

Appendix A

Dear President:

There is a need for more research on women community college presidents. I am writing to ask for your participation in my dissertation research because of your great achievement of obtaining a presidency. Your involvement includes completing a consent form, participant information sheet, a self-reported instrument that provides a quick analysis of your leadership style and providing me with a copy of your vitae/resumé. The consent form, participant information sheet and self reported leadership instrument will be mailed to you within a week.

With your valued help, this research will assist me in completing my Ph.D. from Virginia Tech and contribute to the body of literature within higher education. I understand that a president's schedule is very demanding and I would like to thank you for your consideration and participation in this important research. If you have any questions, please feel free to contact me.

Sincerely,

Vanessa Power
Ph.D. Candidate-Virginia Tech
Blacksburg, VA 24060

Appendix B

Date

Name of the College President

President

Name of College

Address

City, State Zip Code

Dear President:

Leadership development and the leadership of community college presidents are critical for higher education now and in the future. There is a need for more information on women who have achieved roles as college presidents, especially community college presidents. I am pursuing additional contributions to the research of this field with my dissertation on “Women Community College Presidents: The Road to the Presidency” as part of the completion of requirements for a doctorate at Virginia Tech. You have been identified as someone who has the accomplishments and expertise to provide insight to my research. I would greatly appreciate your input and assistance with this project.

Thank you for your consideration and I hope you will be able to participate in my research. Your involvement includes completing a consent form, completing the participant information sheet, completing a self-reported leadership instrument that provides a quick analysis of your leadership style and providing me with a copy of your vitae. The consent form, participant information sheet and Gregorc Style Delineator™ are enclosed. Your confidentiality will be protected to the maximum extent. Your name and institution will not be identified, as I am only interested in the aggregated data.

Please read and follow the directions as indicated on the Gregorc Style Delineator™. I would like to suggest that you complete the instrument when distractions are at a minimum. Be sure to rank the columns 4, 3, 2, and 1 from most descriptive to least. It is important that you move through each column in under 3 minutes, using your immediate reaction. The instrument’s directions ask you to assess the relative value of the words using yourself as a reference point; that is, who you are deep down. Not who you are at home, at work, at school, or who you would like to be or feel you ought to be. The “real” you must be the reference point, not you as a president. Your first impression of the words will reveal the real, deep down you. Please do not go back after completing each column.

I ask that you please fax the completed consent form, participant information sheet, and your vitae to _____ by no later than **October 25, 2005**. If you have any questions, please do not hesitate contacting me. I appreciate all of your assistance in helping me with my dissertation research. The findings in this research will contribute to literature on women community college presidents and leadership styles.

Again, thank you, for your assistance on this important research.

Sincerely,

Vanessa Power

Informed Consent for Participants in Research Projects Involving Human Subjects

Title of the Project: **Women Community College Presidents: The Road to the Presidency**

Investigator: Vanessa Power

I. Purpose of this Research/Project

The purpose of this study is to investigate the type of style, path of promotion, effectiveness, time taken from completion of last educational degree to presidency of women community college presidents by race (e.g. Hispanic/Latina, African-American, and Native American). Participants will complete the Gregorc Style Delineator (Gregorc, 1982) to determine the styles of women community college presidents. The researcher will review the vitae/resumé of participants to document the path of promotion and time taken from completion of last educational degree to presidency. The path of promotion is identified as the route taken prior to the presidency (e.g. insider, outsider, academic, administrative). The participant will also complete a Participant Information Sheet that will provide demographic information, leadership style, as well as insight on the institution.

II. Procedures

Participants agree to complete and fax the Participant Information Sheet, Consent Form and a copy of her Vitae/Resumé by **October 25, 2005**.

III. Risks

Minimum risk will be encountered by participants. The information gathered will be stored by the researcher. Identifiable information will only be known by the researcher and advisors and pseudonyms will be used when necessary.

Virginia Tech, ELPS, the Faculty Advisor or graduate student do not have monies set aside for treatment should you become injured or you require medical care after or during this research. Because of your participation, Virginia Tech, ELPS, the Faculty Advisor, and the graduate student will not provide for any such care. However, by signing this consent, you do not give up any of your legal rights. You may use this information to determine whether you wish to participate in this study.

IV. Benefits

The participants will benefit directly or indirectly in this research by contributing to the literature that administrators interested in community college presidencies will review, women interested in career advancement, and search committees interested in recruiting a more diverse pool of applicants. The participants have not been promised or guaranteed any benefits to participate. The prospective participants who return the consent form agreeing to participate will receive a summary of the research results.

V. Extent of Anonymity and Confidentiality

Names and institutions will not be used, only raw data. All Participant Information Sheets will be analyzed and styles will be determined by the researcher. To protect the anonymity of the participants, pseudonyms will be used for all information that could be verifiable. Although unlikely, if for any reason confidentiality will need to be broken, the researcher will directly contact each participant to request written permission.

VI. Compensation

There is no compensation for participating in this research. If as a result of this specific research project, the investigator determines that the participant should seek counseling or medical treatment, a list of local services will be provided.

VII. Freedom to Withdraw

Participants are free to withdraw from this study at any time without penalty. Subjects are free not to answer any questions or respond to experimental situations that they choose without penalty.

VIII. Subject's Responsibilities

I voluntarily agree to participate in this study. I have the responsibility of completing and faxing the Participant Information Sheet, Consent Form and a copy of my Vitae/Resumé by **October 25, 2005**.

X. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date_____

Subject's Signature

Should I have any pertinent questions about this research or its conduct, research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact: Vanessa Power/ Faculty Advisor: Dr. Janet Johnson.

Appendix C



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

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www.sacscoc.org

October 10, 2005

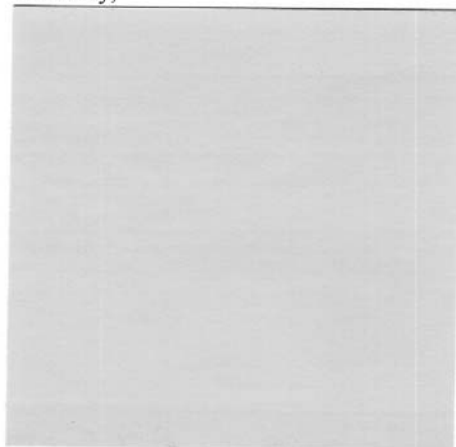
Dear Colleagues:

I am writing to encourage your participation in a study being conducted by Vanessa Power, a doctoral candidate at Virginia Polytechnic Institute and State University. Her study, "Women Community College Presidents: The Road to the Presidency," is designed to investigate the type of leadership styles displayed by women community college presidents and other factors affecting their presidency. Her research will focus on displayed leadership styles, path of promotion, time taken from completion of last educational degree to presidency and effectiveness.

This study has been approved by Virginia Tech's Internal Review Board and analysis of the data will be by group; the individual responses will be kept confidential. Please assist Vanessa by taking about 20 minutes of your time to complete and return the Consent Form, Participant Information Sheet by fax to 303-337-2930, and your Vita/Resume by e-mail to vpower@vt.edu or fax at the number above. As a way to express thanks, you will receive the results of the study. Her study will provide valuable information for the development of women community college presidents nationally.

Thank you, in advance, for your assistance.

Sincerely,



Appendix D

**Women Community College President: The Road to the Presidency
Participant Information Sheet**

Gregorc Style Delineator Total Scores (Please place the score from the instrument by the corresponding initials/name)

Concrete Sequential _____ Abstract Sequential _____
Abstract Random _____ Concrete Random _____

Race

Caucasian _____ African American _____
Native American _____ Hispanic/Latino _____
Other _____

Current Institution (✓ all that apply)

_____ Public Community College _____ Private Community College
_____ Unionized _____ Non-unionized _____ Urban _____ Rural
_____ local district college-tax authority base _____ CC System authority-no tax authority base

Size of Student Population (Based on Full Time Enrollment)

Less than 1,000 _____ 1,000-3,000 _____ 3,001-5,000 _____
5,001-7,000 _____ 7,000+ _____

Was it an articulated goal to become a Community College President? ___ Yes ___ No

If yes, please indicate when:

___ When I was contacted by a search committee/firm and/or nominated to submit credentials/materials
___ When I saw the job announcement
___ When I finished the terminal degree
___ Prior to receiving the terminal degree
___ During the first administrative position, prior to the presidency
___ Other _____

How do you measure effectiveness as a community college president? *(Please check your top 2)*

___ Accomplishments by achieving institutional goals and objectives
___ Outreach to the community and students
___ Developing relationships with the community, students, faculty and staff
___ Successful outcome of student success and student access

The community college president is faced with a major budget cut from the state. In your opinion, what is the most effective leadership style for the community college president to have/display when she must allocate scarce resources? *(Please check your top 2)*

___ Truth and honesty to faculty, staff, students, and the community
___ Engagement of the faculty and staff
___ Clear about institutional priorities

The community college president wants the community college to reach out to more students in geographically isolated regions or be a player or partner to the local K-12 schools. In your opinion, what is the most effective leadership style for the community college president to have/display in order to develop outreach collaborations? *(Please check your top 2)*

___ Develop relationships by visiting communities and constituencies
___ Have respect for the community, service area(s) and students
___ Display honest communication
___ Ability to articulate a clear purpose of outreach and the positive impact on the community

List 3 significant events that influenced you to become a community college president?

1. _____
2. _____
3. _____

**Please fax your Consent Form, Participant Information Sheet and Vitae to
Vanessa Power by October 25, 2005.**

Appendix E

Interview #1

Question #1: How do you measure effectiveness as a community college president?

President 1: Let me start by saying that I measure effectiveness by the accomplishments that have been met around goals and priorities and by the interaction of the people in the service of students and community.

Researcher: Great, great

The Question #2A: What is the most effective leadership style in Situation A: The community college president is faced with a major budget cut from the state. In your opinion, what is the most effective leadership style for the community college president to have/display when she must allocate scarce resources?

President 1: The leadership that must be displayed by the president that I display around budget priorities in scarce resources is always around the main purpose and mission of what we are to do and protecting the learning and experiences for the students and the student results. And so, it is always about the clarity of the priorities, the discipline to protect what we say is the main thing, and then the honesty and integrity to share with the staff internally and with the public why the cuts are being made and what is more important than something else.

Researcher: Ummm

The Question #2B: What is the most effective leadership style in Situation B: What is the most effective leadership style the community college president wants the community college to reach out to more students in geographically isolated regions or be a player or partner to the local K-12 schools. In your opinion, what is the most effective leadership style for the community college president to have/display in order to develop outreach.

President 1: The leadership around the issues you just talked about: outreach to remote areas or with the public school system is always about the purpose. What is our public purpose as an institution? The genuine interest and commitment to service of serving the community, serving the student, serving the greater good, if you would. Reaching out with respect and genuine interest to uplift people that we serve. And I believe that honest communication, that clarity of purpose, that integrity and intention is perceived and accepted by those you reach out to. The public schools see it as you are genuinely interested in serving and helping this community and student's access. And again Remote communities or underserved communities see that as you care. You are willing to go there and not say well you know I'm here, well come to me. And that to me speaks to the authenticity of the interest and service.

Researcher: Thank you.

Interview #2

Question #1: How do you measure effectiveness as a community college president?

President 2: Effectiveness of what? The institution or people.

Researcher: Effectiveness of the institution, effectiveness of your leadership. Probably those two would be biggest one.

President 2: The best measure of the leadership of the president is to have a good team. Have a good team, delegate to them and watch them lead. You've got to have a strong team. Getting things done and outcomes is how anyone looks for results. What are the tangible outcomes that measure effectiveness? For me, that is making sure that the Academic Deans, Dean for Student Services have their goals. They know to meet or succeed those goals. I look to my team to make sure that I'm leading them in the new direction. Another part of that is to get out into the community and make sure you have that you do have that pulse beat of what the community expects of you. If you decide to be a community college president, know that it is not 8-5 or 5 days a week, it's more like 24-7. You have to be out there and you are always out there. That is another good tangible measure. Another measure of your effectiveness is of course, what the board or how the board rates you. Some presidents do not necessarily have a board because they are part of the system. I've always had a board, I like that interaction with the board. Doing a performance appraisal on a regular basis of the president/CEO's effectiveness is another measure. Those same kinds of things apply to the institution. Are you meeting your goals, your objectives? Are your people feeling valued, feeling like they have meaningful work, then the institution is fairly effective.

Researcher: Excellent. Is there anything else you would like to add in general?

President 2: I was just thinking about the last question.... You know, we are really here for our students. If students are satisfied, and consistently will express that satisfaction. I just had a student today, we do an annual report and this student graduated about 15 years ago. He called to just say Thank you and glad you are doing a good job. So that kind of pulse beat on whether the institution is doing a good job or not. It is a little tougher at community colleges, as you probably know, because we don't typically have a strong alumni organization and we can't find our students sometimes from the beginning to the end of the semester because they are so mobile. Student satisfaction and word of mouth to other students is a very good measure of whether or not the institution is effective.

Researcher: Excellent. This is going to give me great insight on effectiveness.

President 2: Sometimes we get bogged down with political and other kinds of things but if we keep in mind why we are here-students. In our mission slogan, not statement is, "We Are All About Students". And we and try to keep that foremost in the way we do business.

Researcher: Wonderful.

President 2: I hope that helps you some.

Researcher: Yes, it helps me tremendously.

The Question #2: What is the most effective leadership style in Situation A: The community college president is faced with a major budget cut from the state. In your opinion, what is the most effective leadership style for the community college president to have/display when she must allocate scarce resources?

Situation A

President 2: I don't know where you got this scenario but this actually happened to my third day that I was in office here.

Researcher: Oh, my goodness, OK

President 2: Umm, so, ummm. The first thing that I would say that a leader needs to do, President/CEO needs to do, faced with that, is to be realistic and positive. If the leader falters, so will the institution. Realistic, but very positive. One of the best leadership styles, because I have had to do this before, is to engage others and make sure they feel ownership of what has to happen. What I do is to engage, first the senior executive team and let them know what the real situation is and then ask them to go to the lowest level of authority, which in most cases would be department chairs or directors of unit and ask them to make the cut. It is an engaging/ownership situation. It is always frustrating but it works, as well as anything. It was shared decision making, which is probably the closest thing I can come to in text book language.

I don't think you will talk to a president who has been a president for over three years, who hasn't. The financial situation in most states, other than Wyoming and Louisiana, but now Louisiana too I'm sure. The state is in absolute, the states are in absolute downturn when it comes to higher education. It is that domino effect from several years ago and that bubble is just gone.

So you are going to really run into most people who have been presidents for any longer than 2 years has had to do this. In fact, we are facing another one here if these referendums do not pass. We have a letter from the state if they do not pass; you can count on up to a 68% decrease in your budget. 68% is pretty strong, that is fairly-what did you say, major budget cut.

Researcher: That is major and I do understand if those referendums, if they do not pass will impact higher education tremendously across the board, which is not one of the questions. We have continuously talked about the shift in higher education. Meaning that k-12 and most definitely in high schools, there is going to be a large number of graduates coming out over the next 5 or so years. In is just so disheartening for me to know that we are possibly facing those types of decreases in cuts and budgets. We still have to prepare ourselves to educate our young people.

President 2: That's true, that's true. I don't know where the line of demarcation actually, the line in the sand actually comes.

Going back to your situational project here, the other thing that is really important is that the president, he or she, whoever, establishes some trust in communication. So that we you tell folks that you are going to have to cut, that the college is going to have to cut whatever percent, first of all that you communicate that to them and that you tell them the real facts of the situation. You can't gloss it over and you can't make it sound like the sky is falling in, but you need to communicate the actual situation because most folk are pretty realistic and they are responsible. Then that trust piece. It was probably most difficult to me to have to come into a

situation, be here three (3) days and come back with the news to cut 28% of the budget in the middle of the year. There was not basis, so it was from the frying pan into the fire, I guess you would say. That was a good way to build trust and some times crisis has a tendency of doing that.

Does that answer your question?

Researcher: Yes, that most definitely does. The answers are consistent.

President 2: You have situation B, **What is the most effective leadership style the community college president wants the community college to reach out to more students in geographically isolated regions or be a player or partner to the local K-12 schools. In your opinion, what is the most effective leadership style for the community college president to have/display in order to develop outreach collaborations?**

It helps if your board is behind you on this and gives the college and the president, a goal. That is very, very helpful. The president probably should be the chameleon, if you can get the board to direct the college or give the college the goal to increase partnerships or increase enrollment. That is a very strong message. I think that would be the strategy for the president in this particular case. Because that gives it some urgency. And then it is a matter again, of communicating urgency and what is in it for the benefit of the individual departments or divisions in building those partnerships. I don't see how you can help because that is one of the major feeds into your institution. Community colleges have, unless they are in a very, very large city-Houston, Chicago, LA, and even then to some degree. They strive on using their middle name community to be some economic impact within the area, geographical area. I would say that the leadership style one would use would be persuasion and encouragement to look for return on investment to the individual division/department.

Researcher: Great

President 2: Actually, we are in the middle of that situation as well. We have a meeting with the brand new superintendent of our local district, who has a major problem with drop out rates. So in terms of partnerships, part of that style, strategy would be a symbiotic kind of nature. What can we do to help you, to help us. So that is what our approach will be next week, when we meet with the new superintendent and her secondary people, what can we do at the cc college level to underscore what you need from us. So that your students can have a seamless transition from high school into postsecondary at our institution, of course.

Researcher: Of course

Interview #3

Question #1: How do you measure effectiveness as a community college president?

President 3: When you say that, what areas are we looking atEffectiveness of the institution, etc.

Researcher: Effectiveness of the institution, as serving as the leader in your environment, based on where you are located.

President 3: If I could generalize it, I would measure effectiveness on student success and how many students we can crease access for in higher education. Because this is basically the only way people can receive higher education without leaving home, in this part of the state. So, you know those are two of the ways: How successful is our student? How satisfied are they with their experience? How satisfied are their employers with the level of skill that they demonstrate? Are we accessible, both financially, as well as geographically to our students? I guess my own, if I get up in the morning and want to come to work, then I know that I am ok.

Question #2: What events/people influenced you to become a community college president?

President 3: What I am thinking my first comment would have been, I would have never believed that I would be this close to education. Part of that is because my Dad was in the military. We.... Uh.....I went to 15 different schools before I graduated from high school. I went to 5 different colleges before I got my baccalaureate degree.

Researcher: Ok

President 3: It would easy for me to say I had so much experience in education that I thought I could do it too. But that is not reality. I think if there were three events. One was, you know I started working in community colleges and I started in the early 70s as a faculty member/counselor. I think I decided very early on that I could do this.

Researcher: OK.

President 3: That I had a passion. You know how you look for your passion for a long time. Once you find it. My passion was working in community college. I can not imagine doing a different kind of job. I truly can not. I love what I do. I think just starting out and seeing and looking at what was possible and realizing two at that point there were not many women. I guess that sort of edged me on saying well you know what, I can do this. I think to I was very fortunate of being raised in a family where I was always encouraged to go ahead, and go beyond. To get those degrees and to take the jobs nobody thought you would have been able to achieve. Umm. Third, I remember a situation where I had been at a CC and I had risen to the top of administration fairly quickly. I was faculty then I was Assoc. Dean of Instruction and I applied for the Dean of Instruction at that point in time. I was turned down. My boss, at the time, who was president of the college said you know, you need to go back and fill up those places you jumped over along the way. Because as you are probably aware, many of us who are of the female gender, don't always come up the way our male colleagues have. In terms of getting to

the top of the organization. And I had been just like that. I had skipped over, I had been in Continuing Education, Student Services, but I had never been a Department Chair in Instruction or a Dean in Instruction. So here I was. He said to me, you got two choices. There are going to be two openings and I want you to compete for one of these openings. These were going to be national searches, it wasn't just an appointments. One was Life, Health and Physical Science and one the other was Agriculture and Mechanical trade. Both of which, I knew nothing-Not my areas of expertise. And so I went back and applied for Life, Health and Physical Science. Was successful. I think that too was a teaching opportunity. What I found was and my Ph.D. is in Psychology. Obviously I didn't fit in my own area where I was supervising. What I found was that you really need to depend on everyone around you to educate you and to create that level of expertise. There is no one that rises to the top that knows everything about that organization in which they work. Nor can they. You need to develop those people that you work with to be sure that they feel comfortable in being part of your team and educating you in those areas of which you need to be educated. So the experience of going back and filling in that and figuring out you know, OK what now do I need to learn, was really an eye opening opportunity.

The Question #3: What is the most effective leadership style in Situation A: The community college president is faced with a major budget cut from the state. In your opinion, what is the most effective leadership style for the community college president to have/display when she must allocate scarce resources?

President 3: Well. Truth and Honesty would rank very high as far as I am concerned. I think any time you deal with budget cuts there obviously a whole lot of concern, rumor mill. Am I going to keep my job? Am I going to loose my job? I truly believe that the news needs to be delivered and delivered quickly. I know that are some tendencies periodically to withhold information. But my sense is withholding information makes people more apprehensive about their future and quite honestly, If you have to cut program and staff, the earliest you can let them know I think that is the most human thing you can do. So, I guess my first part is saying deal with it honestly and truthfully so that everyone from the lowest to the highest level, will know exactly what you are working with and what they can expect. I think to iswe look a lot of different ways you can cut budgets. Some institutions say well we can cut 10% out of everyone's budgets. Other times, if you have the time, I say this because sometimes you don't have very much time to do this. It is great if you go out saying, Ok, If you were president, What would your decision be? Where in your budget do you feel that would make sense to cut. Give me some information. As opposed to me making some assumption, I guess my tendency is to not cut across 10% out of everyone's budget, be strategic. Also, to figure out ways, if possible, to initiate some additional partnerships. So that what she used to do with state funding, perhaps can be done in a different manner, in a different way. We can do it with collaboration.

Researcher: Very good.

Question 3B: What is the most effective leadership style in Situation B: What is the most effective leadership style the community college president wants the community college to reach out to more students in geographically isolated regions or be a player or partner to the local K-12 schools. In your opinion, what is the most effective leadership style for the community college president to have/display in order to develop outreach.

President 3: This community college deals with 29 different school districts and we deliver to 29 different school districts. There is no question in my mind that we want to reach out to students geographically. We have the largest service area in the state. We have 11,500 square miles that we deliver to. They are very rural and small school districts. In terms of what is the most effective leadership style, it is relationship. It is all about relationship and trust. I meet with Superintendents, Co-operative education system, and #1 they want to see you. You have to be visible in their communities. I can not sit here or in the surrounding area, they want to be sure I come to their area, wherever it is. They want to make sure I care and they want to be sure when I say something I mean it. But it is really based on having lunch together, having relationships. As you know, it is really more about the handshake as opposed to the piece of paper. So, and it has been interesting since I am the first woman president at my institution. So plus I am in a very agriculture area. So agriculture many people obviously has never seen a female in higher education.

Researcher: Wow.

Any other additions:

I think Part 2 of my leadership style is humor, enjoying on a daily basis reaching out and getting to know people. One of the first things I did when I came to this institution was I set up an individual appointment with every single employee so I could really get to know them better. One of the things and reasons, I guess....My Dad went to a prestigious institution and he indicated that he was so impressed with the Dean that headed up this particular school. Because he walked into the Dean's Office to meet the Dean and the Dean got up, walked across the room and said by name, I'm so glad you are here. You know how your trip in from such and such a state, How is your family, you know. My Dad was just amazed that this man would even, you know, recognize him, know who he was, had any background information. Well, of course, the Dean had done his homework and he had a picture of every single graduate student that he looked at for many days, in order to remember who they were with background information.

Researcher: Wow that is impressive.

President 3: Yea, Isn't it. You know, I think if people really feel that there is a relationship, they will go the, you know, the extra mile to help you be successful.

Researcher: Wow: I'll have to put that down as a goal. That shows relational humanistic skills. Just being concerned about the people and the success of the person. Not from a numbers perspective, or from a financial perspective. Very impressive.

Thank you for granting me this opportunity.

Appendix F

Women of Color Qualitative Responses

President A

President A is president at a large community college on the West Coast. Her educational career has taken her to one of the most prestigious institutions of higher education, where she received a bachelor's degree, master's degree, and Ph.D. Thus far her career has solely been on the West Coast. Her experience began as an instructor at a community college and prospered through the academic teaching ranks to academic administration. Over the last thirty years, she had various publications relating to her master's degree. Her professional activities and memberships include local, regional, and national boards, as well as cultural boards and national higher education associations, President A's accomplishments as president have ranged from establishing an institutional review program, founded summer youth program, implemented an Affirmative Action policy, and established a branch campus.

President A never articulated the goal to become a community college president. She measures effectiveness by achieving institutional goals and objectives, as well as the successful outcome of student success and student access. In difficult situations, such as financial and outreach, President A believes in displaying truth and honesty to faculty, staff, students, and the community. In addition, one must be clear about institutional priorities, articulate a clear purpose of outreach that will impact the community, and developing relationships by visiting communities and constituencies.

Due to the previous president's retirement, she as long-time vice president, "knew more than any incoming potential president", clear vision for the institution that was displayed while serving as vice president and her desire to stay at the same institution, were the three significant events that influenced President A to become a community college president. Concrete Random

is the preferred style of President A, Abstract Random was the second style with Concrete Sequential and Abstract Sequential tied.

President B

President B is president at a large northern community college. Her educational career began with obtaining an associate's degree, followed by a bachelors, masters, and Ed.D. Her entire career, except her current position, occurred in the same southern state, where she received her first presidency. President B has served in non-academic positions which focused on student achievement and academic success. Her student focused positions complimented her K-12 certifications. She is serving her second presidency at a large community college. She was the founding president of a comprehensive, multicampus, large southern community college.

President B had an articulated goal to become a community college president that was established when she completed her terminal degree. She measures effectiveness by achieving institutional goals and objectives. Truth and honesty to faculty, staff, students and the community, as well as developing relationships with all constituents is how President B deals with budget cuts. This president advised others to develop relationships by visiting communities and constituencies and displaying a clear purpose for outreach and the positive impact on the community that can occur when a community college supports outreach.

President B had the ability to lead at an early age, which was her first significant event that influenced her to become a community college president. The second significant event involved being mentored as a mid-manager to pursue the career goal. The third significant event was her successfully competing and getting administrative positions in the same system.

Concrete Random was the preferred style of President B, followed by Concrete Sequential, Abstract Random and Abstract Sequential.

President C

President C is president of a medium size, rural institution on the East Coast. She has served in higher education for over 25 years in academic administration and in student centered positions. Her educational career has taken her from the Midwest to the East Coast, where she received her bachelor's degree, two masters' degrees and an Ed.D. President C developed an alumni association, alumni program, and faculty and staff awards program while serving as president.

This is the first presidency for President C. Her articulated goal to become a community college president became evident when she saw the job announcement. In order to be effective, President C wants to see student success and student access. In addition, she believes effectiveness is displayed by achieving institutional goals and objectives. President C supports when budget cuts are present, being truthful and honest to faculty, staff, students, and the community, as well as engaging faculty and staff in allocating scarce resources. President C when developing outreach collaborations has respect for the community, service area(s), and students. Also, the ability to articulate a clear purpose of outreach and the positive impact on the community must be displayed.

The first significant event that influenced President C to become a community college president occurred as she observed males in the president's office and realized that she could be more effective. Self-assessment to identify strengths and weaknesses was her second significant event that impacted her to become a president. The last significant event involved serving on the faculty team and realizing that the president sets the tone for the institution. The preferred style of President C was Concrete Sequential followed by close scores in Concrete Random, Abstract Random and Abstract Sequential.

President D

President D is president of a large community college in the Midwest. Her academic career has taken her from the Midwest to the east coast while obtaining a bachelor's degree, master's degree, Ph.D. and post doctoral study. Her professional career began in the student services area, followed by serving as a professor and continued into academic administration.

President D did not have an articulated goal to become a community college president. She believed that a community college president measures effectiveness by outreach and successful outcome of student success and student access. During major budget cuts, the most effective leadership style that can be displayed are truth and honesty to faculty, staff, students, and the community, as well as engaging the faculty and staff.

Developing relationships by visiting communities and constituencies was one leadership style President D recommended for community college presidents. Moreover, having the ability to articulate a clear purpose of outreach and the positive impact on the community was the second leadership style that must be displayed by a community college president. The opportunity to further community colleges, because I believe strongly in the mission was the first significant event that influenced President D to become a community college president. She was also influenced by a mentor to become a community college president. The third significant event involved receiving contact when a person called to recruit her. Concrete Random was the preferred leadership style followed by Abstract Random, Abstract Sequential and Concrete Sequential.

President E

President E had a rich heritage being born internationally and receiving her first two academic degrees in another country. She is chief executive officer of a medium sized

community college in the Midwest. She has received a bachelor's degree, master's degree, and Ed.D. in the same state, where she is currently president. President E served in academic administration at community colleges her entire career. She is involved in city, state, and national professional association within and outside of the higher education arena. President E is married to a former community college president.

President E did not have an articulated goal to become a community college president. She measures effectiveness by achieving institutional goals and objectives and successful outcomes of student success and access. Truth, honesty, and engaging faculty members in the budget cut process is how President E would face that challenge as a community college president. She would develop relationships and articulate a clear purpose of outreach and the positive impact on the community, if she was faced with outreach collaborations.

President E was provided encouragement by mentors to consider the possibility of becoming a president was a significant event that influenced her to become a community college president. Sense of "needing something more", a new challenge was a significant event that influenced her to become a community college president. The last significant event was a presidential opening at a college that was already very good but held great potential, was listed as a significant event that influenced President E to become a community college president. Concrete Random was the preferred leadership style of President E. Concrete Sequential, Abstract Random, and Abstract Sequential were the respective styles following the preferred style for President E.

President F

President F was appointed president of a large urban college in the north. She was born in another country and received her bachelor's degree and master's degree at an international

university. Her second master's degree and Ph.D. were received from a northern university. President F serves as a member of numerous boards including the Board of Trustee of a medical foundation, bank, and Chamber of Commerce. Under her leadership, she has developed a distance learning program and workforce development programs.

President F had an articulated goal to become a community college president during a leadership institute. She measures effectiveness of a community college president by achieving institutional goals and objectives, as well as developing relationships with the community, student, faculty, and staff. When major budget cuts occur, President F wanted truth, honesty, and clear institutional priorities displayed by the president. Developing outreach collaborations means having respect for the community, service area(s) and students; in addition, to having the ability to articulate a clear purpose of outreach and the positive impact on the community. Attending a leadership institute, realizing she could do the job, learning from mentors and being recruited were listed as the three significant events that influenced her to become a community college president. The preferred style of President F was Concrete Random followed by Concrete Sequential, Abstract Sequential, and Abstract Random.

President G

President G is president of a small northern community college, but it was not an articulated goal for her to become president of a community college. She received all of her degrees, bachelors, masters, and Ed.D. from a northern university. Her entire community college career has taken place at one community college, where she served as interim president and then president. President G has served in student services, academic affairs/administration and teaching. She is involved in national, local and regional associations within and outside higher education.

President G measured effectiveness by student success and student access, as well as achieving institutional goals and objectives. Engaging faculty and staff and being clear about institutional priorities are seen as effective leadership styles that must be displayed when budget cuts are faced. In order to develop outreach collaborations, a community college president should develop relationships by visiting communities and constituencies. In addition, articulating a clear purpose of outreach and the positive impact on the community must be displayed.

The first significant event for President G was being invited to the job twice. The second significant event was spending time in student services and academic support services helped her to learn and show that she was not just “an academic”. The last significant event was the college where she was offered the presidency had challenges but it was a great college. Concrete Random and Concrete Sequential are tied as preferred leadership styles for President G with Abstract Sequential followed by Abstract Random.

President H

President H is president of a large public community college on the West Coast. Her academic career began at a community college where she received her associate’s degree. She continued her educational career by receiving a bachelor’s degree, two master’s degrees and a Ph.D. in the same state. President H began as teaching faculty, achieved tenure, and went into academic administration. She has served on several state, regional and local boards and committees.

President H had an articulated goal to become a community college president when she finished her terminal degree. Effectiveness is measured by President H when institutional goals and objectives are achieved and relationships with faculty, staff, students and the community are developed. The most effective leadership style that needs to be displayed when budget cuts are

faced included engaging faculty and staff, truth, honesty to faculty, staff, students and the community.

In order to cultivate outreach collaborations, one must develop relationships by visiting communities and constituencies and display honest communications. Being an academic vice president to very different presidents was the first significant event that influenced President H to become a community college president. Attending a leadership development institute was the second significant event that influenced her to become a community college president. Designing a large successful bond campaign was the last significant event that influenced President H to become a community college president. The preferred style is Concrete Random for President H followed by Abstract Random and Concrete Sequential and Abstract Sequential were tied.

President I

President I did not have an articulated goal to become a community college president, but she was president over a large urban community college in the north. Her bachelor's degree and master's degree are from the same northern university. Her administrative career has been long at the same community college where she serves as President. President I is very involved in the community and state by serving on an appointed board by the Governor, association boards and higher education boards. As president, she has led an over \$8 million dollar campaign and added new facilities to her campus.

President I measured effectiveness by achieving institutional goals and the successful outcome of student access and student success. When community college presidents are faced with budget cuts, President I would display clear institutional priorities. When developing outreach collaborations, according to President I, a community college president's style should be developing relationships by visiting communities and constituencies, as well as articulating a

clear purpose of outreach and the positive impact on the community. Concrete Random was the preferred style displayed by President I, followed by Concrete Sequential, Abstract Sequential, and Abstract Random.

Appendix G

Significant Events (N=53)

<p>The help of other presidents as mentors The climate for women as presidents The encouragement and support of my family</p> <p>As a first-year faculty member a colleague encouraged me to get in the habit of seeing short-term and long-term career goals. I was a director-level administrator at a community college that was preparing for a presidential search; the receptionist told me that she wished I could be the next president. I was a director-level administrator at another community college and the president encouraged me to get my doctorate so that I could be a community college president (I had not yet set that as my goal, but did soon thereafter).</p> <p>Success as a Dean of Instruction Encouragement of my president Encouragement of successful community college presidents and university professionals</p> <p>A mentor believed in me Escalating personal success and fulfillment as a dean and vp Watching ineffective CEOs</p> <p>Working with a wonderful president or supervisor Working with a bad president as supervisor Being newly divorced and geographically mobile</p> <p>Believing I could be as effective or more effective than other presidents Wanting to influence an institution in order to help students Watching an effective woman president perform her job</p> <p>I was encouraged by a mentor and someone in the state system An opening occurred in a college I was interested in I did complete the terminal degree in Occupational Studies</p> <p>Participation in National Institute for Leadership Development Encouragement from colleagues Becoming aware that I could be an effective</p>	<p>The fact that my mother earned a Ph.D. and worked as a professional (outside academia) Support from spouse Learning from other positions that I could master the components of the position</p> <p>Directions from a mentor Attendance at ACE Conference Success in early administrative duties</p> <p>As a vice president understanding the impact I could have on access to higher education and more importantly student success Serve as a role model for women and Hispanics Support and mentorship of my predecessor and board</p> <p>Mentor suggesting I was capable Hearing a female community college president speak at a conference-she reminded me of myself Completing the doctorate</p> <p>The urging of mentors Working for incompetent presidents Desire to learn new things and new skills-“self challenge” so to speak</p> <p>My experience in the private sector as a private liberal arts college president My entry level position at a university Admiration for what I saw happening at the community colleges when I worked at the central office of the system.</p> <p>Passion for the mission The challenge of the position A desire to lead</p> <p>I felt I could make a difference Belief in what CCs can do for students and community Love of change</p> <p>Attended Community College Leaders program Mentorship of two excellent college leaders Served under an incompetent president-thought could do much better</p> <p>When I came to understand how CCs can change people’s lives Watching what fun CC presidents seem to be having When I noted how few of them were females</p> <p>Self realization of my abilities Community colleges have been my life</p>
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president and influencing an institution to be its best	Belief that I could make a difference
Working relations with previous supervisor, a community college president	Acceptance into and completion of ACE Fellow Program
Graduate studies and mentor in that program	Entry into community college administration
Challenges that face community colleges	Encouragement and support by others
Being an academic VP to very different presidents	Divorce and review of goals
Going to Leaders of 80s (NILD)	Association in CC leaders program and women who were leading
Designing a successful large bond campaign	Substituting for/Representing my President and feeling that I could do it
Goal when I started college	Mentor early on who saw potential for leadership, long before I did
Completion of doctorate degree	Bold sense of self and ability to make a difference
Working with previous presidents (I can do this better!)	Success at earlier administrative positions
Strong role models	Observing males in the president's office and realizing I could be more effective
Being a first generation college student myself	Self assessment to identify strengths and weaknesses
Working for an ill-prepared, uncommitted president	Serving on the faculty administrative team and realizing that the president sets the tone for the institution
Encouraged by mentors to consider the possibility	Experience as non-traditional, first generation community college student
Sense of "needing something more"; a new challenge	Experience as community/technical college employees
Presidential opening at a college that was already very good but held great potential	Active participant in positively impacting the life of a student in need
Mentor	Belief that I could "collectively" make a difference
Opportunity to further community colleges-I believe strongly in the mission of community colleges	Ability to create more opportunities for students
A person called and recruited me	A call to lead
Graduate program	Working relations with previous supervisor, a community college president
Role Models and mentors	Graduate studies and mentors in that program
Successful administrative progression	Challenges that face community colleges
Reaching career goals more quickly than anticipated	Parents encouraged leadership
Wanting to impact the live of student at community colleges	A community of support throughout childhood and early adulthood
Reviewing my life goals in mid-30's	Conflict within the institution
President of first college I worked for told me I'd be a good president. I was 25 at the time.	Ability to lead at an early age (4 th grade)
Completion of my dissertation on Community Colleges	Mentored as a min-manager to pursue the career goal
Experience in position before my presidency in building and leading a satellite location	Successfully competing (Director, Administrator, Dean, President) in one system
Experience as senior administration working closely with trustees and community	Doctoral program in higher education leadership
	Role of mentor who was a successful president
	Serving on Board of Trustees' management team for collective bargaining with faculty
	My immigrant grandmother who came to America for

Encouragement from peers, supervisors, and trustees	a better life
Seeing others get hired with less skills that I have	Strong mentor throughout my career Family support from husband and children
Gained skills in outreach, planning and institution	It was just the natural next step and I was recruited
Completed doctorate	Influenced /encouraged by mentor
Determined I could do it by watching other presidents	ACE fellows program Personal challenge
Parental Influence	Passion for postsecondary public education developed as a single parent needing to support family
Desire to make the college better	Opportunity to change the face of technical education locally and at state level due to system policy changes
Seek to promote education	Maturity of self and family that permitted engagement of capstone to life's work
Graduate of a community college	
Serving in a variety of administrative positions	Attending a leadership institute
Mentor input and guidance	Realizing I could do the job and learning from others (mentors)
Observing the accomplishments of other presidents	Being recruited for the position
My success in taking ideas to implementation as an administrator	Support and encouragement of colleagues
Participation in Leadership Development activities	Mentor relationship Personal desire to achieve within my profession
Working for a male president for 15 years who could not do the job well. I knew I could do better	Completed a doctorate in Educational Administration Recruited to apply for presidential position New president hired at college when I served as VP
NILD "next step" workshop in 1990	Success as an executive VP
A husband who said "go for it" and supported me	Nomination by a respected peer Frustration at or with some management decisions at former job
Previous president retired, I was long-time VP, knew more than any incoming potential president	My first administrative experience as an assistant superintendent in K-12 was very positive and I was asked to apply for a community college institution dean position.
Clear vision for institution (I had the vision as VP, not the President at the time)	I was asked to apply for a community college president where I had worked as a dean before looking for a community college position.
Did not want to leave institution	
I believed it was my time to do my best	
