical and occupational origins, career patterns, educational preparation, non-professional life and his feelings about the presidency, as well as the comparisons previously enumerated, could give greater understanding of those persons who head the two year colleges in America.

SIGNIFICANCE OF THE STUDY

Research to describe the presidents of the Eastern Seaboard public and private community-junior colleges in terms of their social, geographical and occupational origins, educational preparation, career patterns, non-professional lives, and their feelings about the presidency is significant for a number of reasons. First, profiles of various types of community-junior college presidents are one of the outcomes of this study. These profiles could be useful to students aspiring to become two year college presidents. Students might want to seek out such information pertaining to the presidents in order to develop educational and career strategies which might enhance their chances of achieving

their ultimate career goal.

Second, college and universities responsible for providing education for administrators could utilize this information for advisement purposes. A profile, presenting the presidents' noteworthy descriptive characteristics, prepared from this study might be useful, not to perpetuate the status quo, but to assist in identifying those individuals who might be able to meet the changing requirements of top management positions in the community-junior colleges in the next decade.

Third, the president is the individual charged with resolving many conflicts within the institution. For example, presidents may be involved with collective bargaining, governmental and community relations, and faculty-student demands for increased roles in institutional governance. Thus, there should be a need and an interest in knowing more about the men and women who must attempt to resolve these conflicts within the college.

Fourth, this study should enhance the body of knowledge about two-year college presidents and in particular provide information about the female college president. Information gathered in this study should be useful for later comparisons and indicate progress or

trends in such areas as socio-economic origins, educational preparation, and career patterns.

Fifth, comparisons between two year and four year college presidents and between two year presidents and top business executives are important, because the similarities and differences may have implications for the two year college president. These implications might include information pertaining to educational preparation, career patterns, and occupational mobility.

Finally, the information generated from this study may be of assistance to community-junior colleges and professional organizations in determining the professional needs of the presidents. The information about the president's educational preparation, career patterns, and his feelings about the needs for professional training to meet the changing requirements of his position may be of particular interest to the community-junior colleges and professional organizations, not to maintain present conditions, but to help identify possible weaknesses in the contemporary group of community-junior college presidents.

PURPOSE OF THE STUDY

The major purpose of the study was to describe the

presidents of the Eastern Seaboard public and private community-junior colleges in terms of their social, geographical and occupational origins, educational preparation, career patterns, non-professional lives, and their feelings about the presidency. A second purpose was to compare the characteristics of:

- a. Public and private male two year college presidents;
- b. Male and female two year college presidents;
- c. Two year and four year college and university presidents; and
- d. Two year college presidents and business executives.

RESEARCH QUESTIONS

The following were the basic research questions for this study:

1. What are the social, geographical and occupational origins of community-junior college presidents in Eastern Seaboard states, their educational preparation, career patterns, non-professional lives, and their feelings about the presidency?
2. How do the characteristics of the male public two year college presidents compare with those of their counterparts in the private sector?
3. How do the characteristics of the female community-junior college presidents compare with their male counterparts?

4. How do the characteristics of community-junior college presidents compare with those of four-year college and university presidents?

5. How do the characteristics of community-junior college presidents compare with those of top business executives?

LIMITATION OF THE STUDY

This study was limited to the presidents of the public and private community-junior colleges in the Eastern Seaboard states.

DEFINITION OF TERMS

For this study, the following definitions of terms were used:

1. Public comprehensive community college:

Institutions supported solely by state funding (for example, Florida, New York, Pennsylvania), by a combination of state and local funding (for example, Erie Community College, Buffalo, New York), or those supported primarily by municipal governments (for example, New York Community College System). Typically these institutions offer programs of instruction generally extending not more than two years beyond the high school level, which include but were not limited to courses in occupational

and technical fields, the liberal arts and sciences, general education, continuing adult education, pre-college and pre-technical preparatory programs, special training programs to meet the economic needs of the region in which the college is located, and other services to meet the cultural and educational needs of the region.

2. Private junior college: Institutions either supported by the Roman Catholic Church (for example, Aquinas Junior College, Milton, Massachusetts), by Protestant-related religious organizations or denominations (for example, United Wesleyan College, Allentown, Pennsylvania), or by endowments and tuitions not related to a religious organization (for example, Cazenovia College, Cazenovia, New York). Typically, these institutions provide two years of post-secondary training, either in liberal arts or occupational programs. Generally, the programs of these institutions are not as comprehensive as those of public institutions. Tuition is generally two to four times as high as in public institutions.

3. Non-professional life: The various aspects of the presidents' private lives including hobbies, books,

magazines, or newspapers regularly read, participation in social or professional organizations, and feelings about professional and family relationships.

OVERVIEW OF THE STUDY

The second chapter is a review of the literature pertinent to the investigation. The research design is presented in Chapter 3, including a discussion of the selected methodology and instrumentation. The analysis of the research is found in Chapter 4. The final chapter includes a summary of the study, conclusions drawn from the investigation, a discussion and recommendations for further research.

Chapter 2

REVIEW OF THE LITERATURE

This chapter is a review of previous studies of community-junior college presidents, four-year college and university presidents, and the major studies about business executives. Further, it is a review of the arguments of outstanding scholars and practioners who have sought to define the roles of presidents and an ideal set of characteristics.

RESEARCH ABOUT THE COMMUNITY-JUNIOR COLLEGE PRESIDENTS

Presidents of community-junior colleges have enjoyed more policy-setting power than have the university presidents, according to Cohen and Roueche (1969). This has been due, in part, to the fact that the university faculties have been more autonomous than have their community-junior college counterparts. This situation may change as a result of campus unionization and growing faculty powers; although, in the recent past, the

community-junior college president has had the major say in educational policy on the campus.

Studies Pertaining to Presidents'
Backgrounds

Prior to 1960, few studies had been completed that dealt with the backgrounds of community-junior college presidents. The major study of that era was conducted by Roland in 1953. He investigated the educational backgrounds, career patterns, and several opinions of 136 junior college administrators from fourteen states. The sample represented over 20 percent of the junior college presidents in the United States at the time. Respondents were split fairly evenly between public and private institutions, with 52 percent of the respondents representing public colleges. The findings indicated that 19 percent of the respondents had taught in elementary schools; 70 percent had taught in secondary education at one point in their careers; 72 percent were pursuing or had pursued advanced courses in administration and supervision of secondary schools; and 97 percent of those who had non-educational jobs during their adult years were of the opinion that those experiences were beneficial to

them in their positions as junior college presidents.

Since 1960 several researchers have examined and analyzed the characteristics of community-junior college presidents. The first study that presented a comprehensive profile of the junior college chief executive was by Hawk (1960). Using a selected sample of 175 presidents, two-thirds of whom represented public colleges, he attained a 93 percent response. Hawk discovered that the chief executive was 45 years of age when he received his first appointment as a top level administrator. The president remained in the position for approximately 10 years. At the end of that time he had good possibilities of promotion to one of the following positions: another junior college presidency, a public school superintendency, a senior college presidency, a position with an educational foundation, or a position in government.

Fifty percent of the junior college presidents, in Hawk's study, majored in academic areas as opposed to administrative areas. Of the presidents appointed between 1954 and 1959, nearly one half had the Doctor of Philosophy degree rather than the Doctor of Education degree. By splitting the presidents into two groups

according to dates of appointment, Hawk determined that the trend was for future administrators to have more liberal arts preparation as well as the necessary preparation in professional education.

The trend toward liberal arts preparation was later confirmed by Roberts (1964) and Schultz (1969). In an unpublished dissertation, Roberts (1964) presented a profile of the junior college presidents. The 316 responding presidents, representing 75 percent of the population at the time, confirmed the trends indicated by Hawk. These trends were further studied by Schultz (1969), Professor of Higher Education at Florida State University and advisor of the Roberts dissertation. Schultz was able to show the following trends through 1967: first, that the junior college presidency was requiring a higher degree of educational attainment than had previously been required; secondly, that more junior college presidents had previous experience in higher education administration than was formerly true; thirdly, that more junior college presidents had previous junior college experience, which increased their familiarity with the junior college mission; and finally, more

presidents were from a slightly older age group and were thought to be more mature and experienced.

The most comprehensive study completed about two year presidents, in the sixties, was done by Ferrari and Berte (1969). A 68.7 percent response from 963 presidents of both private and public institutions was received. The 622 respondents furnished information concerning occupational origins, educational attainments, previous positions and career patterns. The Ferrari and Berte study confirmed that the trends discovered by Hawk, Roberts and Schultz were continuing. The major findings indicated that 58 percent of the presidents had earned doctoral degrees; nearly half had begun their careers in elementary-secondary education; and 80 percent had come to the presidency from another institution, rather than having been promoted from within.

Cavanaugh (1971) studied all the presidents in the public community-junior colleges in the United States with enrollments over 100 students, other than university and college branch campuses and special purpose academies dealing with one specialized instructional area, as listed in the 1970 Junior College Directory. Four hundred

ninety-eight responses were received, a 68 percent response. Cavanaugh constructed the following summary profile of the 1970-71 public community college president: Typically, the president was a white, married male, between 46 and 55 years old, who had lived more than half his school years (ages 6-18) in one town of less than 25,000 people. His father was a farmer, small business owner, or professional man. He had various educational administrative experiences, was familiar with the community-junior college mission, and had experience in community-junior college administration. He held a doctoral degree, had been trained in educational administration and supervision, and followed an occupational strategy in order to attain his first presidency.

Wing (1972) constructed a profile of community-junior college presidents holding office in 1970 and compared their characteristics with the results of similar studies conducted in 1960 by Hawk and 1964 by Roberts. The report was based on information from the National Career Study of Community-Junior College Presidents conducted in 1970-71 by the Mountain-Plains Community College Leadership program of the University of Colorado. Of 737

questionnaires sent to college presidents, 498 or 68 percent were returned. The results showed that presidents in 1970, contrasted with those in studies of 1960 and 1964, would not stay as long in that position, were more likely to have come from a previous community-junior college position, were more likely to have a doctoral degree and to have earned it in education. The 1970 survey revealed that presidents viewed their previous experience in educational administration as the most important factor in their being hired and listed "educational challenge" as the foremost reason for accepting the job. Fifty percent did not aspire to another position, but of the 50 percent who did, half preferred another community-junior college presidency and half a university or four-year college professorship.

In summary, then, a typical community-junior college president in the United States prior to 1976 was a white male, married, middle-aged, born in a small town, whose father was a business or professional man from the middle class. He had a Doctor of Education degree, began his career in elementary-secondary education, moved to the two-year college, and spent the majority of his career in

higher education prior to reaching the presidency. His tenure in office was 9 years, a little less than his predecessor. He viewed his previous experience in educational administration as the most important factor in attaining his position and accepted the job because of the "educational challenge."

A Study of Private College Presidents

Studies of private college presidents were almost nonexistent with the exception of Johnston's (1965) investigation. Johnston used questionnaire returns from presidents of 167 private junior colleges to project national needs and to determine the educational backgrounds of private junior college presidents. At the time of the study, more than half of the presidents of private junior colleges were over 53 years of age; fewer than 22 percent had doctoral degrees, 61 percent had master's degrees, and almost 26 percent had no graduate degrees. Johnston concluded that the educational background of private junior college presidents was less than should be expected.

Studies Pertaining to the
Characteristics of Community-
Junior College Presidents

Numerous "idealistic" lists have been assembled describing the traits of a community-junior college president. Colvert (1950) studied 100 public junior college administrators through the United States who were selected by random sample. The purpose of the investigation was to discover the essential traits of community-junior college chief administrators. Colvert found there were three essential traits including: average intelligence and good academic performance, common sense, and a compatible personality.

O'Connell (1968) studied 423 community-junior college presidents and concluded that the effective two-year college president, no matter what kind of college he runs, must be a self-starter, a person who naturally and continually infects the institution with a sense of importance of high standards. Furthermore, in addressing the question as to what traits the community-junior college president should possess, O'Connell (1968) maintained that the president must possess energy, good judgment, the ability to get along with the community, the ability to

innovate, and intelligence.

Wilkins (Horne, 1970), Dean of the University of Chicago, concluded that a potential leader was a person who has or shows promise of developing many of nine intellectual, four physical and seven moral traits which he emphasized as indicating leadership. The nine intellectual traits were technical ability, power of expression, accuracy of observation, perseverance, power of concentration, sense of proportion, intellectual curiosity, power of initiative, and ability to reason. The four physical traits were health of body, appearance, manner or bearing, and attractiveness or charm, and the seven moral qualities were ability to cooperate, moral cleanliness, honesty, faith in knowledge, purposefulness, vision, and social mindedness.

Gardner and Brown (1973) conducted a study of community-junior college presidents to ascertain the most important personal characteristics of presidents. In the Spring of 1973, an inventory of personal characteristics was sent to the presidents of 112 institutions. The instrument used required respondents to provide descriptive background data and to place a value of zero (no

importance) to 50 (very important) on 27 listed personal characteristics. Respondents indicated that the four most important characteristics of community-junior college presidents were: integrity (honesty), ability to work with people, objectivity (fairness), and leadership of the board. The four least important characteristics were: charisma, professional training, humility, and a sense of humor. Younger respondents tended to value integrity (honesty) and decisiveness less than did those over 40. Those at smaller institutions placed more importance on ability to work with people, persuasiveness, and charisma than did those at larger institutions.

In short, the characteristics recommended for a community-junior college president were traits such as average intelligence, common sense, compatible personality, patience, ability to be a self-starter, capacity for innovation, perseverance, concentration, expression, initiative, technical competence, ability to observe accurately, reasoning capacity, trustworthiness, and fairness.

Studies Pertaining to Roles of
Community-Junior College
Presidents

Cosand (1975), Professor of Higher Education, University of Michigan, in a paper presented to the annual convention of the American Association of Community-Junior Colleges in Seattle, stated:

. . . the community college president is the one essential person within the structure of the community college. All others . . . have their roles and they, too, are essential . . . but the president must set the example. . . . (pp. 8-9)

He went on to say that there were as many styles of presidential leadership as there were presidents and institutions.

There have been three basic types of leaders recently at the helm of community-junior colleges: those who were "administrators" or stabilizing forces, those who were "educational leaders" or change agents, and those who were a mixture of both a stabilizing force and change agent (Cosand, 1975).

Cosand (1975) indicated that the president is appointed to provide overall leadership for the total educational program of the college. He felt that the college president should set an example of his belief in

the college and its mission. Further, the president must possess overall knowledge about the college and the services it provides its students and its service community. Moreover, the president should be honest, open, able to give beyond himself, able to provide service to the community and other segments of education, and interested in what other segments of the community are thinking and needing. Finally the president should be aware of up-to-date theories of education and management, and have an acceptable breadth of knowledge about the business, industrial, labor, and professional interests of the service community.

Seldon (1960) in an article "How Long is a College President," stated that the principal job of the college president in the twenties was the educational concern or the operation of the curriculum. Although in the fifties hardly any time was spent on curriculum matters, a large amount of the chief executive's time was spent on relations with the government and the public, in explaining the attitudes of faculty and other employees, alumni, and students.

Bolman (1965) in his conclusions drawn from 100

interviews with community-junior college presidents over a three-year period (1959-61) stressed the issue of the importance of managerial skill over educational leadership. He found that while 83 percent of the presidents had earned a doctoral degree, far fewer were academic achievers as evidenced by the fact that only

. . . 27 percent of them had been selected to belong to one of the honorary scholastic societies: Phi Beta Kappa, Sigma Xi, or Tau Beta Phi, and only 25 percent had ever received any grants for research. (p. 205)

Cohen and Roueche (1969) took the position that the president of a two-year college must be an educational leader, not merely a manager or institutional custodian, if the institution was to be successful in reaching its objectives and goals. They also remarked that, "It would seem fair speculation, then, if a college president was not an educational leader, his board of trustees has not required that he be one." (p. 3). Cohen and Roueche felt that the faculty, students, and trustees should expect educational leadership from the president and that the president should respond to such demands through budgeting, long range planning, institutional research, and interaction with faculty, students, and board members in an

effort toward institutional improvement. They also stated,

. . . while these presidents have been in and of scholarly life, for a good many of them other interests have been dominant, as evidenced by the fact that 84 percent had been full- or part-time administrators, and nearly three-quarters of these had been full-time deans or administrators of similar rank for an average of eight years. . . . management abilities and functions were stressed in all the qualities and capabilities the chairman of the board was looking for in his new president. (p. 3)

On the whole, there seems to be no pure definition as to what role the president should assume or has already assumed. The typical leader of the two-year college has been concerned about maintaining established structure, procedures, and goals. At times he has been concerned about the initiation of a new structure or procedure for accomplishing the college's goals and objectives. Whether or not the president is to be a strong educational leader or an implementer of already existing plans is dependent on the governing board which selects the leader.

Studies Pertaining to Administrative
Responsibilities of Community-Junior
College Presidents

Shannon (1962), in a study that analyzed the roles of 240 public community college presidents as it was perceived by the presidents themselves, discovered that the president must be able to concentrate on those matters which call for decisions, advice, and comments, that only the president is in a position to advance. Further, delegation of responsibilities to others is a necessary part of this complex job, and presidents who insist on reading all incoming mail, turning out classroom lights, and attending to plumbing problems must necessarily neglect important matters or build up inner tensions and pressures needlessly. In addition, it was found that the presidents spent the majority of their time in the areas of public relations, development, and finance, but indicated that they preferred to concentrate their efforts in areas of (in order of priority) curriculum, students, administrative and teaching staff, development, public relations, and development activities. Similarly, Simon (1967) in an article entitled "The Job of the College President" identified the duties and functions of the

chief administrative officer to be (in order of priority) raising money, balancing the budget, participating in the establishment of institutional goals, working with faculty to create an environment that encourages learning, and recruiting and maintaining a high-grade faculty.

Cohen and Roueche (1969), in their monograph entitled Institutional Leader or Educational Leader, suggested that typical presidents were assigned the responsibility for developing buildings and grounds, implementing the policies of the board of trustees, fiscal affairs, supervising administrative and teaching staff, and campus law and order.

As reported by Morgan (1969) at the National Conference on the Junior College President:

The role and responsibility of the community-junior college presidents, then, involves both understanding the philosophy of the two-year college and possessing the technical and administrative skills for the successful translation of this philosophy into practice. It demands also the most effective leadership to accomplish these goals in an institution composed of emotional people. Furthermore, these goals must be pursued under the full scrutiny of a society with certain very pressing needs of its own, some of which, it has been told, and which it apparently believes, can be met by education as provided in two-year colleges. (p. 30)

Morgan (1970) indicated, after analyzing the data received from 438 community college presidents, the greatest source of pressure on the community-junior college presidents to be (in order of most to least serious): finance and budget, administrative details, board of trustees, faculty, campus development, community sources, and students. The 438 public community-junior college presidents responding to Morgan's survey indicated the most pressing on-campus duties were: faculty relations, budget and financial matters, board matters, public relations, and physical plan or architecture. The most pressing off-campus duties were: speeches and representation, state and association meetings, legislative matters, and state money matters. The least time consuming for on-campus work were personal and professional interests; for off-campus work was federal money matters.

Monroe (1972) suggested in Profile of the Community College that the principal function of the administration, which the president heads, was to coordinate and balance the diverse activities of the college. The Carnegie Commission on Higher Education (1973) stated that, "under the general direction of the

board, the president holds the key administrative position." (p. 310). Further the Commission (1973) stated that the president was responsible for extending the leadership to faculty, students, alumni, government agencies, and the public more generally. Finally Monroe (1972) maintained there were two main functions of the president which were to interpret board policies to the public, the students, and the faculty, and to serve as a shock-absorber or scapegoat for the college when it was threatened by critics and enemies.

McCarthy (1974) indicated, after studying the results of the responses of 20 Virginia community college presidents, 95 division chairmen and 104 teachers, that the president's role should be that of providing general leadership and direction for his institution, devising an organizational structure that allows for student and faculty participation in the governance of their institutions, delegating responsibilities for instructional and curriculum development and evaluation, maintaining identity with the students of their institution, and devoting ample time to securing and allocating financial resources for their colleges.

The role and responsibilities of the typical top administrative officer in the two-year college have involved an understanding of the philosophy of the two-year colleges and the development of technical and administrative skills for the successful translation of this philosophy into practice. The duties and functions have centered around public relations, development, staffing, finance and budget, implementation of policies, supervision of staff, attendance at meetings, legislative matters, delegation of responsibilities, and interpretation of community and institutional needs.

RESEARCH ABOUT THE NEEDS FOR EDUCATION
FOR THE ADMINISTRATORS OF THE
COMMUNITY-JUNIOR COLLEGES

The demands on the community-junior college during the seventies and eighties may be the most vigorous in its history as a social institution. The diverse student body will demand that the educational promise of student-oriented, comprehensive programs be fulfilled. The staff, administrative as well as faculty, of the two-year colleges will be held primarily responsible for the success or failure of the college to keep its educational promise.

The preparation, preservice as well as inservice, of the staff will determine, to a great extent, the ability of the college to satisfy the demands for quality education in the seventies and eighties (O'Banion, 1972).

Gleazer (1973) in Project Focus: A Forecast Study of Community Colleges, stated there was no more critical need confronting the community-junior college than for administrators with sophisticated conceptual ability as well as a working understanding of the fundamentals of human relations. He emphasized there was no large-scale, systematic effort to identify and educate new administrators or to re-educate present leaders in terms of the changing requirements of their positions.

Higher education, unlike the military with their staff colleges, the Department of State with its specialized training institutions, and the business corporations which continuously search for talent among their personnel and establish management training programs, has not emphasized a systematic effort to locate and educate potential leaders within the ranks of the college personnel. Higher education has assumed that success will come from a generalized background and an accidental sliding into an

often inadequately defined job description (Gleazer, 1973).

The problem of professional development for two-year college executives has not gone completely unaddressed. Since the early sixties, preservice development programs for community-junior college administrators have been receiving increasing attention and financial support (O'Banion, 1972).

Two major sources of funds have advanced administrator preservice preparation to the fore of all community-junior college staff development programs. The W. K. Kellogg Foundation has funded Junior College Leadership Centers and fellowships throughout the nation. The U.S. Office of Education has established graduate fellowship programs for community-junior college staff members through Part E of the Education Professions Development Act (EPDA). The Junior College Leadership Program was an outgrowth of the W. K. Kellogg Foundation's successful experience in supporting administrative leadership training at the elementary and secondary school level (Kellogg, 1961). Part E of the Education Professions Development Act has provided funds to assist colleges and universities in meeting critical shortages of highly qualified

personnel who have been serving or are preparing to serve as teachers, administrators, or educational specialists in institutions of higher education (O'Banion, 1972).

A third program not associated with either the Junior College Leadership or the E.P.D.A. fellowship programs has been offered at North Carolina State University which also offers a doctoral program in community-junior college administration. This program has been supported by the Department of Adult and Community College Education at the University in cooperation with the State Board of Education and the 43 North Carolina Technical Institutes and/or Community Colleges. It has been based on a four-step education program stressing actual experience. A program of interdisciplinary coursework, inservice educational experience, practical field experience and a major research project constitute the degree requirements (Adams, 1967).

In 1959, the Commission on Administration of the American Association of Junior Colleges made recommendations concerning the types of inservice development programs which would be appropriate for community-junior college administrators. These recommendations were designed to aid universities with Kellogg Foundation grants in

preparing relevant inservice programs for practicing administrators. During the sixties, the Commission's recommendations were implemented. Inservice development of community college administrators was not limited solely to Kellogg-supported universities. Other academic institutions and the American Association of Community and Junior Colleges itself initiated numerous programs designed to aid administrators in performing their tasks more effectively (Giles, 1961).

Gleazer (1973) stated that the needs today are more critical than in the past when taking into consideration society's changing expectations, skyrocketing student enrollments, diverse student bodies, pressures for increased state control, collective bargaining issues, inflation, and various social needs. The challenges of tomorrow before the community-junior colleges in the area of staff development are to provide improved preservice programs, mechanisms within the colleges for massive commitment to self-improvement, time and the financial means for the colleges' leaders to utilize resources for professional improvement when they become available, a continuous process to identify potential, and a program of

evaluation and inservice education for administrators.

O'Banion (1972) has stated that every state in the country has a two-year college, and every college in every state should have an inservice program for staff development. The states can help the individual colleges through the development of comprehensive, statewide plans for staff inservice education. The appropriate agency at the state level should develop plans which coordinate the efforts of state colleges and universities, staff of professional associations, other state agencies, regional laboratories and agencies, and individual community-junior colleges.

Williams (1969) presented a paper "A Master's Degree Program for Junior College Teachers" at the sixth annual meeting of the Council of Graduate Schools in the United States which stated that the Comprehensive Community College Act of 1969 placed high priority on a state plan for staff development. The Act called for a master plan for community-junior college development in each state.

To this end the Florida plan for staff development could serve as a model for other states. During the 1968 Special Session of the Florida Legislature, Senate Bill

76X(68) was enacted which provided funds for Staff and Program Development. The Board of Education stated that the "purpose of this program is to improve the total effectiveness of the college curriculum through the continuing development and improvement of faculty, staff and program." (O'Banion, 1972, p. 187). Gleazer (1972) stated that other states could well follow Florida's leadership in setting aside a percentage of state-level financial assistance for staff development.

In brief, it has been emphasized that the preparation, preservice as well as inservice, of the staff will determine, to a great extent, the ability of the college to satisfy the demands for quality education in the seventies and eighties. Further, it has been stressed there exists a need for a large-scale, systematic effort to identify and educate new administrators and to re-educate present leaders in terms of the changing requirements of their positions. Finally, two-year colleges have a growing need to provide a mechanism within each institution or state system for massive commitment to self-improvement, time, and the financial means for the leaders of the colleges to utilize resources for

professional improvement, a continuous process to identify potential leaders within the institution, and a program of evaluation and inservice education for administrators.

RESEARCH ABOUT THE COLLEGE AND UNIVERSITY PRESIDENTS

Research studies on the college and university presidents were conducted by Corson (1960), Bolman (1965), Hemphill and Walberg (1966), Ferrari (1968), and Cohen and March (1974). Corson (1960) investigated the roles of 348 college and university presidents. He found that the role of the academic president focused on six essential activities: student affairs, educational program, faculty selection, finance, physical facilities, and public-alumni relations. When the president's time was reviewed, Corson found that the chief executives spent approximately 40 percent in financial and budget matters, 20 percent in public-alumni relations, 12 percent in physical facilities, 10 percent in general administration, and 18 percent in educational matters.

Moreover in 1965, the American Council on Education engaged Fredrick Bolman to head a study on "How Presidents Are Chosen" (1965). A survey of 116 presidents

was conducted and of those responding, 83 percent held earned doctorates, 11 percent held a master's degree, and 6 percent held a bachelor's degree. Most presidents were married and their spouses came from a similar social status and educational background.

Hemphill and Walberg (1966) in their study of the New York State college and university presidents for the Regents Advisory Committee on Educational Leadership found that the most frequent undergraduate majors of the presidents were in the humanities, followed by social sciences, engineering, physical sciences, and education. In graduate work the most frequent majors were education, humanities, and social sciences. Most of the presidents held administrative positions in higher education immediately prior to becoming president, but more than a third held other positions, either as faculty members, as school superintendents, as employees in state education departments, or as employees outside the field of education.

The study conducted by Ferrari (1968) involved 760 college and university presidents. The social, geographical and occupational origins, educational preparation, career patterns, and some career motivations of

the presidents were studied. Ferrari was able to determine that the occupations of the presidents' fathers were usually professional (lawyers, physicians, engineers, architects, teachers, clergy, etc.) or business. The most likely professional origins of the fathers were clergymen or teachers in elementary-secondary schools. The paternal grandfathers of the presidents were found to be mainly farmers and laborers.

The presidents came from well-educated middle class families in small town America. They were occupationally and geographically mobile throughout their careers. The wives of college and university presidents came from similar occupational and geographical origins and were well-educated. Ferrari found that nearly three-fourths of the presidents earned a doctorate with the Doctor of Philosophy as the most prevalent degree. Humanities were the most common programs of study pursued by the presidents.

The college and university presidents over a twenty-year period in their careers showed steady movements into higher levels of academic administration and by the twenty-year period, a majority had attained the presidency. They assumed the presidency by age 45 and

their current age was 53 with an average tenure of 8 years. A majority of the presidents had prior experience as college teachers and had reached the rank of professor. Approximately one-third moved directly to the presidency by internal appointments. The most frequent stepping stone to the presidency was the position of college dean followed by another college presidency, department chairman or faculty position. Approximately 7 percent came from business, government, military, and educational foundations. It was likely that the president held his prior position about five and one-half years. He tended to have full-time faculty or administrative positions in two other institutions.

Cohen and March (1974) drew the following picture of a four-year college and university president: typically a middle-aged, white, married, male Protestant, from a relatively well-educated, middle-class, professional-managerial, native-born, small town family background. They also studied the social characteristics of American college and university presidents, finding that college presidents ordinarily came to the job in their mid-forties, with a present average age of 52, that about 10 percent

were female and 90 percent of the female presidents were chief executives of Roman Catholic colleges for women. Eighty percent of all presidents held a doctoral degree in humanities, education, religion, or the social sciences. The average tenure was approximately 10 years.

The most common career sequence to the presidency was a six-job sequence. The first position was either as a teacher in elementary-secondary school level or as a minister, the second-college professor, the third-department chairman, the fourth-dean of the college, the fifth-provost or academic vice-president, the sixth-president of the institution. It was natural for a college and university president to move two or three times before reaching the presidency.

Thus, a typical four-year college and university president was a white Protestant male, middle-aged, native born, married, from a relatively well-educated, middle-class, small town family background. His father was a business or professional man. The presidents received a Doctor of Philosophy degree and majored in humanities, religion, social sciences or education. Currently 53, he reached the presidency at age 45 and held an average tenure of 8

years. The last position held was a college deanship.

RESEARCH ABOUT TOP BUSINESS EXECUTIVES

Taussig and Joslyn (1932) studied 7,371 business executives to ascertain from what social classes American business leaders were recruited; to determine whether the proportionate contribution of each social class to the supply of business leaders was less than, equal to, or greater than the proportion of that class in the population at large; and to throw light on the relative influence of hereditary and of environmental factors in causing such disparities as may exist between the representation of the several classes among business leaders and their representation in the population at large.

They were able to determine that business leaders in 1928 were, for the most part, the sons of business leaders of the preceding generation. Their findings also indicated that the labor classes, which represented 45 percent of the total gainfully employed population, only produced 10 percent of the business leaders. The business and professional classes, on the other hand, constituted only about 10 percent of the total gainfully employed

population. Yet their contribution to the supply of business leaders was no less than 70 percent. Here was the outstanding disparity: 10 percent of the American population produced 70 percent of its business leaders.

Taussig and Joslyn found that a substantial proportion of the business leaders had received help of some kind from relatives or friends in the form of influence exerted in the respondent's behalf rather than in the form of financial aid. They also indicated that the factor of schooling has been found to be closely associated with both the degree and the time of business achievement.

Mills (1945) completed a biographical comparison study of 1,464 top business executives between 1600 and 1900. The information obtained related mainly to two questions: What have been the class levels of the parents of the business elite of each generation? What has been the education of the members of this elite?

Mills found that for all generations, between 1570 and 1907, 40.4 percent of the top business executives were derived from business alone, 18.7 percent from the professions, 23.8 percent from farming, 7.3 percent from skilled crafts, 6.4 percent from public office, 2.5 percent

from unskilled and semi-skilled labor, and .9 percent from clerical and sales.

The findings indicated that 18.2 percent of all members of the American business elite had been graduates of colleges and that a total of 33.3 percent had been enrolled from some period of time in some college. The information indicated further that the least well-educated members of the business elite were of the two generations which covered the birth years 1760-1819. Mills described the typical American business elite: as being of Northeastern origin, of the upper classes by birth, and educated well above the level of the general population. The father was typically a businessman and had held various political offices.

Miller (1952) studied 181 business executives by performing a literature search covering the years 1901 to 1910. His findings indicated that 14 percent of the executives had started the firms through which they had attained their peak positions, 27 percent had inherited their high positions, 12 percent were corporate lawyers who eventually attained the top position, and 47 percent climbed the bureaucratic ladder after their family status,

education, and other social endowments helped them get the proper start. The findings further illustrated that fewer independent entrepreneurs had been able to reach the presidency; while there was an increase in the number of people involved in family and bureaucratic business careers who reached the presidency.

Miller found that American business leaders began their first regular job in one of two areas, either managerial and clerical, which included officers, general managers, superintendents, clerks, bookkeepers, telegraphers, and similar office workers; or technical and manual, which included hourly workers of various degrees of skill, draftsmen, engineers, surveyors, and other trained technicians. The findings also suggested that relatively few of these men jumped from industry to industry before attaining their peak positions. The independent entrepreneurs were more mobile than the so-called bureaucrats who had reached the top because of family influences.

Gregory and Neu (1952) completed a literature search of 303 executives covering the years 1870 to 1879. They found the typical business executive of that decade was

born in America, of a New England father, English in national origin, Congregational, Presbyterian, or Episcopal in religion, urban in early environment, and born and bred in an atmosphere in which business and a relatively high social standing were intimately associated with his family life. Only at about eighteen did he take his first regular job, prepared to rise from it, moreover, not by a rigorous apprenticeship begun when he was virtually a child, but by an academic education well above average for the time.

Warner and Abegglen (1955) surveyed 8,562 top executives in 1952 and compared their findings to those of Taussig and Joslyn, who studied the 1928 executives. Warner and Abegglen found that the 1952 business leadership included more men from the lower-level occupations and that movement for sons of farmers, laborers, and white-collar workers into the business elite took place in greater degree in 1952 than previously. The findings also indicated that businessmen of 1952 were much more highly educated than a generation before. In 1952 6 out of 10 of the business leaders had graduated from college and 2 more of the 10 had some college training

compared with about 3 out of 10 and one more of the 10 who had some college training a generation ago. These business men earned such degrees as Bachelors of Art or Science or Business or Law, Masters of Arts, and Doctor of Philosophy.

The Warner and Abegglen findings relating to the geographic background of the business elite indicated that the typical member of the business elite in the United States was born in the North or Midwest. He was a big-city man, born and trained in a large population center, the son of a business or professional man. Their findings also indicated that the typical member of the 1952 business elite was almost 54 years old. He entered business just before his twenty-second birthday and became associated with his present firm 7 years later, remaining with his firm 24 years. He achieved his present position 24 years after entering business and had held it for almost 7 years. The typical business career was begun between ages 21 and 22, with a period of shifting between jobs and companies, until at about 29 years of age the future business leader joined the firm he eventually directed. He was 45 or 46 years old before he achieved

his position of leadership.

The Warner study found that the popular image of the past career of the successful businessman seemed to include two alternative routes. The first began with the shop or foundry--the two-fisted laborer, rough but brilliant, worked up the line from the production area through supervision and minor executive posts to top management. Alternatively, and usually in non-manufacturing businesses, the career began as a salesman, whose tiny capital, invested in a shop of his own, was built by shrewdness, labor, and daring into a mighty empire. Contrasted with these themes was the son of the owner who catapulted over the entire system into an immediate position of dominance. In 1952, on the other hand, the careers were built largely on formal education, acquisition of management skills in the white-collar hierarchy, and movement through the far-flung systems of technicians and low level management personnel into top management.

Newcomer (1955) studied 1,426 top business executives in three periods: 1900, 1925, and 1950. He used a mail questionnaire to obtain his data. The findings indicated that two-thirds of the 1950 business executives

were the sons of men with independent business experience. The study illustrated that sons from wealthy families facilitated the process of getting the necessary schooling that led to influential connections. These families could also provide the capital necessary for a new business enterprise or the acquisition of a going concern. Therefore a higher percentage of top business executives came from wealthy families.

Further, Newcomer found these occupations (in order of most to least frequent) salaried administrator, engineer, lawyer, entrepreneur, other professions (physician, scientists, accountants), capitalist and banker or broker to be the principal occupational experience of the 1950 executives.

He also found that the percentage of business executives with some higher education was 80.7. He further discovered that executives who have been chosen because of success in another company turn up in larger proportion among men with higher degrees than those who did not graduate from college or even reach it.

In 1964, a study sponsored by the editors of Scientific American (1965) was conducted by Market

Statistics Inc., of New York City, in collaboration with Newcomer and was undertaken to up-date Newcomer's classic work in the sociology of U.S. industry. The social and cultural backgrounds of approximately 1,000 of the top officers of the 600 largest U.S. non-financial corporations were investigated in the study.

From the substantial statistical and non-statistical data gathered in this study, four findings emerged: First, the trend toward professionalization of American industrial management has been accompanied by increasing vertical social mobility in the process of selection that brings leaders to the top. Second, the prolongation of formal education through college and even into graduate school now supplies the primary qualifications for advancement to top executive responsibility. Third, the professionalization of the big business executive was increasingly correlated with qualification in science and engineering was strongly correlated with increase in upward social mobility.

As of 1964, 38 percent of America's big business executives had technical backgrounds, with degrees in engineering or natural science, or equivalent on-the-job

experience. The editors of Scientific American felt the shift toward a technical background as qualification for high corporate responsibility was proceeding so rapidly that within another decade or two the majority of the country's "captains of industry" will be men who speak the language of science and engineering as well as of business, who are able to bridge the gap between the "two cultures" opened up by the accelerating advance of modern technology.

Sturdivant and Adler (1976) studied the backgrounds of 444 executives from 247 companies to analyze the question of executive diversity. A rather surprising result of their laborious research and comparison of data was that the executives of 1975 form a more homogeneous group than those from earlier time periods. In addition to being exclusively male and Caucasian, predominantly Protestant, Republican, and of Eastern United States origin, from relatively affluent families, and educated at one of a handful of select universities, as was the case in the past, the 1976 executives shared some new characteristics. Most significantly, the executives were closer together in age, and more of them had little or no work experience

outside their companies.

In sum, the studies indicated that a typical top business executive was a white Protestant male Republican, of Northeastern origin, a member of the upper classes by birth and a product of an education well above the level of the general population. He was the son of a business or professional man and has held various political offices. He took his first regular job at age 22 and shifted between jobs until age 29 when he began work for the firm he would eventually direct. He was 45 years old when he reached the top leadership position.

SUMMARY AND DISCUSSION

Studies completed by Roland (1953), Hawk (1960), Roberts (1964), Schultz (1969), Ferrari and Berte (1969), Cavanaugh (1971), and Wing (1972) were helpful in developing the following profile of the typical two year college president: He was a white, married, middle-aged male, who grew up in a small town, whose father was a middle class business or professional man. The president began his career in elementary-secondary education, moved to the two year college, and spent the majority of his career

in higher education prior to reaching the presidency. He had earned a Doctor of Education degree and felt his previous experience in educational administration was the most important factor in attaining his position. He accepted the presidency because of the educational challenge.

Colvert (1950), O'Connell (1968), and Gardner and Brown (1973) recommended the following characteristics for a community-junior college president: average intelligence, common sense, compatible personality, patience, ability to be a self-starter, capacity for innovation, perseverance, concentration, expression, initiative, technical competence, ability to observe accurately, reasoning capacity, trustworthiness, and fairness.

The typical roles of a two year college president as explained by Seldon (1960), Colman (1965), Cohen and Roueche (1969), and Cosand (1975) have been those of either maintaining the established structure, procedures, and goals of the institution or the initiation of a new structure or procedure for accomplishing the college's goals and objectives. Seldon and the others felt that

whether or not the president was a strong educational leader or an implementer of already existing plans was dependent on the governing board which selects the leader.

Shannon (1962), Simon (1967), Cohen and Roueche (1969), Morgan (1970), Monroe (1972), and McCarthy (1974) have indicated the responsibilities of the typical two year college president. The responsibilities included an understanding of the philosophy of the two year colleges and possession of the technical and administrative skills for the successful translation of this philosophy into practice. The duties of the president have focused around such things as public relations, development, staffing, finance and budget, implementation of policies, supervision of staff, attendance at meetings, legislative matters, delegation of responsibilities, and interpretation of community and institutional needs.

Much research has been completed about the two year college president involving studies about characteristics, roles, responsibilities and duties and functions. Giles (1961), Williams (1969), O'Banion (1972), and Gleazer (1973) have emphasized that the educational

preparation of the president, preservice as well as in-service, will determine the ability of the college to satisfy the demands for quality education in the eighties. Further, they stressed the need for a large-scale, systematic effort to identify and educate new administrators or to re-educate present leaders in terms of the changing requirements of their positions.

Research studies about the college and university presidents were conducted by Corson (1960), Bolman (1965), Hemphill and Walberg (1966), Ferrari (1968), and Cohen and March (1974). Through these research efforts the following profile of college and university presidents was developed: a typical president was a white Protestant male, middle aged, married, from a relatively well-educated, middle-class, small town family background. His father was usually a business or professional man. The president had earned a Doctor of Philosophy degree and majored in humanities, religion, social sciences or education. Currently 53, he reached the presidency at 45 and had an average tenure of 8 years. Before assuming the presidency, the last position held was a college deanship.

Finally, Taussig and Joslyn (1932), Mills (1945), Miller (1952), Gregory and Neu (1952), Warner and Abegglen (1955), Newcomer (1955), the editors of Scientific American (1965), and Sturdivant and Adler (1976) studied the top businessmen and concluded that a typical business executive was a white Protestant male Republican, of Northeastern origin, a member of the upper classes by birth and a product of an education well above the level of the general population. He was the son of a business or professional man and has held various political offices. He took his first regular job at age 22 and shifted between jobs until age 29 when he began work for the firm he would eventually direct. He was 45 years old when he reached the top leadership position.

The profile studies found in the literature were not comprehensive enough to really describe those persons in the office of president in two year colleges. The researchers were able to trace the presidents' socio-economic backgrounds, educational preparation, and career patterns but none investigated any aspects of the president's non-professional lives or their feelings about the presidency. The only attempt to describe a private

two year college presidents was a study completed by Johnston (1965) and he only investigated their educational background.

The studies completed about the presidents' characteristics, roles, and responsibilities were able only to recommend idealistic information about these aspects. The researchers failed to ask the presidents what educational and career strategies would be necessary to meet the changing requirements of their positions in the decades ahead.

Considerable information has been gathered in recent years about the community-junior college presidents, four year college and university presidents, and top business executives. However the following comparisons have not been attempted:

1. Between male public and private two year college presidents;
2. Between male and female two year college presidents;
3. Between two year and four year college and university presidents; and
4. Between two year college presidents and top business executives.

Chapter 3

METHODOLOGY

The major purpose of the study was to describe the presidents of Eastern Seaboard public and private community-junior colleges in terms of their social, geographical and occupational origins, educational preparation, career patterns, non-professional lives, and their feelings about the presidency. The five research questions were:

1. What are the social, geographical and occupational origins of community-junior college presidents in Eastern Seaboard states, their educational preparation, career patterns, non-professional lives, and their feelings about the presidency?
2. How do the characteristics of the male public two-year college presidents compare with those of their counterparts in the private sector?
3. How do the characteristics of the female community-junior college presidents compare with their male counterparts?
4. How do the characteristics of community-junior college presidents compare with those of four year college and university presidents?
5. How do the characteristics of community-junior college presidents compare with those of top business executives?

The methodology of the study is described in this chapter. Sections included are the design of the study, the population, the instrument, the limitations of the methodology, the data collection procedures, and the treatment of the data.

DESIGN OF THE STUDY

The study was designed to determine the characteristics of presidents of two year colleges on the Eastern Seaboard as well as to make the following characteristic comparisons between: first, public and private male two year college presidents; second, male and female two year college presidents; third, two year and four year college and university presidents; and last, two year college presidents and business executives.

The methodology used in the investigation was survey research. Because of the advantages of wide scope and relatively low cost in obtaining data, survey research has proved to be the best method for securing personnel and social facts, beliefs and attitudes (Kerlinger, 1973).

Presidents were requested to complete a 27 item questionnaire. In addition other sources of data

were used to supplement questionnaire information (for example, Who's Who in Education). All the information was used for comparisons between public and private male two year college presidents and between male and female two year college presidents. Some of the information received from the questionnaires, in particular educational preparation, career patterns and some social, geographical and occupational information was compared to previous studies done by Ferrari (1968), who dealt with four year college and university presidents and by the editors of Scientific American (1965), who studied top business executives.

THE POPULATION

The population included 368 community-junior college presidents in the Eastern Seaboard states as shown in Figure 1. Excluded from the study were 86 institutions, sometimes classified as two year institutions. The institutions excluded were certain types of institutions accredited as specialized professional schools. Seven major categories of institutions were eliminated from the study including:

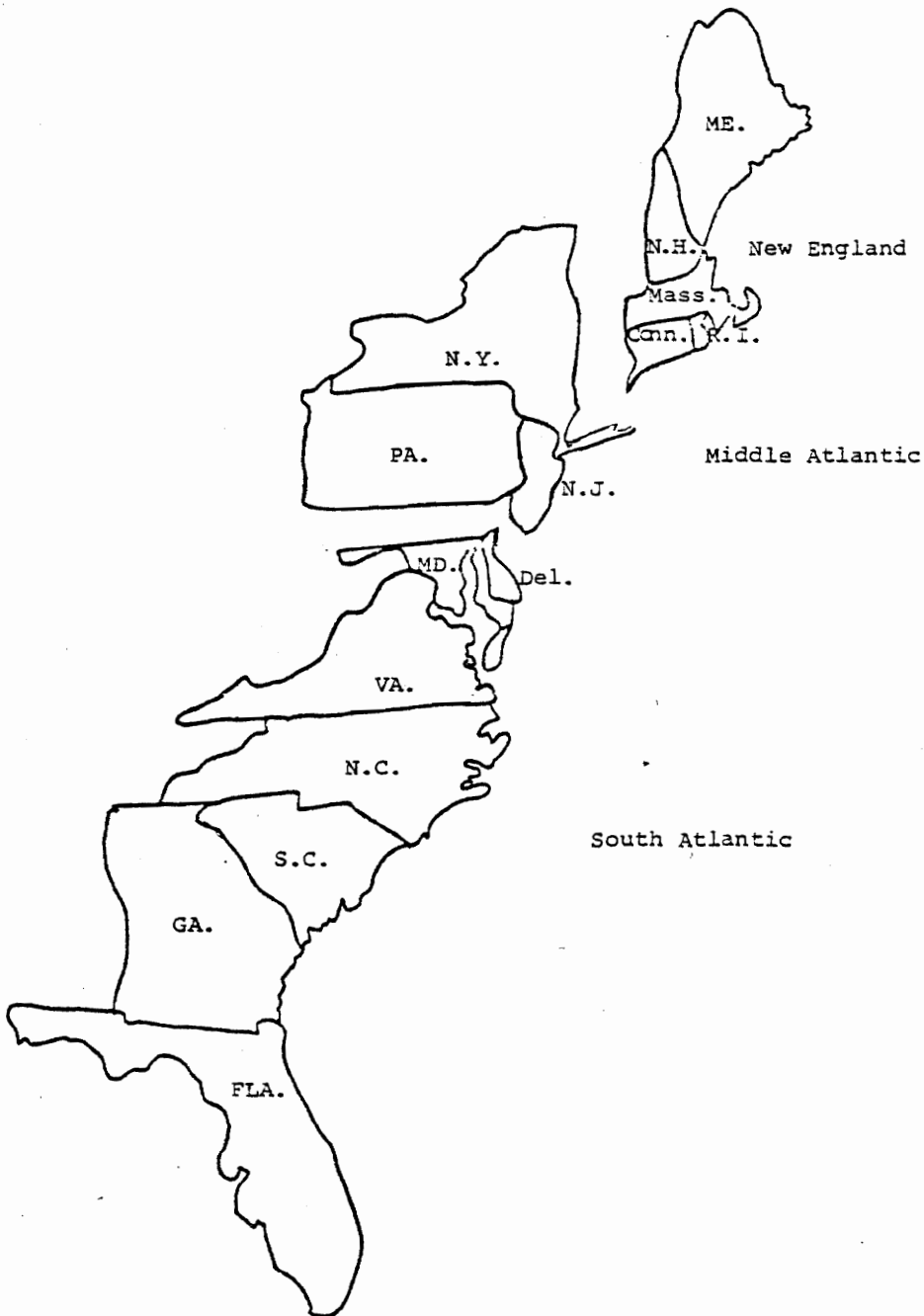


Figure 1. Map of the Eastern Seaboard Divided into the three Federal Census regions

1. Private and public institutions not belonging to the American Association of Community and Junior Colleges;
2. Private and public specialized professional schools (engineering and art institutes, aeronautical institutions, medical arts);
3. All the branches of the university system presided over by the same administrative officer;*
4. The individual campuses of the multi-campus institutions;
5. All the institutions within a community-junior college district presided over by the same administrative officer;
6. Vocational-technical colleges, technical institutes, and technical community colleges; and
7. Private and public institutions not accredited by any of the three regional accrediting associations.

Applying these criteria, 86 colleges were exempted from the 368 in the Eastern Seaboard states, leaving 282 presidents as the universe for the study.

*In items 3, 4, and 5 these institutions were excluded because counting all the colleges in the study would duplicate the career data about the president and therefore distort the results.

THE INSTRUMENT

Questionnaire

The questionnaire used in this study (Appendix A) was developed from instruments used by Ferrari (1968) for his study of four-year college and university presidents, and by the editors of Scientific American (1965) for the study of top business executives.

A panel of experts (Appendix B) was used to test the completed instrument for content validity and ease of completion. The panel recommended the following changes: first, eliminate the blanks for names of the president and institution; secondly, remove the questions referring to politics and religion; thirdly, group similar occupations together and put a space between each group in the questions relating to occupations; finally, re-write several questions so that they might be answered by either checking or circling the appropriate choice.

LIMITATIONS OF THE METHODOLOGY

The limitations of the methodology were the use of a questionnaire, coding of the questionnaire, and interpretation of the questionnaire. Objections can be

raised about the reliability of a study which has a questionnaire. Kerlinger (1973), in discussing survey research, indicated the following: first, a question may be interpreted in an entirely different manner by two individuals; secondly, the answers to questions are in part, at least, a function of the way questions are asked; thirdly, a respondent may not have the necessary information to answer the questions; finally, there may be good reasons to prompt a respondent to give an answer which he knows to be inaccurate.

Further, in the coding process it is possible that in the translation of question responses and grouping respondents into specific categories, errors can be made. Thus all information was double checked prior to submitting the IBM cards for computer analysis.

Finally, collecting information through the use of questionnaires is far less difficult than interpreting and summarizing what the information means. The fact underlines a basic weakness of the survey method. Although the survey provides a means of learning details about a current situation or problem, generalizations and principles must be arrived at through straight thinking which

follow from the facts established. Accurate conclusions drawn from the facts through reflective thought solve problems.

DATA COLLECTION PROCEDURES

One week prior to sending the questionnaire a preliminary letter (Appendix C) was sent to each president explaining the study and seeking his cooperation in completing the questionnaire when it arrived. The questionnaire was mailed with a cover letter (Appendix D) of endorsement by Dr. Maxwell C. King, President, Brevard Community College (Florida) and President of the President's Academy of the American Association for Community and Junior Colleges. A small complimentary package of coffee and a return addressed, stamped envelope were also included. To facilitate and insure maximum returns, a coding system was designed to identify each respondent.

Fourteen days after the initial mailing of the questionnaires, a second mailing was made to those not responding to the first questionnaire. The second mailing was identical to the first. Two weeks after the second mailing, the first follow-up letter (Appendix E) was mailed

and fourteen days later a second follow-up letter (Appendix F) was mailed. Questionnaires received after September 15, 1976 were not used in the analysis of data or counted as part of the returns.

Supplementary Sources of Data

Selected reference works were used in the collection of data regarding the president's type of college and career. The 1976 College Blue Book and 1975-76 Yearbook of Higher Education list a variety of information about every community-junior college in the country. College catalogues and guide books provided additional information about the institutions relevant to the study.

The majority of community-junior college presidents were included in the latest issue of Who's Who in America (1975) or Who's Who in Education (1975). These volumes served as a source book for many facts about the president's life and career. Who's Who was considered as giving a satisfactory account of data regarding place and date of birth, formal education, marital status, teaching positions, previous administrative positions,

awards, societies, publications, board membership, and previous experience in business, government, or the military. Similar biographical data were found in college public relations newsletters as well as newspaper and magazine articles. The primary purposes of this information were to provide accurate data about the careers of those not responding to the mail questionnaire and to provide necessary data about the presidents who left some items blank, especially directing that such information be taken from Who's Who.

Returns to the Questionnaire Mailings

The returns were classified as usable or unusable on the basis of whether the respondent could answer officially as the college president (see Table 1). After fourteen days, 133 questionnaires or 47.2 percent were received, of which 121 or 42.9 percent were found usable. A second mailing was sent to those not responding to the first and at the end of the second two weeks, 200 questionnaires or 70.9 percent had been received, of which 182 or 64.5 percent were found usable. It was then decided to send two follow-up letters to those not responding to the second mailing. After the first reminder, 219

Table 1
Distribution of Total Non-usable
Questionnaires

Reasons Why Non-usable	Number	Percent
Respondent was acting or interim president	4	14.3
Respondent had policy of not completing questionnaire without authorization from state office . .	13	46.4
Respondent recently resigned. . . .	4	14.3
Respondent was on leave	3	10.8
Respondent headed military institution and felt most questions did not apply to his situation . .	2	7.1
Institution closed.	2	7.1
Total	28	100.0

questionnaires or 77.6 percent had been received, of which 194 or 68.8 percent were found usable. The final reminder increased the total received to 232 questionnaires or 81.9 percent, of which 204 or 72.2 percent were found to be usable.

Twenty-eight of the returned questionnaires were not usable and were excluded from the investigation. In 13 of the cases, the presidents or the community college systems had a policy of not completing questionnaires unless they had been authorized by the central state office. Four of the respondents were acting as interim presidents, and 4 had recently resigned. Two were respondents who headed military institutions and felt most questions did not apply to their situation. Two were returned by presidents whose institutions had recently closed. Finally, 3 of the respondents were on leave of absence.

TREATMENT OF THE DATA

The analysis of the data centered around the research questions. The responses to each item on the questionnaires were coded for computer analysis and

punched onto IBM cards. In order to analyze the data, several statistical techniques were employed. Frequency counts, percentages, and means, where appropriate, were computed by using a basis 2.9 program available at Virginia Military Institute Computer Center. In some instances, a rank order was developed.

The questionnaire information was analyzed seven different ways as follows: A tabulation of all respondents, males only, public college males only, private college males only, females only, private college females only, and public college females only. .

All the information received from the 27 item questionnaire was used to answer research questions one and two. Selected information was used for comparison purposes in research question three that paralleled Ferrari's (1968) results in his study of four year college and university presidents. A similar procedure was used in research question four using the results of a study completed by the Editors of Scientific American about top business executives.

SUMMARY

A description of the research design and methodology used in this study was presented in this chapter. The population for the study included 282 presidents of community-junior colleges in Eastern Seaboard states.

The principal means of data collection was a questionnaire. Supplementary references about the institutions and presidents were utilized. A panel of experts evaluated the questionnaire for ease of completion and content validity.

The total number of questionnaires returned was 232 (82 percent), of which 204 (72 percent) were usable for the analysis. The analysis of the data centered around the research questions. A computer analysis using several statistical techniques was employed.

Comparisons were made using the questionnaire information between male public and private two year college presidents; male and female two year college presidents; two year and four year college and university presidents; and two year college presidents and top business executives.

Chapter 4

ANALYSIS OF DATA

The major purpose of this study was to describe the social, geographical and occupational origins of the presidents of Eastern Seaboard public and private community-junior colleges, their educational preparation, career patterns, non-professional lives as well as some of their feelings about the presidency. A secondary purpose was to compare the characteristics of: (a) public and private male two year college presidents; (b) male and female two year college presidents; (c) two year and four year college and university presidents; and (d) two year college presidents and top business executives. This chapter is organized around the five research questions.

Research Question One

1. What are the social, geographical and occupational origins of community-junior college presidents in the Eastern Seaboard states, their educational preparation, career patterns, non-professional lives, and their feelings about the presidency?

This section is organized into seven subsections.

They are social origins, geographical origins, occupational

origins, educational preparation, career patterns, non-professional life, and feelings about the presidency.

SOCIAL ORIGINS

Social Class of the Presidents' Families

Table 2 indicates that 142 two year college presidents or nearly 70 percent came from families within the middle class (income over \$10,000 annually but less than \$30,000). There were 56 presidents from low income families (annual income under \$10,000) and only 6 presidents whose families were in the high income bracket (annual incomes over \$30,000).

Extent of Formal Education of Parents of Community-Junior College Presidents

Table 3 shows that 98 or 48 percent of the presidents' fathers had not completed a high school education. Thirty-six of the fathers had received a high school degree, 14 had some college education, 28 graduated from college, 6 did post-graduate study, 11 earned a master's degree and 10 received a doctorate as their highest degree.

Eighty-eight or 43 percent of the mothers did not

Table 2
Social Class of the
Presidents' Families

Social Class	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
Low (income under \$10,000)	43	31.6	10	19.2	3	17.6	56	27.5
Middle (income under \$30,000)	90	66.9	39	75.0	13	76.5	142	69.6
Upper (income over \$30,000)	2	1.5	3	5.8	1	5.9	6	2.9
Total	135	100.0	52	100.0	17	100.0	204	100.0

Table 3
Extent of Formal Education of Parents of
Community-Junior College Presidents

Extent of Formal Education	Male								Female				Total			
	Public				Private				Father		Mother		Father		Mother	
	Father		Mother		Father		Mother									
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Less than High School	55	41.7	41	30.3	8	15.4	8	15.4	5	29.4	5	29.4	68	33.3	54	26.4
Some High School	13	6.4	22	16.3	12	23.0	7	13.5	5	29.4	5	29.4	30	14.7	34	16.6
High School Graduate	24	18.8	34	25.2	9	17.3	16	30.7			2	11.8	36	17.6	56	27.4
Some College	8	5.9	15	11.1	9	17.3	5	9.6					14	6.8	20	9.8
College Graduate	17	13.6	15	11.1	7	13.5	12	23.	4	23.5	5	29.4	28	13.7	28	13.8
Post-graduate Study	5	3.7	1	.7					1	5.9			6	2.9	1	.5
Master's	7	5.4	1	.7	3	5.7			1	5.9			11	5.5	1	.5
Doctorate	6	4.5			3	5.7			1	5.9			10	5.0		
No Response			6	4.5	1	1.9	4	7.8					1	.5	10	5.0
Total	135	100.0	135	99.9*	52	99.8*	52	100.0	17	100.0	17	100.0	204	100.0	204	100.0

*Does not add to 100, because of rounding procedures.

complete high school, although 56 earned a high school diploma, 20 had some college education, 28 received a college degree, 1 did some post-graduate study, and 1 completed a master's degree.

Marital Status of Community-Junior
College Presidents

One hundred and eighty-two or nearly 90 percent of the two year college presidents were married (Table 4). There were 15 single presidents, 4 divorced, 2 widowers, and 1 widow.

Spouses of Community-Junior
College Presidents

Geographical Data. Table 5 shows the distribution of the presidents' spouses by place of birth. One hundred and seventy-seven spouses were born in the United States and 6 were born in foreign countries. The majority of the spouses (118) were born in the Eastern Seaboard states. The top five states represented were New York (25), North Carolina (20), Pennsylvania (16), Georgia (15) and Florida (11). The foreign countries represented were England, France, Germany, Norway, and Spain.

Table 4

The Marital Status of Community-
Junior College Presidents

Marital Status	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
Single	3	2.2	1	1.9	11	64.7	15	7.4
Married	129	95.6	48	92.4	5	29.4	182	89.2
Divorced	3	2.2	1	1.9			4	2.0
Widow (er)			2	3.8	1	5.9	3	1.5
Total	135	100.0	52	100.0	17	100.0	204	100.1*

*Does not add to 100, because of rounding procedures.

Table 5

Distribution of 1976 Community-Junior
College Presidents' Spouse by
Place of Birth

State	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
AL	6	4.5	1	2.0			7	3.8
CA	1	.8					1	.5
CO	1	.8					1	.5
CT			1	2.0			1	.5
FL	11	8.3					11	5.9
GA	10	7.6	4	8.0	1	5.9	15	8.0
IL	4	3.0					4	2.2
IN	4	3.0	1	2.0			5	2.7
IA	1	.8	1	2.0			2	1.1
KS	1	.8					1	.5
KY	1	.8					1	.5
ME	1	.8	1	2.0			2	1.1
MD	3	2.3	1	2.0			4	2.2
MA	4	3.0	5	10.0			9	4.8
MI	8	6.1	2	4.0			10	5.4
MN	1	.8					1	.5
MS	1	.8					1	.5
MO			1	2.0			1	.5
NV					1	5.9	1	.5
NH	3	2.3	3	6.0	1	5.9	7	3.8
NJ	1	.8					2	.5
NY	21	15.9	4	8.0			25	13.4
NC	13	9.8	6	12.0	1	5.9	20	10.8
OH	6	4.5	2	4.0			8	4.3
OK	1	.8			1	5.9	2	1.1
OR	1	.8	1	2.0			2	1.1
PA	8	6.1	8	16.0			16	8.6

Table 5 (continued)

State	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
RI	3	2.3	1	2.0			4	2.2
SC	1	.8	1	2.0			2	1.1
TN	1	.8					1	.5
TX	4	3.0	2	4.0			6	3.2
VA	1	.8	1	2.0			2	1.1
WA	1	.8					1	.5
WV	3	2.3					3	1.6
Foreign	6	4.5	3	6.0			9	4.8
No Response	4	3.0	2	4.0	12	70.6	18	9.6
Total	135	100.0	52	100.0	17	100.0	204	100.0

Extent of Education of Spouses of
Community-Junior College Presidents

The majority of the spouses (67) had attained a college degree as their highest degree as shown in Table 6. Four had not completed a high school degree, 16 completed a high school degree, 67 were college graduates, 27 had completed some college, 19 took some post-graduate courses, 43 earned a master's degree, 2 had law degrees, and 8 received a doctorate as their highest degree.

Occupations of the Presidents'
Spouses

Table 7 shows that 78 or 38.2 percent of the presidents' spouses were employed as public school teachers. Fifty-two were housewives, 14 farmers, 10 college and university teachers, 8 community college teachers, and 7 were involved in clerical or sales occupations. Others were clergy, lawyers, craftsmen, business executives, and governmental employees.

GEOGRAPHICAL ORIGINS

The two year college presidents in the Eastern Seaboard states were born in 30 states and 8 foreign countries as shown in Table 8. Ninety-six percent or 196

Table 6

Extent of Formal Education of Spouses of
Community-Junior College Presidents

Extent of Formal Education	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
Less than High School								
Some High School	4	2.9					4	2.0
High School Graduate	13	9.6	3	6.1			16	7.8
Some College	19	12.0	8	16.3			27	13.2
College Graduate	60	42.4	17	34.7			67	32.8
Post-Graduate Study	14	9.4	5	10.2			19	9.4
Master's	28	18.7	15	30.6			43	21.1
Law					2	11.7	2	.9
Doctorate	4	2.9	1	2.0	3	17.7	8	4.0
No Response	3	2.1	3	6.1	12	70.6	18	8.8
Total	135	100.0	52	100.0	17	100.0	204	100.0

Table 7

Occupations of the Presidents' Spouses

Occupation	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
Public School Teacher	62	45.9	16	30.8			78	38.2
Community College Teacher	5	3.7	2	3.8	1	5.9	8	3.9
College & University Teacher	6	4.4	3	5.8	1	5.9	10	4.9
Counseling/Student Personnel	3	2.2	1	1.9			4	2.0
Lawyer					3	17.5	3	1.5
Clergy					1	5.9	1	.5
Craftsman	2	1.5	2	3.8			4	2.0
Clerical/Sales	4	3.0	3	5.8			7	3.4
Executive	2	1.5					2	1.0
Governmental Employee	1	.8	1	1.9	1	5.9	3	1.5
Farming	8	5.9	6	11.6			14	6.9
Housewife	38	28.1	14	26.9			52	25.5
No Response	4	3.0	4	7.7	10	50.9	18	8.7
Total	135	100.0	52	100.0	17	100.0	204	100.0

Table 8

Distribution of 1976 Community-Junior College
Presidents by Place of Birth

State	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
AL	2	1.5					2	1.0
CA	3	1.5	1	2.0			3	1.5
CO	1	.7					1	.5
CT			2	3.9	1	5.9	3	1.5
FL	12	8.8	1	2.0			13	6.4
GA	7	5.1	1	2.0			8	3.9
IL	3	2.2					3	1.5
IN	4	2.9	2	3.9			6	3.0
IA	1	.7					1	.5
KY	1	.7					1	.5
ME	1	.7					1	.5
MD	6	4.4					6	3.0
MA	7	5.1	6	11.8	3	17.6	16	7.9
MI	6	4.4	2	3.9			8	3.9
MN	2	1.5			1	5.9	3	1.5
MO	1	.7	2	3.9	1	5.9	4	2.0
MT			1	2.0			1	.5
NH	2	1.5	3	5.9			5	2.5
NJ	2	1.5					2	1.0
NY	23	16.9	5	9.8	5	29.4	33	16.3
NC	11	8.3	5	9.8	1	5.9	17	8.4
OH	8	5.9	2	3.9			10	4.9
PA	9	6.6	7	13.7	1	5.9	17	8.4
RI			1	2.0			1	.5
SC	4	2.9	2	3.9	2	11.8	7	3.4
TN	3	2.2	2	3.9			5	2.5
TX	5	3.7	2	3.9			7	3.4

Table 8 (Continued)

State	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
VA	3	2.2	2	3.9			5	2.5
WV	3	2.2					3	1.5
WS	1	.7	1	2.0	1	5.9	3	1.5
Foreign Country	6	4.4	1	2.0	1	5.9	8	3.9
Total	135	100.0	52	100.0	17	100.0	204	100.0

of the presidents were born in the United States. The leading birth place states were New York (33), North Carolina (17), Pennsylvania (17), Massachusetts (16), and Florida (13). The majority of the respondents (127) originated in the Eastern Seaboard states. There were 8 or 4 percent of the presidents born in these foreign countries: England (2), Germany (2), France (1), Holland (1), Italy (1), and Spain (1).

Urban and Rural Origins

In Table 9 the size of the birthplace of two year college presidents is shown. Seventy-five or 37 percent of the presidents were born in urban settings (over 50,000 residents), 69 (34 percent) in rural settings (under 2,500 residents), and 59 (29 percent) in suburban areas (between 2,500 and 50,000 residents).

OCCUPATIONAL ORIGINS

Contained in Table 10 are the occupations of the paternal grandfathers and fathers of two year college presidents. A review of the paternal grandfathers' occupations revealed that 75 two year presidents emanated

Table 9
Size of Birthplace of Community-Junior
College Presidents

Size of Community	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
Rural (under 2,500)	51	38.	17	33	2	12	69	34.
Suburban (2,500-50,000)	31	23.	22	42	6	35	59	29.
Urban (over 50,000)	53	39.	12	25	9	53	75	37.
No Response	1	.007					1	.007
Total	135	100.007*	52	100	17	100	204	100.007*

*Does not add to 100 due to rounding procedures.

Table 10
Occupations of Paternal Grandfathers and Fathers
of Community-Junior College Presidents

Occupation	Male								Female				Total			
	Public				Private				Grandfather		Father		Grandfather		Father	
	Grandfather		Father		Grandfather		Father									
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Unskilled Laborers	8	5.9	5	3.7	3	5.7	2	3.8	1	5.9	1	5.9	12	5.9	8	3.9
Skilled Laborers	12	8.8	8	5.9	5	9.6	3	5.7	2	11.8	1	5.9	19	9.3	12	5.9
Clerks/Salesmen	1	.7	15	11.1	1	1.9	4	7.7	1	5.9	1	5.9	3	1.6	20	9.8
Foremen	4	2.9	20	14.8	4	7.7	9	17.3	1	5.9			5	2.6	29	14.2
Executives	3	2.2	10	7.4	1	1.9	4	7.7	1	5.9	6	35.3	5	2.6	20	9.8
Large Business Owners	11	8.1	16	11.8	8	15.3	6	11.5	2	11.8			21	10.5	22	10.8
Small Business Owners	4	2.9	7	5.1	3	5.7	4	7.7	1	5.9			8	3.9	11	5.4
Professional Men	26	19.2	26	19.2	9	17.3	8	15.3	3	17.6	2	11.8	38	18.9	36	17.6
Farmers	53	39.2	19	14	17	32.7	12	23	5	29.4	2	11.8	75	36.9	33	16.2
Government Employees	15	10.6	8	5.9	1	1.9					4	23.6	16	7.9	12	5.9
Military			1	.7											1	.5
Total	135	100.3*	135	99.6*	52	99.7*	52	99.7*	17	100.1*	17	100.2*	204	100.1*	204	100.0

* Does not add to 100 due to rounding procedures.

from a farming background and 38 from a professional base. Other occupational categories were: large business owner (21) (over 15 employees), skilled laborer (19), government civil service employee (16), and unskilled laborer (12).

The fathers of community-junior college presidents left the farms for the cities and colleges and the number of fathers in the farming occupation was reduced nearly 50 percent. Occupations such as foreman, executive, clerk or salesman, and small business owner (less than 15 employees) showed growth. The vast majority of the paternal grandfathers were found in 6 occupational categories; however, the occupations of their sons were distributed among the eleven categories.

EDUCATIONAL PREPARATION

Highest Degree Earned by Community-Junior College Presidents

Table 11 shows that 159 or 78 percent of the community-junior college presidents had earned a doctorate. Of that number 50 had earned a Doctor of Philosophy degree and 113 a Doctor of Education degree. Thirteen of the presidents had earned a certificate of Advanced Graduate Study, 28 a Master's degree, 2 a Bachelor's degree, and 2 an Associate degree as their highest degrees. There

Table 11

Highest Degree Earned by Presidents

Highest Degree	Male				Female		Total	
	Public		Private		#	%	#	%
	#	%	#	%				
Associate			2	3.8			2	1.0
Bachelors	1	.7	1	1.9			2	1.0
Masters	11	8.1	11	21.2	6	35.3	28	13.7
C.A.G.S. or Education Specialist	4	3.0	6	11.5	3	17.6	13	6.3
Doctorate	119	88.2	32	61.5	8	47.1	159	78.0
Ph.D.	18	15.1	16	50.0	6	75.0	40	25.2
Ed.D.	99	83.2	12	37.5	2	25.0	113	71.1
S.T.D.			1	3.1			1	.6
Law	2	1.7	2	6.3			4	2.5
Medicine			1	3.1			1	.6
Total	135	100.0	52	99.9*	17	100.0	204	100.0

*Does not add to 100 due to rounding procedures.

were 4 law degrees, 1 doctorate in medicine, and 1 Sacred Theology Degree.

Colleges and Universities Attended by
Community-Junior College Presidents

The institutions most frequently attended by the presidents while completing undergraduate requirements were Emory and Henry (6), North Carolina State University (6), Pennsylvania State University (6), University of Florida (6), Alfred University (4), Lebanon Valley (4), Purdue University (4), Southern Baptist University (4), St. John's University (4), and Towson State College (4).

At the master's degree level the institutions most often attended were: Columbia University (18), University of Florida (12), Pennsylvania State University (8), Boston University (6), Duke University (6), East Carolina University (6), Fordham (6), Indiana University (6), University of North Carolina (6), and University of Pennsylvania (4).

Finally, the most frequently attended institutions at the doctoral degree level were: Columbia University (22), Indiana University (14), Florida State University (12), Duke University (8), University of Florida (8),

University of North Carolina (8), Boston University (6), Temple University (6), University of Buffalo (6), and Wayne State University (6),

Programs of Study

The presidents were asked to indicate their fields of study, undergraduate and graduate, in addition to their highest degrees attained. The fields of study were then categorized into five major groups: (1) applied fields: agriculture, business disciplines, and engineering; (2) education: elementary and secondary education, educational administration, and guidance; (3) natural sciences: physical, biological, and mathematical sciences; (4) humanities: philosophy, history, religion, and the classics; and (5) social sciences: sociology, anthropology, psychology, economics, and political science.

At the bachelor's degree level 108 or 52.9 percent of the presidents majored in humanities (Table 12). Forty-four of the presidents majored in education, 29 in natural science, 18 in applied fields, and 5 in social sciences.

There was a general movement toward education and

Table 12
Programs of Study of Community-Junior
College Presidents

Program of Study	Male				Female		Total	
	Public		Private					
	#	%	#	%	#	%	#	%
Bachelor's Degree Level	135		52		17		204	
Applied Fields	12	8.9	5	9.6	1	5.9	18	8.8
Education	32	23.7	10	19.2	2	11.8	44	21.6
Natural Science	24	17.8	4	7.7	1	5.9	29	14.2
Humanities	62	46.	33	63.5	13	76.5	108	52.9
Social Science	5	3.7					5	2.5
Master's Degree Level	134		51		17		200	
Applied Fields	9	6.7	7	13.5	1	5.9	17	8.4
Education	76	56.7	22	42.3	4	23.5	102	50.5
Natural Science	7	5.2	1	1.9			8	4.0
Humanities	39	29.1	21	40.4	12	70.6	72	35.6
Social Science	3	2.2					3	1.5
Doctoral Degree Level	119		30		8		155	
Applied Fields	4	3.4					7	4.5
Education	90	75.6	12	40.0	2	25.	108	69.7
Natural Science	4	3.4	1	3.3			5	3.2
Humanities	19	16.0	17	56.7	6	75.	33	21.3
Social Science	2	1.7					2	1.3

away from humanities at the master's degree level. One hundred and two or 50.5 percent of the presidents majored in education while 72 presidents majored in humanities, 17 in applied science, 8 in natural science, and 3 in social science.

The movement begun at the master's degree level continued at the doctoral level with 108 or 69.7 percent of the presidents selecting education as their major field of study. Thirty-three presidents selected humanities as a major, 7 applied fields, 5 natural science, and 2 social science.

Kellogg Fellowships

Thirty-eight or 18.6 percent of the community-junior college presidents received a W. K. Kellogg Foundation Fellowship.

CAREER PATTERNS

Described in Table 13 are the career patterns of the community-junior college presidents for a twenty-year period, beginning with the presidents' first full-time position. One hundred and forty-seven of the respondents

Table 13

Career Patterns of Community-Junior College Presidents
for a Twenty Year Period

Occupation of President	First Occupation	5 yrs. Later	10 yrs. Later	15 yrs. Later	20 yrs. Later
I. <u>Education</u>	147	167	167	179	185
A. <u>Elementary-Secondary</u>	110	91	49	30	17
1. Teacher	101	39	13	8	3
2. Dept. Chairman		6	2	2	2
3. Principal	7	31	13	9	4
4. Superintendent	2	15	21	11	8
B. <u>Community-Junior College</u>	21	48	82	119	147
1. Faculty	14	17	12	4	4
2. Dept. Chairman	3	4	8	6	1
3. Dean	4	8	9	16	9
4. Admin. Below Vice President					
5. Vice President		4	6	11	6
6. President		7	31	73	120
C. <u>College-University</u>	16	28	36	30	21
1. Faculty	16	18	19	12	8
2. Dept. Chairman		5	7	4	2
3. Dean		1	2	6	4
4. Admin. Below Vice President		4	6	6	4
5. Vice President			1	2	2
6. President		1	1		1
II. <u>Other Professions</u>	18	11	15	11	8
III. <u>Business Profession</u>	21	9	6	5	4
IV. <u>Government</u>	2	2	4	2	2
V. <u>Military</u>	14	15	11	6	4
VI. <u>Other</u>	2		1	1	1
Total	204	204	204	204	204

began their careers in the field of education. The remaining 57 were in fields such as other professions (18) (physicians, lawyers and clergy), business profession (21), government service (2), military service (14) and other (2).

Of those in education, 101 were elementary-secondary teachers, 7 principals, and 2 superintendents. Fourteen were community-junior college faculty members, 3 department chairpersons, and 4 deans. Also 16 were on college and university faculties.

After five years 167 respondents were employed in the field of education, while 37 were in professions other than education. At this point in their careers 39 were teaching in the elementary-secondary schools but the number in administration of secondary schools had risen from 9 to 52.

The number of respondents employed at the community-junior college and college and university levels had increased from 21 to 48 and from 16 to 28 respectively. Increases were found in faculty positions as well as in administration. There were 7 respondents who had reached a two year college presidency at this point in their

careers.

After 10 years of full time employment the number in the field of education remained the same as five years previous (167), but the distribution of respondents in the three levels of education had changed. The number of respondents employed at the elementary-secondary level had dropped from 91 to 49, while increases were noted in the two year college level (48 to 82) and the four year college and university level (28 to 36). The number of respondents employed as two year college presidents had increased from 7 to 31.

By the time the respondents had reached their 15th year in their careers, 179 were in the field of education and 25 were in other occupational fields. The number employed in the two year colleges continued to rise from 82 to 119 but decreases were noted for the first time in senior institutions dropping from a high of 36 to 30. Moreover, the decline at the elementary-secondary level continued dropping from 49 to 30, while the number of respondents employed as presidents continued to rise from 31 to 73.

At twenty years, 185 of the respondents were

employed in the field of education and 19 were found in other occupations. The trend of declining numbers in the elementary-secondary and four year college and university levels and increasing numbers in two year colleges continued. Further the number of respondents reaching the presidency continued to rise from 73 to 120. After 20 years, over 50 percent of the respondents had become a two year college president.

Faculty Tenure

One hundred and thirteen of the community-junior college presidents were tenured as a faculty member at some point in their teaching career. Sixty-six of the presidents gave up tenure to assume their present positions.

Career Sequences

The most common career sequences for the community-junior college presidents were:

1. There were 15 respondents who fell into this particular job sequence:
 - a. Teacher/administrator in the secondary schools to
 - b. Assistant dean of a community-junior college to
 - c. Dean of a community-junior college to

- d. President of a community-junior college.
2. There were 14 respondents who fell into this particular job sequence:
- a. Teacher in secondary schools to
 - b. Teacher in a community-junior college to
 - c. Dean of a community-junior college to
 - d. President of a community-junior college.
3. There were 13 respondents who fell into this particular job sequence:
- a. Teacher/administrator in secondary schools to
 - b. Department chairperson in a community-junior college to
 - c. Dean of a community-junior college to
 - d. President of a community-junior college.
4. There were 11 respondents who fell into this particular job sequence:
- a. Teacher in a community-junior college to
 - b. Department chairperson in a community-junior college to
 - c. Dean of a community-junior college to
 - d. President of a community-junior college.

Tenure in Office

Table 14 shows the average age of the presidents when they assumed office was 43.8 years. The presidents' average present age was 50.7 years. Consequently the average tenure in office was 6.9 years.

Paths to the Presidency

The positions held immediately prior to assuming the presidency are shown in Table 15. The most common position held immediately prior to assuming the presidency was a community-junior college deanship (45). Twenty-three of the respondents were community-junior college presidents who changed institutions, 16 had positions in education in state and federal governments, 15 were other administrators in the two year college and 14 held positions as vice presidents in two year colleges.

The Process by Which Presidents Were Chosen for Their Positions

Table 16 indicates that 75 of the presidents were selected after completing an application and selection process controlled by a selection committee at the college. Seventy-three were selected from professional recommendations submitted to the board of trustees, 29 had friends

Table 14

Presidents Present Age, Age when Assumed
Position, and Average Tenure in Office

Presidents	Mean Age When Assumed* Position	Mean Age at Present** Time (1976)	Mean Number of Years in Position
Men - public	42.8	49.9	7.1
Men - private	45.8	52.8	7.0
Women	45.2	49.7	4.5
All	43.8	50.7	6.9

* Ranges of age when the presidents assumed office

Men - public	26 - 65
Men - private	29 - 65
Women	35 - 57
All	26 - 65

** Ranges of presidents' present age

Men - public	31 - 69
Men - private	34 - 68
Women	36 - 65
All	31 - 69

Table 15
Position Held Immediately Prior To
Assuming The Presidency

Prior Post	Number of Community-Junior College Presidents		Total
	Men	Women	
<u>Education</u>	(149)	(17)	(166)
<u>Elementary-Secondary</u>	(33)	(1)	(34)
Superintendent	11		11
Principal	7	1	8
Other Administrator	11		11
Faculty	4		4
<u>Community-Junior College</u>	(86)	(15)	(101)
Dean	39	6	45
President	21	2	23
Vice President	11	3	14
Other Administrator	11	4	15
Faculty	4		4
<u>College and University</u>	(30)	(1)	(31)
Dean	9		9
Dept. Chairman	6		6
President	4		4
Other Administrator	2		2
Faculty	9	1	10
Other Educational Position	(16)		16
Business	4		4
Government	4		4
Military	3		3
Professions	11		11
Total Number	187	17	204

Table 16

The Process by which Presidents were
chosen for their Positions

Method	Number of Presidents			Total
	Male		Female	
	Public	Private		
Application-selection	55	17	3	75
Friends on Board of Trustees	12	15	2	29
Professional Recommendations	49	20	4	73
Internal Appointment	19		8	27
Total	135	52	17	204

on the board, and 27 were internal appointments.

Considerations Made Before Making
a Position Change

Presidents were asked to select which of the following considerations were most important to them before making a move from a previous position to other higher positions:

professional growth and development,
economic gain and security,
new position a challenging opportunity,
and opportunity for leadership and increased responsibility.

A majority of the respondents (126) chose the consideration, new position a challenging opportunity. Another 53 selected professional growth and development, while a third group (20) was concerned about the opportunity for leadership and increased responsibility. Five were concerned about economic gain and security as an important consideration before moving from a previous position to another higher one.

Reasons They Chose Their
Careers

Many of the respondents (162) volunteered comments

regarding their reasons for choosing this particular career. Most common reasons given by the presidents:

1. It provided the best opportunity to serve or make a contribution to society while fulfilling a commitment to higher education (10).
2. Through the creative and challenging opportunities afforded a key administrator in the community-junior colleges, it was possible for one to achieve the greatest amount of satisfaction in life (10).
3. It chose me (8).
4. Since community-junior colleges were an important part of higher education in America it was important to be able to provide a needed service and commitment to this type of institution and the millions of people it serves annually (7).
5. The chance to associate with young people and a general preference for administrative responsibility (6).

There were numerous other responses, however those listed were the most common responses.

NON-PROFESSIONAL LIVES

Hobbies

The majority of the presidents, as indicated in Table 17, were active sports participants (119), especially in those such as: golf (36), tennis (25), skiing (14), swimming (12), and bowling (10). Next came sports spectators (93), followed by gardening (89),

Table 17

Presidents' Hobbies

Hobby	Number of Responses by Presidents				Total	Rank
	Men	Rank	Women	Rank		
Sports Participant	113	1	6	1.5	119	1
Sports Spectator	92	2	2	8	93	2
Stamps/Coins	20	9	2	8	21	9
Gardening	83	3	6	5	89	3
Fishing/Hunting	58	4	2	8	59	6
Musical	57	5	8	3	65	4.5
Arts/Crafts	47	7	7	4	54	7
Theatrical	27	8	4	6	29	8
Other (Reading)*	71 (50)	6	34 (15)	1.5	105 (65)	4.5

Total Men: 187

Total Women: 17

Total: 204

*The numbers in parentheses indicate the responses for reading as a hobby.

musical enthusiast (65), reading (65), fishing or hunting or both (59), arts and crafts (54), theatrical enthusiast (29), and stamps or coins or both (21). Most presidents were involved with more than one hobby. The most frequent combinations were: (1) sports participant, sports spectator, fisherman and hunter; (2) sports participant and spectator; and (3) attendance at musical and theatrical performances.

Literature Read by the Presidents

Table 18 shows the frequency with which each of the magazines was read by the presidents. In the last column of the table, the top ten magazines read by the presidents are ranked. News magazines (such as Time, Newsweek, and U.S. News and World Report) were read by 173 of the presidents. One hundred and fifty-seven presidents read the Community and Junior College Journal. Their third preference was the National Geographic (112), fourth was Change magazine (91), fifth, Reader's Digest (87), sixth, Phi Delta Kappan (65) and other (such as Smithsonian and Consumer Reports), seventh, Saturday Review (57), eighth, Business Week (50), ninth, New Yorker

Table 18
Magazines Most Frequently Read
by Presidents

Magazine	Number of Responses by Presidents				Total	Rank**
	Men	Rank**	Women	Rank**		
American Scholar	16				16	
Business Week	47		3	9.5	50	9
Change	81	4.5	10	2.5	91	4
Community Junior- College Journal	147	2	10	2.5	157	2
Daedulus	22				22	
Fortune	36	9	1		37	
Harpers	22		3	9.5	25	
Nation	7				7	
National Geographic	103	3	9	4.5	112	3
National Review	10				10	
New Republic	12				12	
News Magazines	161	1	12	1	173	1
New Yorker	37	8	4	7.5	41	10
Phi Delta Kappa	65	6			65	5.5
Psychology Today	31	10	9	4.5	40	
Reader's Digest	81	4.5	6	6	87	5.5
Saturday Review	53	7	4	7.5	57	8
Science	8				8	
Sexy	19		1		20	
Other	59		6		65	7

Total Men: 187 Total Women: 17 Total: 204

*Playboy, Penthouse, Playgirl

**Rank top ten magazines read

(41), and tenth, Psychology Today (40).

The most frequently read newspapers (Table 19) were The Chronicle of Higher Education (172) followed by the local newspapers (145), New York Times (122), and Wall Street Journal (84).

Table 20 indicates that 169 of the respondents read professional books pertaining to higher education in general followed by community college books (134), general administration (119), financial (117), and curriculum (35).

The categories and rankings of books read by presidents that were unrelated to their professions are shown in Table 21. Biographies were the most popular with 143 responses followed by historical novels (135), detective stories (59), political works (58), war novels (50), science fiction (36), scientific essays (32), and gothic novels (13).

Membership in External Organizations

The responses of the presidents to the questions relating to membership in external organizations indicated that the most frequent were civic groups (186) such as International, Rotary International, and Jaycees.

Table 19

Newspapers Most Frequently Read
by Presidents

Newspaper	Number of Responses by Presidents				Total	Rank
	Men	Rank	Women	Rank		
New York Times	108	3	14	1	122	3
Washington Post	35	5	2	5	37	5
Chicago Tribune	4	6			4	6
Los Angeles Times	1	7			1	7
Wall Street Journal	79	4	5	4	84	4
The Chronicle of Higher Education	161	1	11	2.5	172	1
Local Papers	134	2	11	2.5	145	2

Total Men: 187 Total Women: 17 Total: 204

Table 20

Books Most Frequently Read Related
to the Presidents' Position

Books Related to Profession	Number of Responses by Presidents				Total	Rank
	Men	Rank	Women	Rank		
Higher Education	153	1	16	1	169	1
Community College Education	125	2	9	5	134	2
General Administration	108	3	11	4	119	3
Curriculum	22	5	13	2	35	5
Financial	105	4	12	3	117	4
Other	9		2		11	

Total Men: 187

Total Women: 17

Total: 204

Table 21

Books Most Frequently Read Unrelated to the Profession

Books Unrelated to Profession	Number of Responses by Presidents				Total	Rank
	Men	Rank	Women	Rank		
Historical Novels	124	2	11	2	135	2
Biographies	129	1	14	1	143	1
Romantic Novels	42	6	8	3	50	5.5
Scientific Essays	29	8	3	6	32	9
Science Fiction	33	7	3	6	36	7
Detective Stories	56	3	3	6	59	3
Gothic Novels	12	10	1	8.5	13	10
War Novels	49	5	1	8.5	50	5.5
Political Works	55	4	4	4	58	4
Other	27	9	7	--	34	8
Total Men:	189		Total Women:	17	Total:	204

The second ranking organizations were professional (162), followed by service clubs (106), country clubs (84), social fraternities (26), and volunteer organizations (9). The most frequent combination was membership in a civic organization, a local service club, and two or more professional organizations.

Membership on Boards of
Directors or Trustees

One hundred and sixty-three of the presidents (table 22) belonged to two or more boards of directors or trustees or high-level policy making committees in their local community or outside the community. The majority were board members of non-educational bodies such as churches (72), community advisory committees (77), social agencies (such as the Red Cross and the Boy/Girl Scouts of America) (69), hospital boards (45), governmental (such as city councils and planning boards) (41), bank (40) and industrial boards (17). In the non-educational category there were 362 responses, while in the educational area there were 122 responses. The highest level of response in the educational division came under the heading of public higher education board (47), followed by public

Table 22

Membership on Boards of Directors
or Trustees

Boards or Policy-Making Committees	Number of Presidents Who are Members		
	Men	Women	Total
<u>Educational</u>	113	9	122
<u>Public</u>	(86)	(4)	90
Higher Education	45	2	47
Comprehensive Community-Junior College	28	2	30
Technical Institutes	4		4
Public Schools	9		9
<u>Private</u>	(27)	(5)	32
Higher Education		3	3
Junior College	12	2	14
Technical Institute	4		4
Private Secondary	11		11
<u>Non-Educational</u>	353	9	362
<u>Public</u>	(183)	(4)	187
Governmental	40	1	41
Community	76	1	77
Social Agencies	67	2	69
<u>Private</u>	(170)	(5)	175
Industry	17		17
Bank	39	1	40
Church	70	2	72
Hospital	44	1	45
Other	26	1	27
Total Men: 187 Total Women: 17 Total: 204			

comprehensive community college board (30), private junior college boards (14), private secondary school boards (11), public school boards (9), and public (4) and private technological institutes (4).

These individuals were found to be more active in non-educational boards and policy committees in the local community than they were in the educational area. The most common combination of membership on boards were:

(1) community, church, and a social agency; (2) church and bank; (3) church, hospital, and bank; and (4) community and hospital.

Presidents' Reactions to These
Statements about Family
Commitment

The responses to the following questions were summarized to describe the presidents' feelings in the following aspects of his personal or non-professional life.

1. Do you manage well the priorities of professional career and family commitment?

One hundred and forty-three of the presidents indicated they were able to manage well the priorities of professional career and family commitment.

2. Do you sacrifice family commitment for professional growth and development?

Sixty-one of the presidents felt it necessary to sacrifice family commitment for professional growth and development.

3. My spouse's role in my career has been: very important, helpful, adequate, negligible, or inhibitory.

The vast majority (180) indicated their spouses were either very important or helpful to them in their professional careers. Fourteen of the married respondents felt that their spouses were either negligible or inhibitory.

FEELINGS ABOUT THE PRESIDENCY

Sources of Satisfaction and Dissatisfaction with the Presidency

One hundred and twenty presidents of the two year colleges indicated their greatest single source of satisfaction in their professional career was the sense of accomplishment they received from their work. Another 71 felt that the flexibility to make creative contributions to society was their greatest source of fulfillment, while 13 were concerned with remuneration or the opportunity for a continued contract renewal as a source of satisfaction.

The greatest source of dissatisfaction was in not being able to accomplish as much as the president thought was possible (76). Sixty-seven of the presidents felt that

collective bargaining was a source of dissatisfaction. Some 41 felt that the inordinate amount of conformity demanded by internal as well as external forces was their greatest source of dissatisfaction. Twenty found dissatisfaction in monetary rewards which were inadequate for the stresses encountered and responsibilities they must cope with daily.

FEELINGS TOWARD THE PRESIDENCY

The presidents were asked to respond to these four statements:

1. Although the president must possess many administrative-leadership qualities, above all the president must be a scholar in his own right with a notable background in teaching and research.
2. The president must be one who can demonstrate successful executive and administrative abilities in educational administration.
3. The president must be one with considerable knowledge and understanding of business or financial matters related to institutional growth and development.
4. The president must broaden the concept of community service from a department of the college or a sector of college activities to represent the total stance of the college.

They were asked to rate the statements using a five point

scale: 1 = extremely important, 2 = very important, 3 = important, 4 = not very important, and 5 = not important at all. They were also requested to read and respond to each statement with this thought in mind: What do you feel to be the most relevant to the community-junior college presidency during the next decade?

Described in Table 23 are the responses of the presidents to each of the four statements. The response to statement one indicated that the presidents felt that scholarship and notable background in teaching and research was between important and not very important. However the reactions to statement two showed the chief executives perceived that successful executive and administrative abilities in educational administration were between extremely important and very important. Likewise were the answers to statement four concerning the concept of community services, while the responses to statement three indicated the presidents felt that a knowledge and understanding of business and financial matters related to institutional growth and development was very important.

Table 23
Feelings Toward the Presidency

Statement	Male		Female	All
	Public	Private		
Teaching-Research	3.32	3.40	3.00	3.32
Executive-Administrative Abilities	1.56	1.54	1.06	1.56
Business-Finance	2.18	1.81	1.06	1.80
Community Services	1.85	2.34	1.12	1.95

Note: These figures represent the mean of all the responses received for each category.

Legend:

- 1 = extremely important
- 2 = very important
- 3 = important
- 4 = not very important
- 5 = not important at all

ESSENTIAL PROFESSIONAL BACKGROUNDS

The presidents were requested to rank these four types of professional backgrounds as to the most essential for the chief executive to have during the next decade:

Teaching-Research,

Education Administration,

Business-Finance,

and Political-Public Relations.

Table 24 shows that the community-junior college presidents indicated that the person who might follow them would be: first, an individual who can demonstrate successful executive and administrative abilities in educational administration (149); second, a person who has considerable knowledge and understanding of business and financial matters related to institutional growth and development (147); third, someone who has expertise in public relations and an understanding of the political process (105); fourth, an understanding of collective bargaining and negotiations, and finally, he should have a notable background in teaching and research (22).

Table 24

Presidential Ranking of Essential
Backgrounds for the Future

Background	Presidents							
	Public		Private		Women		Total	
	#	Rank	#	Rank	#	Rank	#	Rank
Teaching-Research	12	5	3	5	7	3	22	5
Educational Administration	102	1	30	3	17	1	149	1
Business-Finance	90	2	48	1	9	2	147	2
Political-Public Relations	65	3	36	2	2	5	105	3

Note: Sixty-nine presidents indicated by writing in that collective bargaining and negotiations background would also be important.

	#	Rank
Male-public	47	4
Male-private	16	4
Female	6	4
Total	69	4

Time Spent during a
Typical Month

The presidents were asked to rank how they spent their time performing their functions during a typical month. Table 25 shows a summary of the responses. The presidents spent their time (in rank order) as follows:

(1) general administration functions, such as budget preparation, planning and evaluating institutional affairs, policy meetings with administration or board; (2) conferences with faculty, students, alumni, and parents; (3) professional reading, studying, and planning; (4) conferences with business and industrial leaders; (5) attendance at social events; (6) participation in and involvement with strictly fund-raising activities for the institution; (7) community affairs, and civic functions; and (8) educational activities* and meetings at state and national levels.

Further, numerous presidents (36) commented that recruiting and maintaining a well-qualified faculty was also an important function as was balancing the budget.

* Educational activities was the term used to categorize the following: professional conferences, meetings at state and national levels, workshops, etc.

Table 25

Time Spent During a Typical Month

Functions	Ranked by Amount of Time Spent (1 = most)			
	Male		Female	Total
	Public	Private		
Educational Activities	8	8	3	8
General Administration	1	1	2	1
Fund-raising	6	2	1	6
Conferences Faculty, Students, & Parents	2	3	4	2
Conferences Business & Industrial Leaders	4	6	5	4
Social Events	5	4	6	5
Community Affairs & Civic Functions	7	7	7	7
Professional Reading, Studying & Planning	3	5	8	3
Total men: 187 Total Women: 17 Total: 204				

Table 26 indicates how the presidents spent their time with certain groups during an average week. Half of the presidents' time was spent with administrators followed by civic groups (20 percent), students (10 percent), faculty (10 percent), alumni (5 percent), and board of trustees (5 percent).

The Type of Groups the Presidents
Liked to Work with Best

Table 27 indicates that most presidents would choose to work with administrators as their first preference, the same group with whom they spent the majority of their time. Their second preference would be faculty members followed by students, board members, alumni, and civic leaders and groups.

Roles that Gave the Presidents
their Greatest Satisfaction

Presidents were asked to respond to the question "Of all the roles associated with the presidency, which specifically gives you the greatest satisfaction?" Table 28 shows their responses. The presidents ranked the items that gave them their greatest source of satisfaction while performing their job (in rank order): (1) student

Table 26

Time Spent with Certain Groups

Groups	Percentage of Time Spent (by Presidents)			
	Male		Female	Total
	Public	Private		
Board of Trustees	5	5	5	5
Alumni	5	15	10	5
Students	10	5	10	10
Faculty	10	5	20	10
Administrators	50	50	50	50
Civic	20	20	5	20

Total Men: 187

Total Women: 17

Total: 204

Table 27

The Type of Groups the Presidents
Liked to Work with Best

Type of People	Presidential Rankings			
	Male		Female	Total
	Public	Private		
Board of Trustees	4	5	5	4
Alumni	5	3	1	5
Students	3	2	4	3
Faculty Members	2	4	3	2
Administrators	1	1	2	1
Civic	6	6	6	6

Total Men: 187

Total Women: 17

Total: 204

Table 28

Role that gave the Presidents the
Greatest Satisfaction

Role	Presidential Ranking by Greatest Satisfaction			
	Male		Female	Total
	Public	Private		
Budgeting	12	12	9	12
Planning	5	5	1	5
Academic/Curriculum	4	9	4	4
Programming	7	7	5	7
Organizing	3	3	3	3
Public Relations	6	8	10	6
Fund Raising	9	4	7	9
Entertaining	10	10	8	10
Faculty Interchanges	2	2	2	2
Student Interchanges	1	1	6	1
Personnel Matters	11	11	12	11
Alumni Relations	8	6	11	8

interchanges; (2) faculty interchanges; (3) organizing; (4) academic/curriculum; (5) planning; (6) public relations; (7) programming; (8) alumni relations; (9) fund raising; (10) entertaining; (11) personnel matters; and (12) budgeting.

Research Question Two

2. How do the characteristics of male public community-junior college presidents compare with those of their counterparts in the private sector?

The male public and private community-junior college presidents were similar in terms of their social, geographical, and occupational origins, career patterns and sequences, paths to the presidency, tenure in office, considerations made before making a position change, reasons for choice of careers, hobbies, professional and non-professional reading, memberships in external organizations, family commitment, and sources of satisfaction and frustration with the position.

The differences between the presidents were focused on the extent of their parents' education, as well as the size of community in which they were born, their ages, the process by which presidents were chosen for their positions, their feelings towards the presidency and about

the essential backgrounds for the future, time spent during a typical month, the time they spent with certain groups, the type of groups presidents liked to work with best, and what roles gave them the greatest satisfaction. These differences are explained in the following pages.

Extent of Formal Education of Parents

Table 3 (p. 73) shows that 48 percent of the male public college presidents' parents had not completed high school, 19 percent had a high school degree as their highest degree, nearly 10 percent had some college experience, 12 percent graduated from college, 10 percent went to graduate school while 5 percent earned a master's degree, 4 percent a doctorate and less than one percent had taken graduate courses. At the same time 36 percent of the male private college presidents' parents had not completed high school, 26 percent were high school graduates, 11 percent had some college experience, nearly 20 percent had earned a college degree, about 13 percent went to graduate school, 6 percent earned a master's degree and 6 percent earned a doctorate.

Size of Community Born

The majority of male public college presidents were born in urban areas (over 50,000 residents). However, those

presidents employed at private two year colleges were born in suburban communities (over 2,500 residents but under 50,000) (Table 9, p. 84).

Extent of the Presidents'
Educational Preparation

Table 11 (p. 87) indicates that the highest degree earned by public college presidents ranged from a Bachelor's degree (1 percent) to a doctorate (88 percent). The most prevalent doctoral degree was a Doctor of Education (83 percent). The highest degree held by a private college president ranged from an associate's degree (4 percent) to a doctorate (62 percent). The most common doctoral degree was a Doctor of Philosophy (31 percent).

The major program of studies (Table 12, p. 90) at the Bachelor's degree level for the public college president was the humanities. At the master's degree level and doctoral level the major changed to education. However, at the bachelor's degree level 63 percent of the private college presidents studied humanities, 44 percent at the master's degree level, and 53 percent at the doctoral level. Only at the master's degree level did those selecting education programs (46 percent) outnumber

those studying humanities (44 percent).

Age of the Presidents

Table 14 (p. 98) shows that the male public college president currently was 50; he reached the presidency at 43 and had an average tenure of 7 years. On the other hand, the male private college president currently was 53; he reached the presidency at 46 and had an average tenure of 7 years.

The Process by which Presidents were Chosen for their Position

The majority of public college males obtained their positions through an application process. On the other hand, the private college presidents attained their positions by professional recommendations (Table 16, p. 100).

Feelings Toward the Presidency

The public and private college presidents had similar feelings about the importance of scholarship, research, and executive and administrative abilities; but differed in the importance of business and financial knowledge and understanding as well as their feelings about broadening the concept of community services (Table 23,

p. 116). The private college president felt that business and finance expertise was more important than did the public college president. The public college president felt the community services concept was more important than did the private college president.

Essential Professional Backgrounds

Table 24 (p. 118) indicates that the public college president felt that the following were essential backgrounds for the future (in order of importance): first, an individual who can demonstrate successful executive and administrative abilities in educational administration; second, a person who has considerable knowledge and understanding of business and financial matters related to institutional growth and development. Third, someone who has expertise in public relations and an understanding of the political process; fourth, an understanding of collective bargaining and negotiations; and last, research and teaching ability. The private college president placed the essential backgrounds into a different order with business and financial expertise first; second was political and public relations skills; third, executive and administrative skills; fourth, an understanding of collective bargaining and negotiations,

and last, research and teaching abilities.

Time Spent During a Typical
Month

The public college presidents spent their time (Table 25, p. 120) (in rank order) as follows: (1) general administration functions, such as budget preparation, planning and evaluating institutional affairs, policy meetings with administration or board; (2) conferences with faculty, students, alumni, and parents; (3) professional reading, studying, and planning; (4) conferences with business and industrial leaders; (5) attendance at social events; (6) community affairs and civic functions; (7) participation in and involvement with strictly fund-raising activities for the institution; (8) educational activities and meetings at state and national levels. However, the private junior college presidents spent their time (in rank order) as follows: (1) general administration functions; (2) involvement with strictly fund-raising activities; (3) conferences with faculty, students, parents, and alumni; (4) attendance at social events; (5) personal reading, studying, and planning; (6) conferences with business and industrial leaders; (7) community affairs and civic

functions; and (8) educational activities and meetings at state and national levels. The private college presidents placed a higher priority on fund raising activities and attendance at social events and a lower priority on conferences with business and industrial leaders and community affairs and civic functions than their counterparts in public institutions.

Time Spent With Certain Groups

The public college presidents spent more time (20 percent) with faculty and students than the private presidents (10 percent). However, the public college chief executive spent less time with alumni (5 percent) than did the private college presidents (15 percent) (Table 26, p. 122).

The Type of Groups the Presidents Liked to Work With Best

Table 27 (p. 123) shows that the public college presidents, if they had a choice, would rather spend their time with (in rank order): (1) administrators, (2) faculty members, (3) students, (4) board of trustees, (5) alumni, and (6) civic leaders. The private college presidents' preference differed slightly

(in rank order): (1) administrators, (2) students, (3) alumni, (4) faculty, (5) board of trustees, and (6) civic leaders. The private college chief executives preferred to spend more time with students and alumni and less time with faculty and board members than their counterparts in public colleges.

Role that Gave the Presidents Their
Greatest Satisfaction

The public college presidents developed the following ranking of items which were their greatest source of satisfaction achieved when performing their roles: (1) students interchanges; (2) faculty interchanges; (3) organizing; (4) academic/curriculum; (5) planning; (6) public relations; (7) programming; (8) alumni relations; (9) fund raising; (10) entertaining; (11) personnel matters; and (12) budgeting (Table 28, p. 124).

The private college chief executives ranked the roles as follows: (1) student interchanges, (2) faculty interchanges, (3) organizing, (4) fund raising, (5) planning, (6) alumni relations, (7) programming, (8) public relations, (9) academic/curriculum, (10) entertaining, (11) personnel matters, and (12) budgeting.

Research Question Three

3. How do the characteristics of the female community-junior college presidents compare with their male counterparts?

The male and female community-junior college presidents were similar in terms of their social, geographical and occupational origins, spouses' geographical origins, career patterns and sequences, paths to the presidency, considerations made before a position change, reasons for their choice of careers, non-professional reading, memberships in external organizations, family commitment, and sources of job satisfaction.

Their differences centered around such things as the extent of their parents' formal education, marital status, spouse's extent of educational preparation and occupation, extent of their own educational preparation, age, the process by which they were chosen for their positions, hobbies, professional reading, feelings about the presidency and about the essential backgrounds necessary in the future, time spent during a typical month, time they spent with certain groups, the type of groups the presidents liked to work with best, and the roles that gave them their greatest satisfaction. The differences noted above are discussed in the next few pages.

Extent of Formal Education of Parents

Described in Table 3 (p. 73) is the extent of formal education of the presidents' parents. Nearly 42 percent of the parents of the male presidents had not completed high school, 22 percent earned a high school diploma, 10 percent had some college experience, 16 percent graduated from college, almost 11 percent went to graduate school, 2 percent had taken post graduate courses, 3 percent earned a master's degree, and 5 percent earned a doctoral degree. However nearly 59 percent of the parents of the female presidents had not completed high school, almost 12 percent were high school graduates, 26 percent earned a college degree, about 18 percent went to graduate school, 6 percent had taken post graduate courses, 6 percent earned a master's degree, and 6 percent completed a doctoral degree.

Marital Status

The vast majority of male college presidents (95 percent) were married (Table 4, p. 75). However only 5 of the 17 (29 percent) female presidents were married.

Spouses' Extent of Education

Nearly 3 percent of the spouses of male college presidents had not finished high school, 8 percent had a high school degree, 14 percent had some college experience, 34 percent earned a college degree, about 32 percent went to graduate school, almost 10 percent had taken a few post graduate courses, nearly 20 percent completed a master's degree and 2 percent earned a doctoral degree. On the other hand, nearly 12 percent of the spouses of female presidents had completed work for a law degree and almost 18 percent had earned a doctoral degree (Table 6, p. 79).

Spouses' Occupational Level

While the majority of the spouses of the male presidents were professionals (38 percent) and housewives (27 percent), the spouses of the female presidents were largely professional persons (94 percent) (Table 7, p. 80).

Extent of Presidents' Educational Preparation

Table 11 (p. 87) shows that 1 percent of the male college presidents had earned an Associate's degree as their highest degree, 1 percent a Bachelor's degree,

nearly 12 percent a Master's degree, 5 percent a Certificate of Advanced Graduate Study, about 81 percent a doctoral degree of which 73 percent were an Ed. D. and 22 percent a Ph.D. Thirty-five percent of the female presidents had earned a Master's degree, almost 78 percent a Certificate of Advanced Graduate Study, 47 percent a doctoral degree of which 25 percent were an Ed.D. and 75 percent a Ph.D.

Programs of Study

At the Bachelor's degree level the majority of the male presidents studied the humanities (Table 12, p. 90). However at the Master's and doctoral degree levels the majority majored in education. On the contrary, the majority of female presidents at all degree levels majored in humanities.

Age of the President

Contained in Table 14 (p. 98) is a summary of the presidents' age. The male college president currently was 51, reached the presidency at 44 and had an average tenure of 7 years. On the other hand, the female private college president currently was 50, reached the

presidency at 45 and had an average tenure of 5 years.

The Process by Which Presidents
Were Chosen for Their Positions

The majority of male college presidents were selected by application and professional recommendations from outside the college (Table 16, p. 100). The female presidents were selected through applications and professional recommendations. However, the majority of the female college presidents selected were internal appointments.

Hobbies

The male college presidents preferred hobbies such as sports participation in activities like golf, tennis, bowling, skiing or swimming and sports spectator. However, the female presidents preferred hobbies such as reading, music, and arts and crafts (Table 17, p. 103).

Professional Books Read by
the Presidents

Table 20 (p. 108) shows that the male college presidents read the following professional books which related to (in order of highest response): (1) higher

education, (2) community college education, (3) general administration, (4) financial matters, and (5) curriculum matters. The female college president indicated different preferences as follows (in order of highest response):

(1) higher education, (2) curriculum matters, (3) financial matters, (4) general administration, and (5) community college education. She had a greater interest in curriculum affairs than the male presidents.

Feelings Toward the Presidency

The male college presidents felt that the most relevant qualifications for the president in the next decade would be (in order of importance): (1) successful executive and administrative abilities in educational administration, (2) considerable knowledge and understanding of business and financial matters, (3) broad concept of community services, and (4) a notable background in teaching and research (Table 23, p. 116). The female college president had similar feelings but reversed the order of the first two qualifications.

Essential Professional Backgrounds

Table 24 (p. 118) indicates that male presidents

felt the most essential backgrounds for the future were (in rank order): (1) skills in educational administration, (2) knowledge of business and financial matters, (3) expertise in public relations and an understanding of the political process, (4) an understanding of collective bargaining and negotiations, and (5) a notable background in teaching and research. However, the females felt that a notable background in teaching and research should be ranked before expertise in public relations and an understanding of the political process. Otherwise, they were in agreement with the male college presidents.

Time Spent During a Typical
Month

According to Table 25 (p. 120) the male college presidents spent their time during a typical month as follows (in order of most time spent): (1) general administration; (2) conferences with faculty, students, parents and alumni; (3) professional reading, studying and planning; (4) conferences with business and industrial leaders; (5) attending social events; (6) fund-raising; (7) community affairs and civic functions; and (8) educational activities and state and national meetings. On the

other hand the female college presidents had a different pattern as follows: (1) fund-raising; (2) general administration; (3) conferences with faculty, students, parents and alumni; (4) conferences with business and industrial leaders; (5) attending social events; (6) community affairs and civic functions; (7) personal reading, studying and planning; and (8) educational activities and state and national meetings. The female two year president spent more time with fund-raising and conferences with business and industrial leaders and less time with personal reading, studying and planning than their male counterparts.

Time Spent by the President
With Certain Groups

The male college president spent less time (15 percent) with alumni and faculty than the female college president (30 percent). However the male college president devoted more time to civic leaders (20 percent) than their female counterparts (5 percent). They both spent 50 percent of their time with administrators (Table 26, p. 122).

The Type of Groups the Presidents
Liked to Work With Best

Table 27 (p. 123) indicates the male college presidents preferred to spend their time with (in order of preference): (1) administrators, (2) faculty members, (3) students, (4) board members, (5) alumni, and (6) civic leaders. However, the female presidents preferred to spend their time with (1) alumni, (2) administrators, (3) faculty members, (4) students, (5) board members, and (6) civic leaders. The female presidents would prefer to spend more time with alumni than did the male college presidents.

Role that Gave the Presidents the
Greatest Satisfaction

Table 28 (p. 124) shows that male college presidents felt their greatest role satisfaction was (in rank order): (1) student interchanges, (2) faculty interchanges, (3) organizing, (4) academic and curriculum, (5) planning, (6) public relations, (7) programming, (8) alumni relations, (9) fund raising, (10) entertaining, (11) personnel matters, and (12) budgeting. The female presidents felt their greatest role satisfaction was (in rank order): (1) planning, (2) faculty interchanges, (3) organizing,

(4) academic and curriculum, (5) programming, (6) student interchanges, (7) fund raising, (8) entertaining, (9) budgeting, (10) public relations, (11) alumni relations, and (12) personnel matters. The female college chief executive received greater role satisfaction from planning, programming, fund raising, and entertaining and less satisfaction from student interchanges, public relations, and alumni relations than their male counterparts.

Research Question Four

4. How do the characteristics of community-junior college presidents compare with those of four year college and university presidents?

Since the questions relating to the social and occupational origins, educational preparation, and career patterns of the two year college presidents were similar to those posed by Ferrari (1968), who completed a nationwide study of four year college and university presidents,* a comparison can be made between the two groups of college presidents in respect to social and occupational origins, educational preparation and career patterns. Each of these four aspects of the presidents' backgrounds are discussed

*It is recognized there may be a difference between the characteristics of four year college presidents and university presidents; however Ferrari did not consistently address these contrasts and grouped the data for university and college presidents.

in the ensuing pages.

SOCIAL ORIGINS

Extent of Formal Education of Presidents' Parents

Contained in Table 29 is the extent of formal education of the presidents' parents. Forty-four percent of the parents of college and university presidents had not obtained a high school degree, 18 percent graduated from high school, 16 percent had some college experience, 16 percent earned a college degree, and 6 percent went to graduate school. However, 46 percent of the parents of community-junior college presidents had not finished high school, 22 percent received a high school diploma, 8 percent had some college background, 14 percent earned a college degree, and 10 percent went to graduate school.

OCCUPATIONAL ORIGINS

The most common occupational categories for the paternal grandfathers of the college and university presidents were farmers (43 percent), laborers, clerks, and sales (22 percent), professional men (15 percent), business owners (10 percent), business executives (6 percent), other occupations (4 percent) (Table 30). The paternal

Table 29

Extent of Formal Education of the Parents of College
and University Presidents and Community-
Junior College Presidents

Extent of Formal Education	College and University Presidents**				Two Year College Presidents			
	Father		Mother		Father		Mother	
	#	%	#	%	#	%	#	%
Less than High School	251	33.0	232	31.0	68	33.3	54	26.4
Some High School	93	12.0	91	12.0	30	14.7	34	16.6
High School Graduate	99	13.0	182	24.0	36	17.6	56	27.4
Some College	106	14.0	135	18.0	14	6.8	20	9.8
College Graduate	135	18.0	106	14.0	28	13.7	28	13.8
Post-Graduate Study	76	10.0	15	1.0	28	13.7	2	1.0
No Reply		.0		.0		.0	10	5.0
Total	760	100.0	760	100.0	204	99.8*	204	100.0

*Does not add to 100 due to rounding procedures.

**Michael R. Ferrari, "A Study of the Careers of American College and University Presidents" (unpublished Doctoral dissertation, Michigan State University, Ann Arbor, 1969), p. 131.

Table 30
Occupations of Paternal Grandfathers and Fathers
of College and University Presidents and
Community-Junior College Presidents

Occupations	College and University Presidents*				Two Year College Presidents			
	Paternal Grandfather		Father		Paternal Grandfather		Father	
	#	%	#	%	#	%	#	%
Professional Man	114	15.0	236	31.0	38	18.9	36	17.6
Agriculture	324	43.0	122	16.0	75	36.9	33	16.2
Laborers, Clerks, Sales	164	22.0	160	21.0	34	16.7	40	19.6
Business Executive	43	5.0	96	13.0	10	5.2	49	24.0
Business Owner	84	11.0	103	14.0	29	14.4	33	16.2
Other Occupations	31	4.0	43	5.0	16	7.9	13	16.4
Total	760	100.0	760	100.0	204	100.0	204	100.0

*Ferrari, 1969, p. 113.

grandfathers' sons had a different preference in occupations indicated in the following list: professional (31 percent), laborers, clerks, and sales (21 percent), agriculture (16 percent), business owner (14 percent), business executive (13 percent), and other occupations (5 percent).

Table 30 also shows that the most frequent occupations of the paternal grandfathers of the community-junior college presidents were agriculture (37 percent), professional (19 percent), laborers, clerks, and sales (17 percent), business owner (14 percent), other occupations (8 percent), business executive (5 percent). The fathers of the two year college presidents were employed as business executives (24 percent), laborers, clerks, and sales (20 percent), professional (18 percent), business owner (16 percent), agriculture (16 percent), and other professions (6 percent).

EDUCATIONAL PREPARATION

Highest Degree Earned

Seventy-three percent of the college and university presidents had earned a doctoral degree (Table 31).

Table 31

Highest Degrees Earned by College and
University Presidents and Community-
Junior College Presidents

Highest Degree Earned	College and University Presidents*		Two Year College Presidents	
	#	%	#	%
Associate's Degree			2	1.0
Bachelor's Degree	45	5.0	2	1.0
Master's Degree	122	16.0	28	13.7
Certificate of Advance Graduate Study			13	6.3
Doctoral Degree	555	73.0	159	78.0
Ph.D.	441	58.0	40	25.2
Ed.D.	84	11.0	113	71.1
S.T.D.	8	1.0	1	.6
Law	15	2.0	4	2.5
Medicine	8	1.0	1	.6
Divinity	23	3.0		
Other	23	3.0		
Total	760	100.0	204	100.0

*Ferrari, 1968, p. 130.

Fifty-eight percent of the college and university presidents had earned a Doctor of Philosophy degree, while only 25 percent of the community-junior college presidents had earned a Ph.D. Nearly three-quarters of the community-junior college presidents had earned an Ed.D., but only 11 percent of the college and university presidents had earned a Doctor of Education degree.

Six percent of the college and university presidents had earned a Bachelor's degree as their highest educational achievement, while only 1 percent of the community-junior college presidents had earned only a Bachelor's degree. However 1 percent of the two year college presidents had earned only an Associate's degree.

Sixteen percent of the senior institution presidents had earned a Master's degree as their terminal degree, whereas 14 percent of the two year college presidents had earned a Master's degree, while another 6 percent had received a Certificate of Advanced Graduate Study.

Programs of Study

Table 32 shows that at all degree levels the most frequently chosen program of study for the college and university presidents was the humanities followed by

Table 32

Programs of Study of College and University
Presidents and Community-Junior
College Presidents

Program of Study	College and University Presidents*		Two Year College Presidents	
	#	%	#	%
<u>Bachelor's Degree Level</u>	(760)		(204)	
Applied Fields	92	12.1	18	8.8
Education	55	7.3	44	21.6
Natural Science	135	17.8	29	14.2
Humanities	375	49.3	108	52.9
Social Science	103	13.5	5	2.5
<u>Master's Degree Level</u>	(590)		(200)	
Applied Fields	55	9.3	17	8.4
Education	158	26.8	102	50.5
Natural Science	63	10.7	8	4.0
Humanities	233	39.5	72	35.6
Social Science	81	13.7	3	1.5
<u>Doctoral Degree Level</u>	(552)		(155)	
Applied Fields	38	6.8	7	4.5
Education	164	29.7	108	69.7
Natural Science	70	12.7	5	3.2
Humanities	203	36.8	33	21.3
Social Science	77	13.9	2	1.3

*Ferrari, 1968, p. 138.

education and natural science. The community-junior college presidents chose humanities at the undergraduate level, and switched to education at the graduate levels.

College and Universities Attended

At the doctoral level the most often attended institutions by the college and university presidents were University of Chicago, Columbia University, Harvard University, Catholic University, Yale University, University of Iowa, New York University, Ohio State University, University of Wisconsin, and University of Michigan. The most often attended universities by the two year college presidents were Columbia University, Indiana University, Florida State University, Duke University, University of Florida, University of North Carolina, Boston University, Temple University, University of Buffalo, and Wayne State University.

CAREER PATTERNS

In Table 33, the career patterns of the college and university presidents show that over a twenty year period, at least 9 out of 10 were in the professional fields (mainly education). At least 8 out of 10 of the

Table 33

Career Patterns of College and University Presidents and
Community-Junior College Presidents

Occupation	First Occupation		5 Years Later		10 Years Later		15 Years Later		20 Years Later	
	C&UP*	CJCP	C&UP*	CJCP	C&UP*	CJCP	C&UP*	CJCP	C&UP*	CJCP
Laborer	1									
Clerical, Sales	2		1							
Executive	2	9	2	5	1	3	1	2	1	2
Professions	90	81	90	87	94	89	95	93	96	95
Business Owner		1							1	
Other Occupations	5	9	7	8	5	8	4	5	2	3
Total Percent	100	100	100	100	100	100	100	100	100	100

C&UP = College and University Presidents

CJCP = Community-Junior College Presidents

*Ferrari, 1968, p. 164.

two year college presidents were in the professional fields (mainly education) in the first ten years of their careers and 9 out of 10 in the second ten years of employment.

Tenure in Office

The college and university president currently was 53. He assumed office at 45 and had a tenure of 8 years, when Ferrari (1968) completed his study. The community-junior college president currently was 51. He assumed office at 44 and had a tenure of 7 years (Table 34).

Paths to the Presidency

The most frequent positions held by the college and university presidents immediately prior to assuming the presidency were college dean, academic vice president or provost, department chairman, and college faculty. The positions of the community-junior college presidents immediately prior to assuming the presidency were dean of the college, another college presidency, positions in education at the state and federal levels, and other college administrative posts.

Table 34

Average Age when Assumed Position, Present Age,
and Average Tenure of College and University
Presidents and Community-Junior College Presidents

Presidents	Mean Age When Assumed* Position	Mean Age** at Present* Time	Mean Number of Years in Position
College & University Presidents***	45.1	52.9	7.8
Two Year College Presidents	43.8	50.7	6.9

* Ranges of age when the presidents assumed office
 College and University Presidents 20 - 70
 Two Year College Presidents 26 - 65

** Ranges of presidents' present age
 College and University Presidents 29 - 70
 Two Year College Presidents 31 - 69

*** Ferrari, 1968, pp. 178-180.

The Process by Which the
Presidents Were Selected
for Their Positions

The majority of the college and university presidents were appointed from outside the institution through an application and recommendation process. The same was true for the two year college presidents.

Research Question Five

5. How do the characteristics of community-junior college presidents compare with those of top business executives?

The section is based on a comparison of a study completed by Market Statistics, Inc., of New York City for the Editors of Scientific American (1964) on top business executives and the current investigation about community-junior college presidents. In the discussion that follows the community-junior college president was compared with the top business executive in terms of social and occupational origins, educational preparation, and career patterns.

SOCIAL ORIGINS

The business leaders were born and bred in an urban environment and in an atmosphere in which business and a relatively high social standing were intimately associated with their family lives. The community-junior college president was born in a similar population area. However, the atmosphere associated with the two year college presidents' family life was middle class.

Extent of Fathers' Education

Over 50 percent of the fathers of business leaders had some high school education or less than a high school education. However, over 50 percent of the fathers of community-junior college presidents had completed high school education or had gone to college.

OCCUPATIONAL ORIGINS

The paternal grandfathers of business executives were predominantly farmers or laborers. The fathers of

the business executives were business or professional men. The same was true for the paternal grandfathers and fathers of community-junior college presidents.

EDUCATIONAL PREPARATION

Eight out of 10 business executives had graduated from college. One out of 10 went to graduate school with 50 percent earning a master's degree in Business Administration, 22 percent a Master's of Arts degree, 17 percent a Doctor of Business Administration, and 11 percent a Ph.D. On the other hand, all of the community-junior college presidents had graduated from college with 8 out of 10 earning a doctorate degree.

The top four institutions attended by the business executives were Yale, Harvard, Princeton and Cornell while the top four institutions attended by the community-junior college presidents were Columbia, Indiana, Florida State and Duke.

CAREER PATTERNS

The career of the business executives was built largely on formal education, acquisition of management skills in the white-collar hierarchy, and movement through the

far-flung systems of technicians and low level management personnel into top management. They entered business just before their twenty-second birthday and became associated with their present firm 7 years later, remaining with their firm 24 years. They achieved their present position 24 years after entering business and have held it for almost 7 years. The business executives assumed their positions at age 46, currently were 53, and had a tenure of 7 years. Their appointments were internal.

The majority of community-junior college presidents started their full-time careers in elementary-secondary education at age 22. By the time the presidents had completed ten years of full-time employment they were in higher education, most generally in the community-junior colleges, as teachers or administrators. The majority of newly appointed presidents had spent approximately five years in an administrative post in higher education just prior to reaching the presidency. They achieved their present positions 20 years after entering education.

The community-junior college presidents unlike the business executives had not spent 24 years working for the

same institution. They had been employed by at least three institutions before reaching their present position. They also had taken at least a year away from their full-time employment to complete their educational preparation.

The community-junior college presidents assumed their positions at 44, currently were 51, and had a tenure of 7 years. They were appointed to their present position from outside the college and had only worked for the institution for 7 years.

SUMMARY RESEARCH QUESTIONS

Question 1

What are the social, geographical and occupational origins, educational preparation, career patterns, non-occupational life, and their feelings about the presidency of community-junior college presidents in Eastern Seaboard states?

The typical community-junior college president was male, white, married, from a middle class family who lived in an urban setting. His grandfather was a farmer or professional man. His parents had above average educational preparation. The degree most often earned by the President was a Doctor of Education. He studied humanities in his

undergraduate years and education at the graduate level at a large public university. The president was currently 51. He assumed his position at 44 and had a tenure of 7 years. He began his career in the elementary-secondary schools as a teacher, moving after five years to the two-year colleges as a teacher, then to administration at the lowest level, rising to the dean of faculty and finally the presidency within twenty years after his first full-time position.

The president was selected from outside the institution. His major consideration before moving to other higher positions was whether or not the new job was a challenging opportunity. He chose his career because it offered the best opportunity to serve and make a contribution; it allowed an avenue to achieve job satisfaction; it provided him a chance to associate with young people and it was an opportunity for him to increase administrative responsibility.

The various hobbies of the president included golf, tennis, hunting and fishing, and spectator sports. He read news magazines such as Time and

Newsweek and other magazines such as Community Junior College Journal and Change. The most frequently read newspapers were The Chronicle of Higher Education and the New York Times. He read such professional books as those about higher education in general, community college education, general administration and finance. His non-professional reading included biographies, historical novels, and mysteries. The president belonged to local civic organizations, professional fraternities, and was a member of both educational and non-educational boards of directors or trustees or policy making committees.

The president felt that he managed well the priorities of professional career and family commitment, did not sacrifice family commitment for professional growth and development, and that his/her spouse was a very important factor in his/her career. He found his greatest source of job satisfaction in the sense of accomplishment he received from his work, while the greatest source of frustration was not being able to accomplish that which he started out to accomplish. His greatest role satisfaction was student interchanges, however he spent most of his time in general administration and preferred it

that way.

The president felt that these skills were needed to meet the changing responsibilities of the position (in rank order): executive and administrative abilities in educational administration, understanding of business and financial matters, ability to broaden the concept of community services, understanding of the political process and expertise in public relations, understanding of collective bargaining and negotiations, and a notable background in teaching and research.

Question 2

How do the characteristics of male public two year college presidents compare with those of their counterparts in the private sector?

The public community-junior college presidents and the private junior college presidents were similar in terms of their social, geographical and occupational origins, career patterns and sequences, paths to the presidency, tenure in office, considerations made before making a position change, reasons for choice of career, hobbies, professional and non-professional reading, memberships in external organizations, family commitment and source of satisfaction and frustration with the position.

The public two year college presidents' parents did not have the extent of education that the private college presidents' parents had earned. The public college presidents were born in large urban areas, while the private college presidents were born in smaller suburban areas.

The public community-junior college president earned an Ed.D. and studied the humanities at the Bachelor's degree level and education at the graduate level. On the other hand, the private college president earned a Ph.D. and studied humanities, social science, or natural sciences throughout his educational preparation.

The public two year college presidents assumed their positions at a younger age and currently were younger than their counterparts in private institutions. The public college presidents were selected mainly by application, whereas the private college presidents were selected by professional recommendations.

The public community-junior college presidents placed the following essential backgrounds higher on their priority list than colleagues in private institutions: executive and administrative abilities and expertise in

community service concept. The private college presidents placed a higher priority on these backgrounds than their counterparts in public institutions: expertise in business and financial matters and expertise in public relations and an understanding of the political process.

The private junior college presidents placed a higher priority on fund raising activities and attendance at social events and a lower priority for conferences with business and industrial leaders and community affairs and civic functions than their colleagues in public institutions. Further, the private college chief executives preferred to spend more time with students and alumni and less time with faculty and board members than their counterparts in public colleges. Moreover, the private junior college presidents received greater satisfaction from fund raising and alumni relations and less satisfaction from academic and curriculum matters and public relations than the public community college presidents.

Question 3

How do the characteristics of the female community-junior college presidents compare with their male counterparts?

The male and female community-junior college presidents were similar in terms of their social, geographical and occupational origins, spouses' geographical origins, career patterns and sequences, paths to the presidency, considerations made before a position change, reasons for their choice of careers, non-professional reading, memberships in external organizations, family commitment, and sources of job satisfaction and frustration.

The male community-junior college presidents' parents received less formal education than the female college presidents' parents. Ninety-five percent of the male college presidents were married but only 30 percent of the female college presidents were married. Those female presidents, who were married, had spouses with more advanced educational preparation and better professional jobs than the spouses of male college presidents.

The male two year college presidents earned an Ed.D. and majored in humanities at the Bachelor's degree level and education at the graduate level. However, the female college presidents received a Ph.D. and had studied humanities throughout their educational preparation.

The male two year college president was younger

when he assumed office and currently was older than his female colleague. The male college president had a longer tenure in office than the female. Further, the male president was chosen from a source outside of the college; whereas, the female college president came from within the college.

The male community-junior college presidents' hobbies were more active than those of the female presidents. The men were involved in sports participation or as spectators, while the women indulged in reading and arts and crafts. They differed in their professional reading in that the female college presidents placed a higher priority on books relating to curriculum rather than books about the community college or general administration.

The male and female college presidents had similar feelings about the presidency and the essential backgrounds necessary to meet the changing responsibilities of their current positions and in the future. However, the female college presidents placed greater emphasis on knowledge and understanding of business and financial matters and a notable background in teaching and research than their male complements.

The female community-junior college presidents spent more time with fund raising and conferences with business and industrial leaders and less time with personal reading, studying and planning than their male counterparts. Further, the female college president spent more time with alumni and faculty and less time with civic leaders than did the male college presidents. Moreover, the female college presidents preferred to spend more time with alumni than did the males.

The female college presidents received greater role satisfaction from planning, programming, fund raising, and entertaining than the males. However, the male community-junior college presidents gained greater role satisfaction from student interchanges, public relations, and alumni relations than the females.

Question 4

How do the characteristics of the community-junior college presidents compare with those of four year college and university presidents?

The college and university presidents' and the community-junior college presidents' parents were similar in their extent of education. Further the presidents were similar in that they both attended large public universities

to complete their graduate education; they both held the position of dean of the college immediately prior to assuming the presidency, and they both were appointed to their positions from outside the college.

The paternal grandfathers of college and university presidents were farmers or laborers and clerks and their sons were professional or business men. However, the paternal grandfathers of community-junior colleges were farmers or professional or business men and their sons were business or professional men.

The chief executives of senior institutions had earned a Ph.D. degree and their major program of study throughout their educational preparation was either humanities or natural science. On the other hand, the community-junior college presidents had earned an Ed.D. degree and they studied humanities in their undergraduate experience and education at the graduate level.

Nine out of 10 of the college and university presidents had spent their careers in education as teachers and administrators, whereas 8 out of 10 of the community-junior college presidents spent their careers in education. The chief executives of senior institutions were older on

the average and had a longer tenure than their counterparts in two year colleges.

Question 5

How do the characteristics of community-junior college presidents compare with those of top business executives?

The community-junior college presidents were similar to the top business executives in terms of urban and occupational origins. The atmosphere of family life for the community-junior college president was middle class, while on the other hand, the top business executives were born and bred in an atmosphere in which business and a relatively high social standing were intimately associated with their family lives.

The top business executives' fathers were not as well educated as the fathers of community-junior college presidents. Furthermore the business executives themselves were not as educated as their counterparts in the community-junior colleges.

The top business executives spent the vast majority of their careers with the firm they later were chosen to lead. However, the community-junior college president was selected from outside the college and had only been with

the institution for 7 years. The community-junior college presidents had a more mobile occupational career than their complements in business.

The community-junior college president when he assumed office was currently younger than the top executives in business.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Included in this chapter are a summary of the findings, conclusions, discussion, and recommendations for further research.

SUMMARY

The major purpose of the study was to describe the presidents of the Eastern Seaboard public and private community-junior colleges in terms of their social, geographical and occupational origins, educational preparation, career patterns, non-professional lives, and their feelings about the presidency. A second purpose was to compare the characteristics of:

- a. public and private male community-junior college presidents;
- b. male and female community-junior college presidents;
- c. two year community-junior and four year college and university presidents; and

- d. two year college presidents and business executives.

The study was focused around five research questions:

1. What are the social, geographical and occupational origins of community-junior college presidents in Eastern Seaboard States, their educational preparation, career patterns, non-professional lives, and their feelings about the presidency?

2. How do the characteristics of the male public two year college presidents compare with those of their counterparts in the private sector?

3. How do the characteristics of the female community-junior college presidents compare with their male counterparts?

4. How do the characteristics of community-junior college presidents compare with those of four-year college and university presidents?

5. How do the characteristics of community-junior college presidents compare with those of top business executives?

The population for the study included 282 presidents of community-junior colleges in the Eastern Seaboard states. The principal means of data collection was a questionnaire. The total number of questionnaires returned was 232 (82 percent), of which 204 (72 percent) were usable for the analysis. Analysis of the data centered around the research questions.

Comparisons were made using the questionnaire

information between male public and private two year college presidents; male and female two year college presidents; two year and four year college and university presidents; and two year college presidents and top business executives.

FINDINGS

A. What are the social, geographical and occupational origins of community-junior college presidents in Eastern Seaboard states, their educational preparation, career patterns, non-professional lives, and their feelings about the presidency?

1. The majority (70 percent) of the community-junior college presidents came from families which had an average annual income of over \$10,000 but under \$30,000.

2. Over half (54 percent) of the parents of the two year college presidents had completed high school and over one-quarter (26 percent) graduated from college.

3. Nine out of ten of the two year college presidents were married.

4. The majority of the spouses (38 percent) of the presidents was born in states on the Eastern Seaboard. They had earned a college degree (33 percent) and were employed as school teachers (38 percent).

5. The majority of presidents (62 percent) came from states on the Eastern Seaboard with 33 from the State of New York.

6. A majority of presidents (75 percent) was born in urban areas (over 50,000 residents).

7. Sixty-one percent of presidents' paternal grandfathers were farmers or professional men.

8. A majority (58 percent) of the fathers of presidents of community-junior colleges was business or professional men.

9. Over three-quarters of the presidents had earned a doctorate; the most frequent doctoral degree was the Doctor of Education.

10. The most frequently selected program of study of the presidents at the Bachelor's degree level was humanities and education at the graduate levels.

11. The institutions most frequently attended by the two year college presidents were public colleges and Universities.

12. Eighteen percent of the presidents were recipients of a Kellogg Fellowship.

13. The majority (55 percent) of presidents had tenure as a faculty member sometime in their teaching

careers but less than one-third (32 percent) gave up tenure to accept their present position.

14. Eight out of 10 presidents began their careers in education and after twenty years 9 out of 10 were in the field of education.

15. The most common career sequences was a 4 position pattern, such as:

- a. Teacher/administrator in the secondary school to
- b. Assistant dean of a community-junior college to
- c. Dean of a community-junior college to
- d. President of a community-junior college.

16. On the average the president was 43.8 years of age when he assumed office. At the time of the study he was 50.7 years old and had been in office for 6.9 years.

17. The most common position held immediately prior to assuming the presidency was that of a community-junior college dean (22 percent) or president of another college (11 percent).

18. Eighty-seven percent of the presidents were selected from outside the institution.

19. The major consideration of the presidents before making a position change was for the new position to be a challenging opportunity.

20. In most instances the presidents' hobbies were sports participant (56 percent) and sports spectator (45 percent).

21. The presidents read magazines such as: news magazines, Community-Junior College Journal, and National Geographic. They read newspapers such as: The Chronicle of Higher Education, New York Times, and Wall Street Journal. Professional books read were about higher education, community college education, general administration, and finance. They also read non-professional books such as biographies, historical novels, and detective stories.

22. The presidents belonged to civic groups, professional organizations, service clubs, and educational and non-educational boards of directors or trustees or high-level policy making committees in the local community or outside the local area.

23. The presidents felt that they managed well the priorities of professional career and family commitment. Further, few reported that they sacrificed family

commitment for professional growth and development. Moreover, they thought that their spouses were very important and helpful to them in their professional careers.

24. The presidents' greatest source of satisfaction in their positions was the sense of accomplishment they received from their work, while their greatest frustration was not being able to accomplish as much as they thought was possible.

25. The most relevant strengths for a community-junior college president as seen by the presidents for the next decade were: first, he must be one who can demonstrate successful executive and administrative abilities in educational administration; second, he must be a person with considerable knowledge and understanding of business and financial matters; third, he must attempt to broaden the concept of community services from a department of the college to represent the total stance of the college; fourth, he must have expertise in public relations and an understanding of the political process; fifth, he must have an understanding of collective bargaining and negotiations; and last, he must be a scholar in his own right with a notable background in teaching and research.

26. The presidents spent most of their time dealing with general administration functions, such as budget preparation, planning, evaluating institutional affairs, or policy meetings with administrators or board members, and conferences with faculty, students, parents, and alumni.

27. The presidents spent most of their time with administrators, faculty and students.

28. When given a choice presidents preferred to spend their time with administrators, faculty and students.

29. The role that gave the presidents the greatest satisfaction was student interchanges.

B. How do the characteristics of male public two year college presidents compare with those of their counterparts in the private sector?

1. The characteristics of male public and private two year college presidents were similar in that they were white, married and from a middle class family. Most often their paternal grandfathers were farmers and professional men, and their fathers were professional and business men. They began their careers in the elementary-secondary schools as teachers, moving after five years to

the two-year colleges as teachers, then into administration at the lowest level, to the dean of faculty and finally to the presidency within twenty years after their first full-time position. Their major consideration before moving to other higher positions was whether or not the new job was a challenging opportunity. They had similar interests in their selection of hobbies, magazines, newspapers, non-professional and professional books read, and they belonged to the same types of external organizations.

The presidents felt they managed well the priorities of professional career and family commitment and that their spouses were very important factors in their careers. They found their greatest source of job satisfaction in the sense of accomplishment received from their efforts, while their greatest frustration was not being able to accomplish that which they started out to complete.

2. The private community-junior college presidents' parents were better educated than the parents of public college presidents.

3. The male public college presidents were born and raised in larger population areas than their

counterparts in the private institutions.

4. Most of the male public college presidents earned a doctoral degree in the field of education and majored in humanities at the undergraduate level (88 percent). Usually the private college presidents earned a doctoral degree in the humanities area and took some education courses (61 percent).

5. The public college presidents were 44 when they assumed the presidency, were currently 51, and had a tenure of 7 years. The private college presidents were 46 when they assumed the presidency, were currently 53, and had a tenure of 7 years.

6. Knowledge in business and finance was a top priority to the private college presidents but not to the public college presidents, although the concept of community service was a higher priority to public college presidents than to private college presidents.

7. The essential backgrounds for public college presidents predicted for the future were: first, executive and administrative abilities in educational administration; second, knowledge of business and financial matters; third, public relations and understanding of the political process; fourth, understanding of collective bargaining and

negotiations and last, abilities in teaching and research. However, the essential backgrounds for the private college presidents predicted for the future were: first, knowledge in business and finance; second, political and public relations skills; third, executive and administrative skills; fourth, teaching and research abilities; and last, understanding of collective bargaining and negotiations.

8. The public college presidents spent most of their time performing general administrative functions, holding conferences with faculty, students, parents and alumni, and reading, studying and planning. On the other hand, the private college presidents spent most of their time performing general administrative functions, participating in and being involved with strictly fund raising activities, and holding conferences with faculty, students, parents and alumni.

9. The public college presidents spent more time with faculty and students than did the private college presidents. Yet, the private college presidents spent much more time with alumni than did the public college presidents.

10. When given a choice, public college presidents preferred to spend their time with administrators

faculty and students; on the other hand, the private college presidents preferred to spend their time with the administrators, students, and alumni.

C. How do the characteristics of the female community-junior college presidents compare with their male counterparts?

1. The characteristics of the female two year college presidents were similar to the male two year college presidents in that they were from middle class families. In most cases their paternal grandfathers were farmers or professional men and their fathers were professional or business men. The presidents began their careers in the elementary-secondary schools as teachers, moving after five years to the two-year colleges as teachers, then into administration at the lowest level, to the dean of the college and finally to the presidency. Their major consideration before moving to other higher positions was whether or not the new job was a challenging opportunity. They read magazines, newspapers, and non-professional books similar to those read by the male two year college presidents. They belonged to similar external organizations and boards.

Both the male and female presidents felt that they managed well the priorities of professional career and family commitment and that their spouses were very important factors in their success. Both female and male college presidents found their greatest source of job satisfaction in the sense of accomplishment they received from their work, while their greatest frustration was not being able to accomplish what they started out to complete.

2. The parents of the female college presidents were better educated than the parents of the male college presidents.

3. The majority of female college presidents was single (71 percent); whereas 9 out of 10 male college presidents were married.

4. The educational level of the female college presidents' spouses as well as their occupations was much higher than those of the male presidents.

5. Fewer of the female presidents had doctoral degrees (47 percent) than the male college presidents (78 percent). Most of those who earned a doctoral degree received a Doctor of Philosophy degree.

6. The programs of study of the female college

presidents were in humanities at both the undergraduate and graduate levels.

7. The male college presidents were 44 when they assumed the presidency, were currently 51, and had a 7 year tenure. The female college presidents were 45 when they assumed the presidency, were currently 50, and had a 5 year tenure.

8. Forty-seven percent of the female college presidents were chosen from within the institution; only 10 percent of the male college presidents were chosen from within the institution.

9. The female college presidents preferred non-physical hobbies such as reading, music, and arts and crafts.

10. The female college presidents read professional books about higher education, curriculum, and financial matters; the male presidents thought curriculum matters to be of a lesser importance.

11. The essential backgrounds for the next decade according to female college presidents were: first, executive and administrative abilities in educational administration; second, knowledge pertaining to business and finance; third, knowledge of the concept of community

services; fourth, a notable teaching and research background; fifth, an understanding of collective bargaining and negotiations; and last, expertise in public relations and an understanding of the political process. The male college presidents indicated a similar preference order, except that the placement of the items dealing with expertise in public relations and an understanding of the political process and a notable teaching and research background were reversed.

12. Female college presidents spent the bulk of their time with functions such as fund raising, general administration, and holding conferences with faculty, students, parents, and alumni, while the male college presidents placed fund raising as a much lower priority but agreed with the latter two functions.

13. Female college presidents spent more time with alumni and faculty than did the male president who tended to spend more time with civic groups than either alumni or faculty.

14. The male college presidents preferred to spend their time with administrators, faculty members and students, while the female college presidents wanted

to spend time with alumni, administrators, and faculty members.

15. The female college presidents' greatest role satisfaction was planning, while their male counterparts' greatest role satisfaction was student interchanges.

D. How do the characteristics of community-junior college presidents compare with those of four year college and university presidents?

1. The extent of formal education of the parents of both groups of presidents was similar with no outstanding differences.

2. The community-junior college presidents were born in larger population areas than their counterparts in senior institutions.

3. The paternal grandfathers of the college and university presidents were predominantly in occupations such as farming or labor. However, the paternal grandfathers of the community-junior college presidents were predominantly in occupations such as farming or the professions.

4. The fathers of both college and university presidents and community-junior college presidents were professional or business men.

5. Seventy-three percent of the college and

university presidents had earned a doctoral degree with a Doctor of Philosophy the most common degree. On the other hand, 78 percent of the community-junior college presidents had earned a doctoral degree with a Doctor of Education the most common degree.

6. The career patterns of both groups were similar with 9 out of 10 found in the field of education after twenty years of full-time employment.

7. The community-junior college presidents were younger (44) when they assumed office than the college and university presidents (46). The age of the community-junior college presidents was also younger (51) at the time of this study than the college and university presidents (53). However, the two year college presidents had a shorter tenure (7 years) than the senior institution presidents (8 years).

8. Both groups of presidents had similar paths to the presidency with the position held immediately prior to their appointment being dean of a two year or four year institution.

9. The two year and four year college presidents were both appointed from outside the institution which they

were presently serving.

10. The community-junior college presidents were similar to the college and university presidents in terms of social, geographical and occupational origins, educational preparation, and career patterns.

E. How do the characteristics of community-junior college presidents compare with those of top business executives?

1. Top business leaders were born and raised in an urban environment and in an atmosphere in which business and a relatively high social standing were intimately associated with their family lives. The two year college presidents were born and bred in a similar population environment, but the atmosphere associated with the family lives was middle class.

2. Fifty percent of the fathers of business executives had some high school education or less than a high school education, whereas over 50 percent of the fathers of two year college presidents had completed high school and/or gone to college.

3. In a majority of cases the paternal grandfathers of the business executives were involved in the farming or labor occupations, whereas the paternal grandfathers of the two year college presidents were predominantly in

occupations such as farming or the professions.

4. Eight out of 10 of the business executives had graduated from college, whereas all the two year college presidents had completed a college education and 8 out of 10 had earned a doctorate.

5. The majority of top business executives had been associated with the firms they were now leading for at least 24 years and had worked their way to the top. However, the majority of community-junior college presidents had been associated with their present college for approximately 7 years and had worked for at least 3 other educational institutions.

6. The top business executives were 46 when they assumed their position, were currently 53, and had a tenure of 7 years. The community-junior college presidents were 44 when they assumed the presidency, were currently 51, and had a tenure of 7 years.

7. The top business executives were appointed from within the company, while the community-junior college presidents were appointed from outside the college.

CONCLUSIONS AND DISCUSSION

This section is based on previous studies and the findings of the present study.

Two Year College Presidents--
a Homogeneous Group

The characteristics of the community-junior college presidents have been the subject of numerous investigations. While not all of the studies have been uniform with respect to definitions and methodology, comparative findings have been available on a number of important dimensions. The findings from the studies completed by Roland (1953), Hawk (1960), Shannon (1962), Roberts (1964), Schultz (1967), Ferrari and Berte (1969), Cavanaugh (1971), Wing (1972), and the present study indicated that the present presidents form a more homogeneous group than those from earlier time periods. Like the subjects of the previous studies, the presidents in the present study were white males, married, from middle class families, whose paternal grandfathers were farmers and professional men, and whose fathers were professional or business men. The presidents held an Ed.D. degree and began their careers in

elementary-secondary schools before moving to the two year college. They accepted the position of president because of the educational and professional challenges. With the present survey, however, further similarities of characteristics have surfaced not previously known. Most significantly the presidents earned their degrees at large public universities, have spent most of their professional careers in the two year colleges, have enjoyed the same type of hobbies, were members of similar external organizations, have read like newspapers, journals, professional and non-professional books, have similar views concerning the essential backgrounds for the future, and have like ideas about the presidency. In addition, the presidents and their spouses had many similar characteristics.

The overall picture that emerges is one of a community-junior college leadership group lacking diversity of backgrounds, and, indeed, becoming increasingly alike. Is this a profile that reinforces the simplified, stereotyped image of a well-educated man from middle class America dominating the executive suite at community-junior colleges? Or is it a profile that simply supports the notion that "success breeds success?" It is thought to

be the former rather than the latter, although the findings should serve as a basis for a dialogue within education about policies ranging from presidential selection and development to the creation of an organizational climate in which openness, candor, and diverse views are encouraged.

Community-Junior College President:
New Breed or Old Breed in Disguise

During the decade of the sixties, nearly 450 community-junior colleges were created and enrollments surged from half a million in 1959 to over two million in 1969 (Monroe, 1975). Wing (1972) stated that in the context of this massive expansion it seemed logical that a new form of educational enterprise would emerge. However, Jencks (1968), Cohen (1969, 1970), Moore (1970, 1971) and others clearly argued, in the growing volume of critical commentary on the community-junior college, that a new form of educational venture radically different from previously existing ones did not emerge. Further, Moore (1971), Wing (1972), Gleazer (1973) and others indicated that the inability of the community-junior colleges to modify the traditional format of education can be attributed to numerous

possible causative factors. However, the foremost factor lies in the minds of the individuals appointed to staff the institutions, beginning with the administrators and continuing through the faculty and other support personnel.

As early as 1965, Schultz suggested that there was something of a new breed appearing in the community-junior college presidency. Yet, six years later in 1971, Wing indicated the so-called new breed did not appear to have developed a new educational form, but may indeed be viewed as the product of an intense inbreeding of old stock. Is there a new breed of community-junior college presidents or has the old breed merely become more professionalized?

It appears that the position of community-junior college president has been extensively professionalized in an extremely short span of time, as demonstrated by the responses to these items in the present study: previous position held, highest degree earned and areas of specialization for highest degree earned. Hawk (1960), Roberts (1964), and Schultz (1965) found that most presidents were either secondary school principals (13 percent), superintendents (9 percent), two year college deans (11 percent), or other two year college administrators (12 percent), immediately prior to becoming president. Although Wing (1971) indicated far fewer presidents had been secondary

school principals (3 percent) or superintendents (6 percent) immediately prior to accepting a presidency and most were either college deans (22 percent), administrators (13 percent) or presidents (15 percent) at other two year colleges. The present study found that 22 percent of the respondents had been community-junior college deans just prior to becoming president, 13 percent administrators, 11 percent presidents at other two year colleges, 5 percent superintendents at schools, and 3 percent secondary school principals. This indicated that the community-junior college itself had become the source for new presidents rather than the secondary schools.

Forty-four percent of the presidents had earned a doctorate at the beginning of the sixties (Hawk, 1960, Roberts, 1964 and Schultz, 1965), while approximately 68 percent had earned a doctoral degree at the start of the present decade (Wing, 1971) and currently the corresponding percentage was 78. The percentage of presidents holding a doctorate nearly doubled from 1960 to 1976 and was exclusively from the field of education. Wing (1971) found a high proportion of the presidents with degrees in education (38 percent at the doctoral level, 62 percent at the master's level). The present study had an even higher

proportion of the presidents with degrees in education (70 percent at the doctoral level, 51 percent at the master's level). Therefore, the combination of previous educational administrative experience and degrees in standards forms of education may very well amount to a professionalization of the community-junior college president along a standard traditional line.

Schultz' (1965) conclusion a decade ago that the presidents possessed a higher degree of educational attainment than their predecessors may be valid for the terminal degree. However, Schultz' suggestion that large numbers of doctoral degrees from schools of education are beneficial to the growth of a new form of educational endeavor cannot be accepted without some doubt.

It has been repeatedly stated by Cohen (1969), Monroe (1971), Gleazer (1973) and other writers in the field of community college education, and the position of president is all-important in determining the nature and future of a given college. If, in fact, this is the case and if the profile developed from this study is any measure of the man, then hopefully a trend toward variation

would be the result rather than the present homogeneity in the socio-economic origins, educational preparation and career patterns of those appointed to the position of community-junior college president. A continuation of the professionalization and self-perpetuation, seen by Wing (1971, 1972) and further revealed in the present study, may lead to an increasing degree of institutionalization. This may be an omen for the future growth of the community-junior colleges toward a unique educational form aimed at the appropriate development of each and every member of the community not already served by a traditional form of education.

Sources of Administrators

O'Banion (1972) indicated that there has been a growing need to identify and educate new two year college administrators. Further, Gleazer (1973) stated that there was no more critical need confronting the community-junior colleges than for a large-scale systematic effort to identify and educate new administrative personnel within each individual college. Moreover, this concern was not confined to O'Banion and Gleazer. However, it appears that

two year colleges have not recently attempted to locate potential leaders within their ranks, unlike the military with the staff colleges, the Department of State with its specialized training institutes, and business and industry which continuously search for talent among their personnel.

Studies by Ferrari and Berte (1969), Cavanaugh (1971), and Wing (1971) have shown that 8 out of 10 presidents of community-junior colleges have come to the presidency from another institution, rather than having been promoted from within. The current study indicated that nearly 9 out of 10 presidents were selected from outside the institution. The findings show an increasing tendency to select top educational administrators from outside the college walls rather than from within.

Perhaps the leadership of the community-junior colleges should evaluate their administrative staff recruitment procedures and review what other organizations have been doing in relation to staff recruitment and development. For instance, the military has for many years, through a systematic means of evaluation, been able to identify those persons with leadership potential within its own ranks. Once identified these persons are

provided with specific training to further develop their leadership qualities. Further, Sturdivant and Adler (1976) found that the top managers of U.S. companies today have been with their companies for at least twenty years. These managers have benefitted from the companies' systematic approach to evaluating personnel for possible leadership potential and from the training programs provided for persons who possess leadership qualities. Therefore, it appears that the armed services and the business community have been satisfied with their inhouse administrator identification and training programs.

There seems to be a possibility that many potential leaders are not recognized by the parent institution and may be forced away from many institutions because they have not been given an opportunity to prove their leadership potential. Therefore, it may be appropriate for community-junior colleges to develop a systematic and continuous procedure to search for talent among their own personnel and to establish management training programs for those persons identified with leadership potential.

However, on the other hand, the present procedures may be the most appropriate approach to building an

efficient administrative staff, particularly when considering the inherent difficulties that may arise when institutions choose to promote current administrators into higher positions within the institution, such as the dean or vice president of the college to the presidency of that college. There are problems for example, such as: built-in faculty and staff prejudices, fewer internal changes in regard to personnel and possibly philosophy, and the lack of new blood that is often necessary to make changes that might not have been made otherwise.

This problem of institutional inbreeding is not new; it is a concern of the presidents polled by Shannon (1962) who wondered if the junior college movement was not becoming too "inbred." The presidents, in Shannon's study, of the early sixties stressed the need for going outside the junior college field to find administrative talent. Further, Shannon emphasized the point that these colleges must understand other institutions and be able to relate with them effectively. Selecting administrators from other institutions into the community-junior college field would be one way of increasing understanding and rapport. This approach, at the same time, might assist in nurturing an additional measure of objectivity to the two year college field

through views of sympathetic but critical persons. Unless unexpected changes take place, chief administrators of community-junior colleges will continue to be recruited mainly from the fields of higher education and will be required to hold a doctorate degree.

Therefore, should the community-junior colleges seek to develop large-scale systematic programs to identify young potential leaders and train them for future high level administrative positions? Or should the two year colleges continue their present approach of selecting top administrators from outside the college but within higher education? Or should the top administrators be chosen from outside the field of education? The findings should serve as a basis for a colloquy within community college education about policies relating not only to presidential selection but also selection of other administrative personnel.

Administrative Staff Development

Because of the central location of the community-junior college in the mainstream of a community's life, the chief executive must be prepared to develop and administer

a complex program with sensitivity, imagination, and depth of understanding. How a program of preparation can encourage the unfolding of such characteristics within a person is hard to estimate. Shannon (1962) pointed out that the process of initially selecting aspiring administrators is crucial. Following this selection, however, the training program must help sensitize the developing executive to the special nature of the community-junior college in the world of education.

O'Banion (1972) stated that during the 1970's and 1980's, the demands on the community-junior colleges may be the most forceful of its history as a social institution. The diverse student body will demand that the educational promise of student-oriented, comprehensive programs be fulfilled. The administrative personnel of the two year colleges will be held primarily responsible for the success or failure of the college to maintain its educational pledge. Further, O'Banion (1972) indicated that the preparation of the staff could very well determine, to a large extent, the ability of the college to satisfy the demands for quality education in the 1970's and 1980's. Moreover, Gleazer (1973) has emphasized the need of the

community-junior colleges to provide mechanisms within the colleges for massive commitment to self-improvement, time and the financial means for the colleges' leaders to utilize available resources for professional improvement, and a program of evaluation and inservice education for administrators.

Shannon (1962) felt the comprehensive breadth and scope of the community college program calls for a leadership which understands the college's special mission and which has the capacity to interpret this mission broadly. Moreover, the president of this particular institution of higher education has a responsibility to encourage the development of human talents in every segment of American society.

Coupling the concerns acknowledged by Shannon (1962), O'Banion (1972), and Gleazer (1973) with the needs espoused by the respondents of the present study a few guidelines can be set forth. These guidelines are not only for would-be administrators in preservice programs; but, also for inservice programs to assist the present administrators to meet the changing requirements of their positions.

Programs of administrator preparation, therefore, must include emphasis on the nature of the community-junior college concept and an understanding of its dynamic place in society. A knowledge of the history, development, organization, and problems of people living together as social groups with stress on community power structures might be most useful. While the president may never be in the position of an instructor, an understanding of theories of learning could be a powerful force in the establishment of effective instructional programs and in efforts to improve faculty standards. Further, he may never be in the position of a researcher, but he should have the capacity to organize for procurement and interpretation of data to be used by appropriate personnel in program and policy evaluation and review.

A president should be able to demonstrate sound executive and administrative abilities in educational administration, understand and manage business and financial matters related to institutional growth and development, and understand collective bargaining and negotiations.

A president should have an awareness of the basic importance of adult education and technician programs and the changing nature of society's needs in these areas. These institutions are now serving thousands of adults who

want to continue their education. By virtue of their place in the community, these colleges will be called on to shoulder additional responsibilities for continuing education.

The president of the community-junior college stands at a strategic position--he has a responsibility to understand the rapidly growing need for highly skilled technicians in our complex economy and a corresponding responsibility to provide open opportunities for their training and education. Thus a knowledge of technological and industrial developments and trends will help serve these ends.

Finally, the president should have the ability to broaden the concept of community services from a department of the college to represent the total stance of the college. This is important, since the community-junior college is in the mainstream of a community's life.

Essentially, then, programs to prepare administrators should help individuals become aware of the social setting of the community-junior colleges and should reinforce their knowledge of educational theory, educational administration, business and financial management, collective bargaining

and negotiations, sociology, psychology, technology, and research.

These are the educational needs, as seen by the community-junior college presidents and several authors, for the chief executives of the two year colleges for the future as well as the needs to meet the requirements of their changing positions. Perhaps the departments, schools, or colleges of education in colleges and universities could use this information to modify their present preservice programs. Further, maybe professional organizations could use these findings to provide some guidance for the development of workshops for the present leaders to help them meet the requirements of their changing position. Furthermore, the community-junior colleges could use this information to improve inservice programs for their administrative staff personnel.

Career Patterns

Researchers, for the time being, will have to be satisfied with the gross kinds of position sequences discussed by Ferrari and Berte (1969), Cavanaugh (1971), Morgan (1972), and others. The studies by those individuals present frequencies of positions held, but the history of the

president's position was lost. Success in maintaining individual position histories, using the data from the present study, was also limited. It was also found that objectivity was difficult to maintain in producing similar patterns.

In spite of the diversity of backgrounds and experience determined by the study, a summary profile of the 1976 community-junior college president can be constructed. The 1976 community-junior college presidents were married, white males, between 44 and 51 years old, who had lived more than half of their school years in one town of more than 25,000 people. Their fathers were business or professional men. They had various educational administrative experiences and were familiar with the community-junior college mission, having experience in community-junior college administration. These individuals held a doctorate degree, were trained in educational administration and supervision.

The profile indicated that certain personal factors as well as professional attainments and experiences were common. Yet, the diversity of career sequences determined in this study indicated that many and diverse approaches

can lead to a presidency, and it cannot be stipulated that any one is inherently better than any other approach.

Female Community-Junior College Presidents

Approximately 51 percent of the national population is female (Bureau of the Census, 1970). Currently women comprise nearly 41 percent of the work force (U.S. News and World Reports, 1977). Forty-seven percent of the enrollments at community-junior colleges is female. Yet, less than 10 percent of community-junior college presidents are women; fewer than 1 percent of presidents of public community colleges are women; and only 20 percent of private colleges have women presidents. The majority (63 percent) of female college presidents are employed at private women's Catholic junior colleges. Why are there so few female community-junior college presidents? What has caused the delay in increasing the number of female presidents? Is it because few women possess the necessary educational preparation or administrative experiences? Or is it due in part to sex discrimination?

At any rate, no matter what the delay may be caused by, there has begun an emerging feminist consciousness

in American education, one which is pushing women higher and higher in the academic hierarchy and replacing some of the old-fashioned father figures at the top. The time is fast approaching when women will hurdle the final barriers to the community-junior college presidency. The leadership of the community-junior colleges, related professional organizations, and senior institutions should begin planning for this new challenge. There is very little known about female two year college presidents, or for that matter, any high level female two year college administrator. Thus, there should be a need and an interest in knowing more about the women who are and will be charged with resolving the many conflicts within this social institution. Not only is there a need to find out who these women are, but there is a need to develop management training courses, worthwhile practical experiences, mechanisms to identify women with leadership potential, and positive efforts to break-down the barriers of sex discrimination among administrative personnel in American education.

Community-Junior College Presidents
Contrasted to the Top Business
Executive

The mobility of the community-junior college

presidents was in contrast to the top business executives. It was very apparent that the two year college president was more mobile than the top business executive.

The community-junior college president provided an interesting career mobility pattern when compared to the business executive. The president and business executive were about the same age and also entered their positions at about the same age. However, because the president generally spent more time in formal training, he began his career at a slightly older age. But even though the president entered the educational profession approximately three years after the business executive, he arrived at the presidency at approximately the same time as the businessman achieved his top executive position.

There was a marked difference in the ages at which the president and business executive entered their respective organizations. The president entered his institution at an average age of forty-four; the business executive entered his firm at the average of thirty. The earlier commitment to an organization by the business executive accounts, in part, for the fact that he has been with his firm for twenty-four years, whereas the president

reported that he had been with his institution for only seven years.

The presidents and business executives also contrasted sharply in the number of organizations with which they were associated during their rise to the top. The average president was associated with three to four institutions; the business executive was associated with two firms. To attain a presidency, it is apparent that an educator normally must gain experience in a number of institutions.

The presidents moved to top leadership positions on the basis of individual achievement. Education, the road to positions of power and prestige in American business and industry, greatly aided the president and his predecessors in attaining upward occupational mobility. Although the presidents spent more time in formal training, began their professional career at a slightly older age, and served with more organizations, they reached their leadership position at about the same age or slightly younger than the business executive.

Community-junior college presidents contrast with top business executives when their characteristics are

compared but they do have one thing in common--as a group they suffer from a lack of diversity at top management levels. As Schwartz (1974) stated they are, ". . . so inbred that they resemble the emperors of Ancient Rome, and like the emperors, they can develop . . . a belief in their own divinity." (p. 27).

Perhaps the top management of community-junior colleges should take a long hard look at their lack of diversity and ask themselves these questions: Is their leadership today prepared to respond to the critical issues affecting higher education and the broader society? Would a homogeneous or a diverse group at the top of community-junior college education be more responsive to society in general? Does diversity make a difference in the degree of responsiveness?

This Generations' Community-Junior College Presidents

Men of the generation of World War II--the Roosevelts, Trumans, Churchills, De Gaulles, Stalins, and Maos--no longer hold the top positions in all major countries or in most of the important areas, whether government, science, trade unions, business or education. The reins

have fallen into the hands of the next generation, the generation of the Korean conflict, now forty-five or older. What manner of men are these new leaders, particularly the new generation of community-junior college presidents? This is the question this study raised and attempted to answer.

Of course, individuals in this generation vary as much from one another as they have varied in every preceding generation. However, each generation has in common certain experiences it has sustained and certain experiences which, though very important for its predecessors, it has not undergone. These new experiences of the present generation of community-junior college presidents, who are now in their forties, were indeed different.

The presidents' introduction to adulthood was highlighted by the Korean Conflict; Soviet technological advances, such as the first intercontinental ballistic missile, first earth satellite (Sputnik), and the first moon satellite (Lunik); McCarthyism; desegregation battles, such as, the Supreme Court ruling on Brown v. Board of Education of Topeka and the crisis at Little Rock, Arkansas; the Cold War; and the nuclear age. By contrast, Wilson's

progressivism, the "New Freedom program," banking reform, and World War I molded the world view of the older generation. This generation found on European battlefields on which the Roman legions had encountered their adversaries, and by infantrymen who were closer in their training and equipment to Caesar's legionnaires than to the atomic and missile age. These were tremendous demonstrations of the power, of large scale organization, of emphasis on technological planning, and of worldwide scope.

This new era of community-junior college presidents was the first to take advantage of universal higher education. All were college graduates and 8 out of 10 had earned a doctorate degree.

Finally this generation of community-junior college presidents was the first to take for granted the existence of large organizations. Many started their adult lives in the largest of them all--the modern military service. From the military service they returned to large and rapidly growing institutions of higher education. They have since made their career and livelihood in education and in particular the massive community college movement. By contrast the men of the preceding generation grew to

manhood when large community-junior colleges were still seen as an exception rather than the rule.

The new generation of community-junior college presidents now emerging can be best characterized as conventional men. In a sense they live to be effective, they like a challenge; they strive to get things completed; they are task oriented; they want results--and are willing to work hard to get them.

They believe in doing things systematically; they plan, they think things through, and they measure. And accomplishment means a great deal more to them than the money.

They are members of numerous community organizations. They manage well their commitment to family and professional career. They read a good deal. However, sometimes they do these things because it is expected of them rather than because they want to or have any feelings or convictions about these things. For example, they may admirably lead a fund raising project in their town but possibly neither want to do the task nor have any strong feelings about the project. For all their fine qualities they are somewhat conventional in that they tend to conform to established practice. This does not mean that they lack

imagination; if they had, the community-junior college movement would have long since stopped. On the contrary, the community-junior college presidents of the 1970's and 1980's will need an active imagination in order to meet the challenges such as: diverse student bodies, community based education, increase of collective bargaining, continued financial stresses, and increased demand for accountability that will have to be faced by the community-junior colleges in the future.

RECOMMENDATIONS FOR FUTURE RESEARCH

1. A replication of the present study in ten years may be needed. The findings of this study have shown changes in the profiles of the Eastern Seaboard public and private community-junior college presidents, since Ferrari's and Berte's national study (1969). A study of similar nature could be done in ten years to indicate further changes and outline trends that have developed over the eighteen year period since 1969.

2. A study of successful and unsuccessful two year college presidents is needed. The current research did not distinguish between the career patterns of presidents

based on their success as a chief administrator. This type of investigation could begin to identify those factors in a person's career, background, style of leadership, philosophy of education, and institutional factors that distinguish the successful from the unsuccessful presidents.

3. A similar study of the careers of two year college middle management positions, such as, dean of instruction is needed. Since the most common stepping stone to the presidency has been the position of dean of instruction or academic dean, attention should be focused on the careers of these administrators, for they will be the future presidents. An investigation similar to Guzzardi's (1964) on big business middle management should be undertaken. The information obtained would be of value in developing a profile of the future leaders in the community-junior colleges. It would also provide other valuable comparative analyses.

4. A replication of the present study for other regions of the nation is needed. The Eastern Seaboard community-junior college presidents have been described in the present study; but descriptions of presidents on the Western Seaboard, in the Southern, Southwestern,

mid-Western, or Northwestern states have not been prepared. Regional studies of similar nature could be done to describe the community-junior college presidents in the different regions. It would also be interesting to compare the results of regional studies to ascertain the similarities, differences and trends.

5. A nationwide study of similar nature to the present study is needed. Just as the findings of this study have shown changes in the profiles of the Eastern Seaboard public and private community-junior college presidents since earlier studies, a study of similar nature could be done to indicate national changes and trends.

6. A replication of the present study using personal interviews as well as the questionnaire as the methodology for the study is needed. This would allow an opportunity to gather more information about each respondent and to eliminate some of the validity and reliability problems attached to a study solely based on questionnaire responses.

7. A study of female two year college presidents is needed. The numbers of female college presidents is gradually increasing; however, the literature about these female leaders is limited. The future for women administrators is beginning to change and more and more

opportunities may be available.

Therefore, more information is needed about the top female administrators in terms of their social, geographical and occupational origins, educational preparation, career patterns, career motivations, educational philosophies, feelings about leadership and administrative functions, characteristics, and non-professional lives.

8. The private two year college presidents are essentially unknown leaders, at least as far as the literature is concerned. A study is needed to better describe the private two year college president in terms of their social, geographical and occupational origins, educational preparation, career patterns and feelings about the presidency.

The information generated from this type of study may be of assistance to the private junior colleges in determining the professional needs of the presidents. Further, the information about the presidents' educational preparation, career patterns, and their feelings about the needs for professional training to meet the changing requirements of their positions may be of assistance to the private junior colleges in identifying possible weaknesses in their presidents.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

CONFIDENTIAL STUDY OF SELECTED COMMUNITY-JUNIOR
COLLEGE PRESIDENTS IN THE UNITED STATES

I. FACTS ABOUT YOU AND YOUR FAMILY

1. What is your present age? _____
 (a) Began work as educational administrator
 at what age? _____
 (b) Age when you assumed present position?.. _____

2. Are you: male _____
 female _____
 single _____
 married _____
 divorced _____
 widowed _____

3. Place of birth: (Please indicate what state
 or country) self _____
 spouse _____

4. Which of the following would best describe
 the area in which you spent most of your
 life prior to high school graduation?
 rural area (under 2,500) _____
 2,500 to 25,000 _____
 25,000 to 100,000 _____
 over 100,000 _____

5. Which of the following social classes would
 best describe your family's circumstances
 during your formative years?
 lower (under \$10,000) _____
 middle (under \$30,000) _____
 upper (over \$30,000) _____

6. (a) What was the highest level attained in school for the following family member?

(Please indicate by placing appropriate number in space provided at right.)

Grade school	= 1	you	_____
Attended high school	= 2	spouse	_____
Graduated high school	= 3	your father	_____
Attended college	= 4	your mother	_____
Graduated college (BA)	= 5	your grand-	
Graduated college (AA)	= 6	father	_____
Post graduate	= 7		
Advanced degree (MA)	= 8		
Advanced degree (CAGS)	= 9		
Advanced degree (Ed.D/PhD)	= 10		

- (b) Please fill in the following regarding your formal education at the college level:

Institution Attended	Major Subject	Degree	Year
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- (c) Were you a Kellogg Fellow? Yes _____
 If yes, at what institution? no _____

7. Principal occupations of others in your family when you began your full-time career: (If deceased or retired, please indicate previous occupation.)

Please place code of family member in appropriate areas at right.

Spouse	= 1
Your father	= 2
Your mother	= 3
Your grandfather	= 4

	1	2	3	4
Public school teacher/adm.	_____	_____	_____	_____
Community college teacher/adm.	_____	_____	_____	_____
College-university teacher/adm.	_____	_____	_____	_____
College president	_____	_____	_____	_____
Counseling/student personnel staff	_____	_____	_____	_____
Physician	_____	_____	_____	_____
Lawyer	_____	_____	_____	_____
Clergy	_____	_____	_____	_____
Engineer	_____	_____	_____	_____
Architect	_____	_____	_____	_____
Craftsman	_____	_____	_____	_____
Clerical/Sales	_____	_____	_____	_____
Foreman	_____	_____	_____	_____
Executive	_____	_____	_____	_____
Owner	_____	_____	_____	_____
Local-state officeholder	_____	_____	_____	_____
Federal elected officeholder	_____	_____	_____	_____
Federal appointed position	_____	_____	_____	_____
Civil service position	_____	_____	_____	_____
Military	_____	_____	_____	_____
Insurance	_____	_____	_____	_____
Farming	_____	_____	_____	_____
Other, please specify _____	_____	_____	_____	_____
8. What are your hobbies?				
Sports-participation	_____	_____	_____	_____
Sports-spectator	_____	_____	_____	_____
Stamps/coin	_____	_____	_____	_____
Gardening	_____	_____	_____	_____
Fishing/hunting	_____	_____	_____	_____
Musical	_____	_____	_____	_____
Arts/crafts	_____	_____	_____	_____
Theatrical	_____	_____	_____	_____
Other, please specify _____	_____	_____	_____	_____
9. What magazines and papers do you read most often?				
Number in order of most frequently read				
(1 = most frequent)				

Magazines

Phi Delta Kappan _____
 News Magazines _____
 Change _____
 Science _____
 Saturday Review _____
 New Yorker _____
 Playboy/Penthouse/Playgirl _____
 Harper's _____
 Business Week _____
 Fortune _____
 New Republic _____
 Nation _____
 Daedulus _____
 American Scholar _____
 National Review _____
 Community & Junior College Journal _____
 Psychology Today _____
 Reader's Digest _____
 National Geographic _____
 Other (Please specify) _____

Newspapers

New York Times _____
 Washington Post _____
 Chicago Tribune _____
 Los Angeles Times _____
 Wall Street Journal _____
 Chronicle of Higher Education _____
 Other (Please specify) _____

10. What books do you read for pleasure? Number in order of frequency. (1 = most frequent)

Books related to occupation:

Higher education _____
 Community college education _____
 General administration _____
 Curriculum _____
 Financial _____
 Other (Please specify) _____

Books unrelated to occupation:

Historical novels _____
 Biographies _____

Romantic novels	_____
Scientific novels	_____
Science-fiction novels	_____
Detective mystery	_____
Gothic mystery	_____
War novels	_____
Political essays	_____
Other (Please specify) _____	_____

11. Which of the following do you presently belong to:

Country club	_____
Civil organization	_____
Social fraternity	_____
Service club	_____
Professional fraternity	_____
Other (Please specify) _____	_____

II. FACTS ABOUT YOUR CAREER:

12. With how many elementary-secondary schools, junior and/or community colleges, colleges and/or universities have you been employed as a faculty member, an academic administrator, or student personnel staff (including your present institution)?

one	_____
two	_____
three	_____
four	_____
five	_____
six	_____
seven	_____
eight or more	_____

13. After beginning work on a full-time basis, what occupation did you engage in:

OccupationsEducational

	First Full-time Position	5 yrs. Later	10 yrs. Later	15 yrs. Later	20 yrs. Later
Pub. School Teacher	_____	_____	_____	_____	_____
Principal, Supt.	_____	_____	_____	_____	_____
Community C. Faculty	_____	_____	_____	_____	_____
Comm. Coll. Admin.	_____	_____	_____	_____	_____
College-Univ. Faculty	_____	_____	_____	_____	_____
Dept. Chairman	_____	_____	_____	_____	_____
Dean	_____	_____	_____	_____	_____
College Admin. below VP	_____	_____	_____	_____	_____
College Admin. VP	_____	_____	_____	_____	_____
College President	_____	_____	_____	_____	_____
Other (Please specify)	_____	_____	_____	_____	_____

Other Professions

Physician	_____	_____	_____	_____	_____
Lawyer	_____	_____	_____	_____	_____
Clergy	_____	_____	_____	_____	_____
Engineer	_____	_____	_____	_____	_____
Other (Please specify)	_____	_____	_____	_____	_____

Business & Industry

Unskilled, Semi-skilled	_____	_____	_____	_____	_____
Skilled mechanic	_____	_____	_____	_____	_____
Clerical worker, salesman	_____	_____	_____	_____	_____
Foreman, Other Minor	_____	_____	_____	_____	_____
Executive	_____	_____	_____	_____	_____
Owner small-medium bus.	_____	_____	_____	_____	_____
Owner large business	_____	_____	_____	_____	_____

Government Service

Local-state officeholder	_____	_____	_____	_____	_____
Federal elected office	_____	_____	_____	_____	_____
Federal appointed office	_____	_____	_____	_____	_____
Civil service position	_____	_____	_____	_____	_____
Other (Please specify)	_____	_____	_____	_____	_____

Uniformed Military Service

Enlisted man or non- _____
com. officer _____

Commissioned officer _____
(Please give highest
rank) _____

Farming or Ranching _____

14. (a) Have you been tenured as a faculty member at
any institution? Yes _____
No _____

- (b) Did you give up tenure to assume your
present position? Yes _____
No _____

15. How long have you been with this particular
institution? As chief executive
less than 1 _____
1 - 4 _____
5 - 10 _____
11 - 15 _____
16 - 20 _____
Over 20 _____

16. Are you a member of one or more board of
directors or trustees or high-level,
policy making committees in your community
in addition to your own Institution? Yes _____
No _____

Please identify the number of boards or
policy-making committees on which you serve
from the following classification:

Educational

Public

Higher education _____
Comprehensive community junior college _____
Technical institutions _____
Public schools _____

Private

Higher education

Comprehensive community junior college

Technical institutions

Public schools

Private secondary schools

Non-educational

Private

Industry

Bank

Church

Hospital

Public

Governmental

Community

Social agencies

Other (Please specify) _____

17. Which of the following considerations were most important to you when you made a move from a previous position to other higher positions?

Professional growth and development

Economic gain and security

New position a challenging opportunity

Opportunity for leadership and increased responsibility

Other (Please specify) _____

18. What is the greatest single source of satisfaction to you on your present job?

Sense of accomplishment

Monetary remuneration

Flexibility to make creative contribution

Opportunity for a continued contract renewal

Other (Please specify) _____

19. What is the greatest source of dissatisfaction?

Frustration because of a lack of accomplishment

Inordinate amount of conformity demanded _____
 Monetary reward inadequate _____
 Collective bargaining _____
 Other (Please specify) _____

20. Please check among the following statements those which most closely apply in your case:

Manage well the priorities of professional career and family commitment _____
 Sacrifice family commitment for professional growth and development _____
 My spouse's role in my career has been:
 very important _____
 helpful _____
 adequate _____
 negligible _____
 inhibitory _____

III. FACTS ABOUT THE POSITION YOU HOLD:

21. On the five point scales below, please check that which you feel to be the most relevant to the community-junior college presidency during the next ten years.

- (a) "Although the president must possess many administrative-leadership qualities, above all the president must be a scholar in his own right with a notable background in teaching and research."

:	:	:	:	:
extremely	very	important	not very	not important
important	important		important	at all
(1)	(2)	(3)	(4)	(5)

- (b) "The president must be one who demonstrates successful executive and administrative abilities in educational administration."

:	:	:	:	:
extremely	very	important	not very	not important
important	important		important	at all
(1)	(2)	(3)	(4)	(5)

- (c) "The president must be one with considerable knowledge and understanding of business or financial matters related to institutional growth and development."

:	:	:	:	:
extremely	very	important	not very	not important
important	important		important	at all
(1)	(2)	(3)	(4)	(5)

- (d) "The president must broaden the concept of community services from a department of the college or a sector of college activities to represent the total stance of the college."

:	:	:	:	:
extremely	very	important	not very	not important
important	important		important	at all
(1)	(2)	(3)	(4)	(5)

- (e) If you were asked to rank only the four major categories below as to the most essential for the college president for your institution during the next ten years, which would you place first (most crucial), second, third (least crucial)? Please place 1,2,3,4 below:

Teaching-research background	_____
Educational-administration background	_____
Business-finance background	_____
Political-public relations	_____

22. Please rank in order, from 1 to 7, the following functions in terms of the percentage of time spent in each activity during a rather typical month, (1 is most time spent, 2 is next in time spent, etc.)

Educational activities and meetings at state and national levels _____

General administrative functions (including budget review), planning and evaluating institutional affairs, policy meeting with central administration or board, etc. _____

Participation in and involvement with strictly fund-raising activities for the institution. _____

Conferences with faculty, students, alumni, and parents. _____

Conferences with business and industrial leaders. _____

Attendance at social events. _____

Community affairs and civic functions. _____

Reading, studying, and planning. _____

23. Of the time you spend with persons associated with the institution, please give the approximate percentage of time spent with each during a somewhat average week.

Board of trustee members _____

Alumni _____

Students _____

Faculty members _____

Administrative officers & staff
of the institution _____

Civic, community leaders & committees _____

Other (Please specify) _____

24. What type of people do you like to work with best? (Number in order of preference.)

Board of trustee members _____

Alumni _____

Students _____

Faculty members _____

Administrative officers & staff
of the institution _____

Civic, community leaders & _____
 committees _____
 Other (Please specify) _____

25. Of all the roles associated with your position which specifically gives you the greatest satisfaction? (Number in order of preference.)

Budgeting _____
 Planning _____
 Academic & curriculum matters _____
 Programming _____
 Organizing _____
 Public relations _____
 Alumni affairs _____
 Fund raising _____
 Entertaining _____
 Faculty interchanges _____
 Student interchanges _____
 Personnel matters _____
 Other (Please specify) _____

26. How did you get your job as president?

Application-selection _____
 Friends on board of trustees _____
 Professional recommendations _____
 Internal appointment _____
 Do not know _____
 Other (Please specify) _____

27. What job did you have immediately prior to becoming president?

Education

Elementary-secondary

Superintendent _____
 Principal _____
 Other Admin. _____
 Faculty _____

Community-Junior College

Dean _____
 President _____
 Vice President _____
 Other Admin. Post _____
 Faculty _____

College and University

Dean _____

Dept. Chairperson _____

Other Admin. Post _____

President _____

Faculty _____

Other educational positions

Business _____

Professions _____

Government _____

Military _____

Other (Please specify) _____

We would find any comments you might have on any of the questions in this survey very helpful. In addition, we would be most appreciate of any comments, sources and/or reprints of articles and speeches in which you have given your philosophy of education or academic administration related to the important role of your institution in American higher education.

APPENDIX B
PANEL OF EXPERTS

The following professionals in the field of community-junior college education were used as a panel of experts to determine the content validity of the questionnaire:

1. Dr. James L. Wattenbarger
Director, Institute of Higher Education
University of Florida.
2. Dr. Louis W. Bender
Director and Professor of Higher Education
Florida State University
3. Dr. William A. Keim, President
Pioneer Community College
4. Dr. Joseph P. Cosand
Professor of Higher Education
University of Michigan
5. Dr. Arthur Cohen
Professor of Higher Education
ERIC Director
University of California
6. Dr. B. Lamar Johnson
Professor of Higher Education, Emeritus
University of California

APPENDIX C
PRELIMINARY LETTER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
COLLEGE OF EDUCATION
PROGRAM AREA COMMUNITY COLLEGE EDUCATION

Derring Hall

Blacksburg, Va.

July 12, 1976

Dear President:

In line with the major research studies of key professional groups in our society, such as Big Business Leaders in America and The American Federal Executive conducted by W. Lloyd Warner and his colleagues at Michigan State University, The Young Executive by Walter Guzzardi, Jr. modeled after his celebrated Fortune series, and The Academic Presidents in American Colleges and Universities done by Michael R. Ferrari, I am undertaking a study of the presidents in community and junior colleges. I am conducting the research for my doctoral dissertation at Virginia Polytechnic Institute and State University under the direction of Dr. Loyd Andrew, Associate Professor of Education, and with the endorsement of Dr. Maxwell King, President of the President's Academy of the American Association of Community and Junior Colleges. Assisting in the project are the following members of the guidance committee: Dr. Marybelle Rockey, Dr. Thomas Hunt, Dr. Samuel Morgan, and Dr. Thomas Sherman, all of the College of Education at Virginia Polytechnic Institute and State University.

The study will focus on the professional and personal backgrounds, career lines, and some relevant ideas related to the complex role of today's college presidents. The results of the study should not only be helpful to presidents, but to trustees and others directly concerned with selecting and working with the presidents. Also, it will provide additional knowledge of a systematic and scholarly nature of an important professional position in American society.

In the next week to ten days you will be receiving a questionnaire, with a self-addressed, stamped return

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envelope that will be the primary research instrument for this investigation. It will be greatly appreciated if you would take about ten minutes from your busy schedule to complete and return the questionnaire.

Thank you for your time, consideration, and cooperation.

Sincerely yours,

Thomas H. Sawyer

APPENDIX D
COVER LETTER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
COLLEGE OF EDUCATION

PROGRAM AREA COMMUNITY COLLEGE EDUCATION

Derring Hall

Blacksburg, VA.

July 19, 1976

Dear President:

Last week you received a letter indicating that you would be sent a questionnaire. The enclosed questionnaire is the main instrument for a study that will focus on the professional and personal backgrounds, career lines, and some relevant ideas related to the complex roles of today's college presidents.

The questionnaire has been subjected to a critical analysis by a panel of six leaders in the field of community college education. The panel was composed of Dr. James Z. Wattenbarger, Director, Institute of Higher Education, University of Florida; Dr. B. Lamar Johnson, Professor of Higher Education, U.C.L.A.; Dr. Arthur Cohen, ERIC Director, U.C.L.A.; Dr. Joseph P. Cosand, Professor Higher Education, University of Michigan; Dr. William Keim, President, Pioneer Community College; and Dr. Louis W. Bender, Director and Professor of Higher Education, Florida State University.

The study has been endorsed by Dr. Maxwell C. King, President of the President's Academy of the American Association of Community and Junior Colleges (President, Brevard Community College).

Thank you for taking time out of your busy schedule to complete the enclosed questionnaire and returning to me by using the stamped, self-addressed envelope provided.

I am most eager to have your questions and comments and would appreciate your noting on the back of the questionnaire anything that comes to mind as you fill it out. Should you wish an advance statement of the results, please indicate at the end of the questionnaire and I will be happy to send you this as advance information.

Sincerely yours,

Thomas H. Sawyer

Maxwell C. King
President's Academy
of the A.A.C.J.C.

APPENDIX E
FIRST FOLLOW-UP

August 16, 1976

Dear President:

Two weeks ago you received a questionnaire to be used on the professional and personal backgrounds, career lines, and some relevant ideas related to the complex role of today's college presidents. It is not too late to participate in this worthwhile project, if you will complete the questionnaire and return it in the self-addressed stamped envelope provided.

Thank you for your time, consideration, and cooperation.

Sincerely,

Thomas H. Sawyer

APPENDIX F
SECOND FOLLOW-UP

August 30, 1976

Dear President:

Two weeks ago you received a follow-up card reminding you about a questionnaire you were sent to be used in a study that will focus on the professional and personal backgrounds, career lines, and some relevant ideas related to the complex role of today's college presidents. This is your final chance to be a participant in this important study. Please return your questionnaire today in the self-addressed stamped envelope provided.

Thank you for your time, consideration, and cooperation.

Sincerely,

Thomas H. Sawyer

VITA

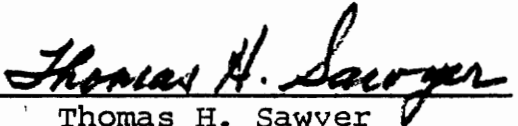
Thomas Harrison Sawyer was born in Norwich, New York on April 5, 1946, the first of two children. After attending elementary school in Oneonta, New York, and secondary school in Norwich, New York, he entered Springfield College in 1964. In 1968 he was awarded a Bachelor of Science degree in physical education. He continued on at Springfield under a National Fellowship, Title III, awarded him to complete a Master's degree and Specialist's degree, but left in the fall of 1969 to accept a position at the Virginia Military Institute. He received his Master's degree from Springfield College in 1971.

For more than seven years, he has taught health and physical education courses, administered the recreational and intramural activity programs for the cadets, faculty, and staff, and coordinated the club sports at V.M.I. He also coached baseball for two years at the varsity level.

He has written numerous articles for newspapers and various professional journals on baseball, intramural

activities and operations, sportsmanship, officiating, and physical fitness. His Master's project dealt with the organization of a Virginia Intercollegiate Wrestling Officials' Association.

In January of 1973, Mr. Sawyer began work toward his Ed.D. degree in community college education at Virginia Polytechnic Institute and State University and completed the degree in November, 1977.


Thomas H. Sawyer

THE EASTERN SEABOARD COMMUNITY-JUNIOR

COLLEGE PRESIDENT

by

Thomas H. Sawyer

(Abstract)

The major purpose of the study was to describe the presidents of the Eastern Seaboard public and private community-junior colleges in terms of their social, geographical and occupational origins, educational preparation, career patterns, non-professional lives, and their feelings about the presidency. A second purpose was to compare the characteristics of:

- a. public and private male two year college presidents;
- b. male and female two year college presidents;
- c. two year and four year college and university presidents; and
- d. two year college presidents and business executives.

The population for the study included 282 presidents of community-junior colleges in the Eastern Seaboard states. The principal means of data collection was a questionnaire.

The total number of questionnaires returned was 232 (82 percent), of which 204 (72 percent) were usable for the analysis.

The community-junior college presidents were predominantly white males, married, from urban middle class families and had an above average education. Their paternal grandfathers were farmers or professional men and their fathers were business or professional men. Most presidents had earned an Ed.D. degree from a public college or university. Nearly all began their careers in education, assumed office at age 44, were presently 51, and their average tenure in office was 7 years. The presidents were deans immediately prior to reaching the presidency and were selected from outside the college. The presidents were active sports participants and spectators, read numerous magazines, newspapers, professional and non-professional books, were members of numerous civic groups, and thought they managed well family commitment and professional career. The major consideration of the presidents before making a position change was for the new position to be a challenging opportunity. The presidents felt the most relevant strengths for the future were:

executive and administrative abilities, business and financial expertise, public relations and political sensitivity, collective bargaining skills, and research and teaching abilities.

The public and private male community-junior college presidents were similar; however, the private male college president came from smaller population areas, earned a Ph.D., rather than an Ed.D., were slightly older, emphasized business and financial knowledge as an essential for future presidents, and placed a greater emphasis on fund raising activities than the public president. The parents of private college presidents were better educated than public college presidents parents.

The female two year college presidents were like the male private two year college presidents; however, they differed from the male public college presidents in that the female college presidents' parents received more formal education than the male college presidents; fewer female college presidents were married and fewer had earned a doctorate. The females assumed office at an older age, were chosen from within the institution and placed greater emphasis on expertise in business and finance.

The two year college presidents approximated the college and university presidents in terms of social, occupational and geographical origins, educational preparation, and career patterns. The only major differences between the two year and four year college and university presidents were that the two year college presidents had earned an Ed.D., rather than a Ph.D., and the two year college presidents were younger when they assumed office, younger at the time of this study, and had a shorter tenure in office than the senior institution presidents.

The two year college presidents were different from the top business executives in that the college presidents came from families of a lower financial and social status, but the presidents' families were better educated. The college presidents had received more education, were younger, had been associated with their present institution fewer years, and were selected from outside the institution.