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THE PREPARATION AND SELECTION OF
COMMUNITY COLLEGE PRESIDENTS IN ONTARIO

By

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A DISSERTATION

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ABSTRACT

THE PREPARATION AND SELECTION OF COMMUNITY
COLLEGE PRESIDENTS IN ONTARIO

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The purpose of the study was to identify perceptions
of desirable professional qualifications and selection
procedures held by Ontario community college presidents.
Questionnaires and interviews were used to elicit inform-
ation from the presidents themselves and the governing
body of the colleges.

The population for the questionnaire aspect of the
study consists of all twenty-two Ontario college presidents.
Each president received: (1) a questionnaire; (2) a letter
of introduction; (3) an individually addressed letter
explaining the purpose and significance of the study; (4)
a stamped pre-addressed return envelope.

Twenty of the twenty-two presidents responded to the
questionnaire providing a 90.90% return rate. Analysis of
the data obtained is presented in a descriptive format.
Contingency tables, which provide frequency and percentage
scores are used to display the findings. Mean scores and
averages are used to provide a measure of central tendency.

In addition to the questionnaire, eight individuals
were interviewed to facilitate an indepth analysis of the
research topic. From the entire population of twenty-two

college presidents, a sample of six was randomly selected
to be interviewed. The Assistant Deputy Minister of College
Affairs and Manpower Training Programs and the Chairman of
the Council of Regents for the Ontario community colleges
were also interviewed.

The semi-structured interviews lasted for approximately
two hours and were taped using forty-five minute cassettes
and a portable recorder. The opinions of those interviewed
are presented descriptively and are summarized in table
form.

The major findings are discussed under the four major
headings of; characteristics and preparation of presidents,
problems and responsibilities of presidents, selection pro-
cedures for presidents, and college data 1978-79.

Seventy percent of Ontario community college presidents
are over fifty years of age (mean age category fifty to
fifty-four) and could conceivably retire during the next ten
years. Approximately sixty percent of the original college
presidents were still in office in 1978. Eighty percent of
the presidents had had experience with another educational
institution before assuming the presidency. Sixty percent of
the presidents have had full-time teaching experience and
they generally regard teaching experience as advantageous but
not mandatory. Sixty-five percent of the presidents have
successfully completed graduate studies, with twenty percent
earning a doctorate.

Ontario community college presidents spend the major-
ity of their time performing administrative tasks although
they would prefer to spend more time building relationships
with staff, faculty and students. The presidents find some
form of bureaucratic inefficiency as their most common
obstacle and they find the challenges of their positions
most enjoyable. Presidents spend twenty percent of their
time away from campus conducting college affairs and are
active in community affairs.

A search committee was involved in the majority of the
selection processes for college presidents. In over one-half
of the selection procedures, faculty, students and staff were
not involved. Seventy percent of the respondents claimed not
to have taken any action (lobby) to secure their appointment.
The presidents indicated that the primary interest of the
search committees when searching for a new president should
be in the area of ability, experience, education and attitude,
although the process should be unique to each college.

The average Ontario community college operates on a
budget of $18.8 million, offers 73 full-time programs, and
employs 294 full-time faculty members. The average college
serves 3,852 full-time students and 17,890 part-time students.
The total budget for the C.A.A.T. system could be estimated
at $413.6 million with 6,474 full-time faculty members,
84,755 full-time students and 393,580 part-time students.
The colleges are apparently enjoying a period of growth while

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the majority of educational institutions in North America
are suffering from declining enrollment.

These major findings were discussed, yielding implic-
ations and conclusions. Implications for further research
were also suggested.

DEDICATION

To My Mother, Doris, and My Father, Les (Posthumously)

for giving me life
and the essentials on which to build

. . .

To My Brother, Leslie and his family

for their constant encouragement

. . .

To My Wife, KATHY

with whom I share the honor of
this degree because her personal
sacrifices made it possible

. . .

and

To Our Daughter, REAGAN ELIZABETH

This project kept us apart for
the initial months of her life
but I trust to compensate
for our separation in the
years ahead

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CHAPTER 1

THE PROBLEM

Introduction

In the early 1960's the government of Ontario conduct-
ed surveys to ascertain the effectiveness of the existing
secondary and post secondary educational service. According
to government archives, only thirty percent of the educational
needs, were, in fact, being met. As well, it was discovered
that seventy percent of the career minded candidates interview-
ed expressed a need for technical training at a post secondary
level (Sault College Archives 1967).[1] The only technical post
secondary institute in Ontario was Ryerson Polytechnical Inst-
itute in Toronto. Technical training has not traditionally
been available in universities in Ontario.

    After some debate, the Ontario Legislature decided to
build a limited number of vocational training centers. It
was quickly realized that more training facilities of this
nature were needed, and building commenced at a furious pace,
resulting in the establishment of twenty-two community col-
leges throughout the province.

    Presidents had to be selected at the same pace to provide
leadership for the newly constructed community colleges.
The presidential candidates who seemed most compatible with
the developing community college system were placed in these

positions. They came to the position with a wide variety of expertise, none of which could be specific to the emerging community college system. Without a model or precedent to follow, the leadership role had to be developed after the appointments were made.

Formal training programs specifically for aspiring community college presidents do not exist in Ontario as they do in some other countries. Clinical training and successful internships are the training ground for many college presidents in the United States, with numerous institutes that prepare qualified people for college administration. Many promising young educators have been placed as scholarly interns with experienced college presidents, provosts and deans, before assuming an American college presidency.

Since the intial appointments of the Ontario college presidents in 1965, little continuity exists in the general preparation and selection procedures of any subsequent appointee.

The Purpose of the Study

Relatively little research has been done on the general preparation and selection procedure pertaining to presidents of the Ontario Colleges of Applied Arts and Technology (C.A.A.T.). Presidents of the C.A.A.T. system have the major responsibility and final accountability for the attainment of goals and objectives for post secondary technical training

in the province of Ontario. To achieve this provincial mandate, the colleges require inspired leadership based on adequate education, training and experience.

The purpose of this study is to identify perceptions of desirable professional qualifications and selection proced- ures held by Ontario college presidents. The preparation and selection of the C.A.A.T. presidents will be researched utilizing the information acquired through questionnaires and interviews and from extensive review of the literature.

The Significance of the Study

Canadians must be well prepared to survive in a narrow strip of land between the world's most highly developed in- dustrial nation and the barren lands of her north. In the quest for unity, Canada faces one of the greatest challenges of its history. The 1971 census showed Anglo-Saxons comprised forty-five percent of the population, with people of French origin making up 28.7%. Canadians must deal with the possib- ility of the nation's separation (Royal Bank of Canada News- letter 1972).[2]

Canadian colleges are producing the graduates who must face these and other challenges. Graduates need to be proper- ly prepared and these colleges are charged with the responsib- ility. To attain the goals and objectives of Ontario's community colleges, qualified, competent presidents are required.

The qualifications of current community college pres- idents in Ontario will be identified in this study. Webster

Stover, in How to Become a College President, 1974,[3] suggests presidents should have the ability to "walk on water," should have held a high administrative college post in the past, should possess a Ph.D., and should be between the ages of thirty-five and fifty. Stover comments that presidents should be married--their spouse have an important role to play. This study will address for the first time president-ial qualifications for Ontario community colleges.

The accumulation of knowledge is the prerequisite to efficiency. How knowledgeable and effective are Ontario's presidents? In 1967 the Educational Testing Service, Prince-ton, N.J., rated the effectiveness of 180 college presidents in New York state. The study revealed the more effective presidents spent more time working off campus, more time planning with subordinate administrators, were former deans or academic heads, and were more concerned with community affairs (Stover, 1974).[4]

There have been many ideas about changing the system but care should be taken when making a proposal. Socrates was invited to drink hemlock because he attempted to change the college of his time. It is assumed the college presidents will accept this study in the spirit in which it was intend-ed, and reserve the "hemlock" as the last resort!

Limitations and Scope of the Study

This study is confined to the perceptions of the prep-aration and selection procedures pertaining to presidents of

community colleges in the province of Ontario. The sample
studied consists of all twenty-two community college pres-
idents.

The generalizability of this study may be limited by
the questionnaire method of securing data, with accompanying
possibility of error. The study may be limited by those
respondents who feel threatened by the questions, and do not
answer with complete candor.

Definition of Terms

The following terms are used in the context of this
research:

1. ### C.A.A.T. (Acronym for Colleges of Applied Arts and Technology

    Post secondary technical institutes created in

    1965 to provide vocational training to meet the

    occupational needs of the citizens of the province

    of Ontario. The C.A.A.T. system currently consists

    of twenty-two colleges scattered throughout the

    province.

2. ### Council of Regents

    Each of the twenty-two colleges within the C.A.A.T.

    system is under the direct control of a board of

    appointed governors. The efforts of the board are

    co-ordinated and guided by the Council of Regents.

    The Council of Regents are appointed by and report

    directly to the Minister of Colleges and Universities

    for the province of Ontario.

3. Government of Ontario, Ontario Legislative
   Assembly

   The duly elected officials directing the state of

   affairs for the province of Ontario. The majority

   party in a parliamentary body forms the Legislative

   Assembly.

4. Ministry of Colleges and Universities

   The government department charged with the respons-

   ibility of post secondary education for the province

   of Ontario.

Overview of the Study

   The first chapter includes the statement of the problem,

purpose of the study, and definition of terms. Also, chapter

one included the limitation and scope of the study and the

significance of the study.

   The basis of authority for presidents of Ontario commun-

ity colleges is presented in chapter two. The chapter also

reviews pertinent studies and literature concerning the prep-

aration and selection procedure of educational leaders.

   The design of the study, consisting of demographic

data and information concerning the preparation and selection

procedure solicited from each president, the Council of Reg-

ents and the Ministry of Education, appears in chapter three.

   The analysis of the questionnaire data from the twenty-

two presidents and a critique of interviews with the Chairman

of the Council of Regents, the Assistant Deputy Minister of

College Affairs and six presidents, appears in chapter four.

The summary and recommendations are presented in chapter five.

CHAPTER II

A REVIEW OF SELECTED LITERATURE

BASES OF AUTHORITY

Introduction

This first section traces historically the development of the Colleges of Applied Arts and Technology including their introduction to the Ontario Legislature by Premier William Davis in May, 1965; the rationale for their establishment; the provincial mandate and educational role of the colleges; the establishment of the Colleges of Applied Arts and Technology in October, 1965, and the Colleges' performance in recent years.

The responsibilities of the Council of Regents with regard to the Department of Colleges and University Act 1971, the committee structure and the Collective Bargaining Act Bill 108 are also reviewed here. Further, the legal identity, membership and responsibility of the Board of Governors are discussed.

Historical Perspective

The Honourable William G. Davis, then Minister of Education, addressed the legislature on May 21, 1965, introducing the establishment of the Colleges of Applied Arts and Technology.

"Mr. Speaker: The introduction of this
Bill providing enabling legislation
for the establishment and operation of
a system of Colleges of Applied Arts
and Technology is an historic occasion
in education in our province.

The Bill marks a major step forward
in the development of our education
system; it provides for the introduct-
ion of a new level and type of educ-
ation, one which is still in keeping
with our tradition and accomplishments.
Above all else, it goes towards making
a reality of the promise--indeed of a
stated policy--of the Government to
provide through education and training,
not only an equality of opportunity to
all sectors of our population, but the
fullest possible development of each
individual to the limit of his ability.
In this new age of technological change
and invention, also, it is essential
to the continued growth and expansion
of the economy of our province, and
our nation, that adequate facilities
be made generally available for the
education of craftsmen, technicians
and technologists."[5]

This speech, following years of planning and research,

led to the creation of the Ontario community college system.

The Colleges were a result of an identified need, supported

by a researched rationale.

The "knowledge explosion" was suggested as one of the

factors demanding the need for additional schooling. Another

factor was the "technological revolution" in which most of

the unskilled and many of the semi-skilled jobs had disappear-

ed and higher levels of basic educational qualifications were

being demanded of employees. The "population explosion" was

also cited as a factor for the establishment of the colleges.

The rationale for the establishment of the C.A.A.T. system is summarized in the report of the Grade 13 Study Committee, 1964.

> "The truth of the matter is that we are
> now in an entirely different world from
> that of the 1920's and 1930's, and it
> is necessary that we extend our educat-
> ional system to meet the demands of this
> new world. In the past when we have
> faced that sort of crisis, we have solved
> the problem by expanding our secondary
> school program--in 1871 for example,
> when we added general education for the
> many to special education for the few,
> or in the 1920's when technical train-
> ing was introduced in a considerable
> number of high schools. In the present
> crisis, the need cannot be met simply
> by alterations or additions at second-
> ary level; where we must create a new
> kind of institution that will provide,
> in the interests of students for whom
> a university course is unsuitable, a
> type of training which universities are
> not designed to offer. Fortunately, a
> beginning has been made in the establish-
> ment of the institutes of technology
> and their offerings are too narrow in
> range to satisfy what is required both
> by the nature of our developing economy
> and talents of young people. The comm-
> ittee is recommending the establishment
> of community colleges to provide these
> new alternative programs."[6]

The Ministry had deliberately sought to learn from others to strengthen the Ontario system. Institutions in Florida and California were visited and concepts and techniques were imported (to be incorporated) to meet the unique needs of the Ontario system. Although units of the C.A.A.T. system resemble their counterparts in the United States, there are some fund-amental differences particularly in the emphasis on university parallel courses or university feeder programs. The Ontario

community colleges are not intended to act as feeder institutions for the university although graduates may be accepted on an individual basis with advance standing by the universities.

Besides being unique to Ontario, great care was taken to ensure that the colleges were able to respond to the individual needs of the local community, yet retain comprehensive and uniform programming throughout the province. This was made clear by the Minister of Education when he detailed the role the colleges were to perform in his speech to the legislature on May 21, 1965.

> " . . . the emphasis not only could but should vary from one community to another, as local needs dictate. In general, however, one may recognize three major responsibilities of every such college:
>
> 1. to provide courses of types and levels beyond, or not suited to the secondary school setting;
>
> 2. to meet the needs of graduates from any secondary school program apart from those wishing to attend university; and
>
> 3. to meet the educational needs of adults and out-of-school youth, whether or not they are secondary school graduates.
>
> I would hope to see the following range of offerings in most if not all Colleges of Applied Arts and Technology, the choice to be determined by local circumstances, as indicated above, and extended where a particular need exists in a community.
>
> a. engineering technician and technologist program below university level

b. semi-professional non-engineering
type programs (e.g. in the para-
medical field)

c. high level programs in office and
distributed occupations, specific-
ally of junior and middle manage-
ment level, and including courses
for small business

d. agricultural and agricultural-related
programs, at least in rural areas,
in co-operation with the Department
of Agriculture

e. general adult education programs,
including cultural and leisure
time activities

f. programs of recreation, including
physical education

g. general or liberal education courses,
including remedial courses in basic
subjects, and often incorporated as
part of the other programs (e.g.
English, Mathematics, Science)

h. retraining, upgrading and updating
courses

i. trade skills, pre-apprenticeship,
and apprenticeship training

j. service industry courses (e.g. for
tourist industry)

k. commercial courses (e.g. cost
accounting, junior accounting, data
processing, computer programming)

l. other courses to meet local needs."[7]

The Colleges

In October, 1965, the Ontario Colleges of Applied Arts
and Technology were established under the Department of
Education Amendment Act, which read in part:

"Subject to the approval of the Lieutenant
Governor in Council, the Minister may
establish, name, maintain, conduct and
govern colleges of applied arts and
technology that offer programs of in-
struction in one or more fields of

> vocational, technological, general and
> recreational education and training in
> day or evening courses and for full-
> time or part-time students."[8]

The application of the Act has resulted in twenty-two
community colleges (See figure 1),[9] with more than sixty
campuses, scattered throughout the province. The open-
door admission policy allows students who have successfully
completed secondary school or who have reached their nine-
teenth year to be admitted. Approximately 60,000 full-time
post secondary students were enrolled during the 1978-79
academic year with impressive numbers of part-time credit
and non-credit students. In recent years the colleges have
experienced a phenomenal growth in evening extension programs.

Approximately 2,000 three-year diploma, one-year cert-
ificate and apprenticeship programs, including nursing, are
offered. The programs are divided into catagories of bus-
iness, applied arts, social science, health science, and
technology. The colleges also provide academic upgrading,
technical and commercial training for under-employed and un-
employed individuals for re-entry into the work world.

The college graduates have been successful in finding
employment, although they are entering the tightest job
market with the highest unemployment rate since the 1930's.
Approximately eighty-eight percent of the 1978 graduating
classes found full-time program related employment. The
following chart indicates the job placement and median salary
of C.A.A.T. graduates for the 1977-78 academic year.[10]

Areas served by Ontario Colleges of Applied Arts and Technology

FIGURE 1
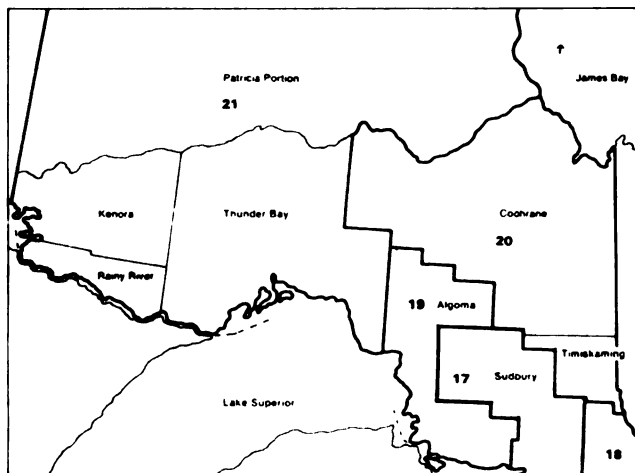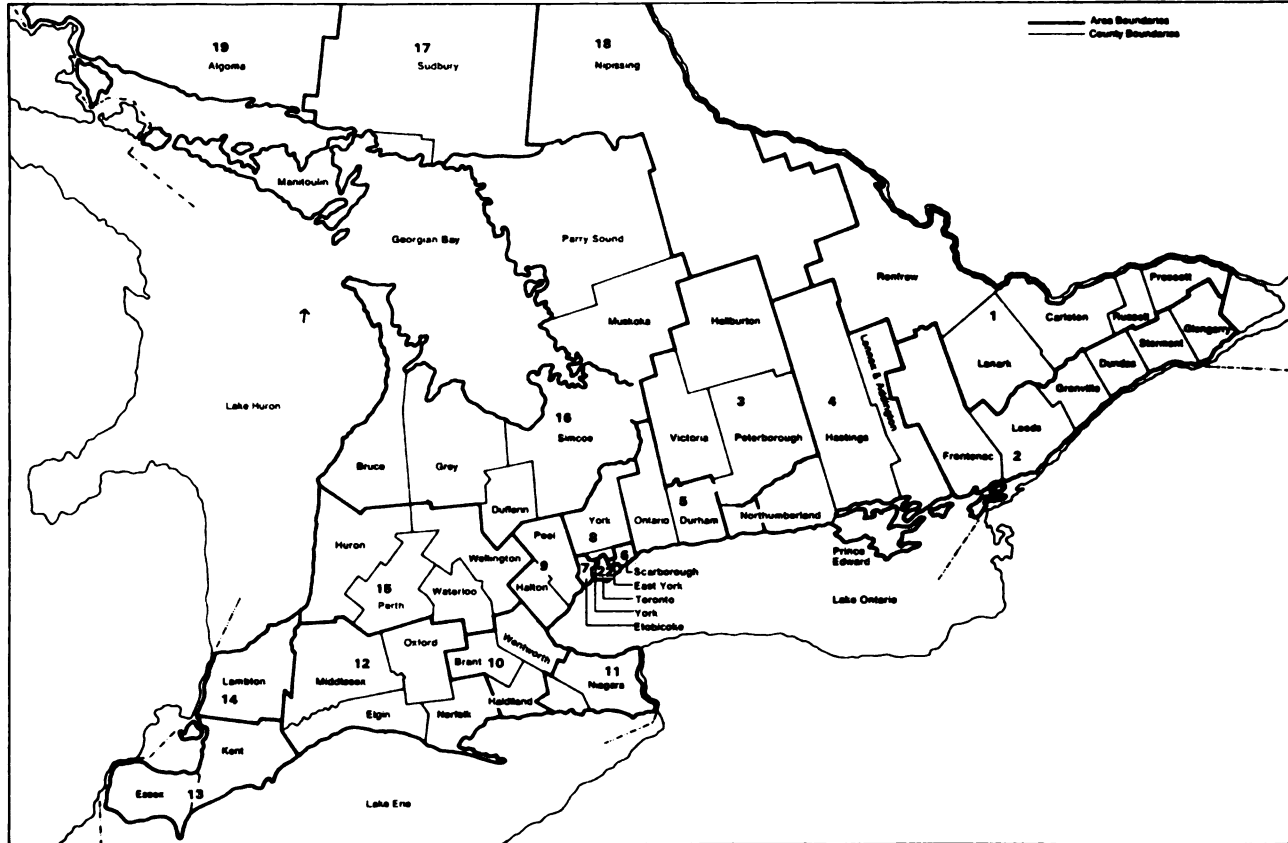
No.	College
1	Algonquin College
2	St. Lawrence College
3	Sir Sandford Fleming
4	Loyalist College
5	Durham College
6	Centennial College
7	Humber College
8	Seneca College
9	Sheridan College
10	Mohawk College
11	Niagara College
12	Fanshawe College
13	St. Clair College
14	Lambton College
15	Conestoga College
16	Georgian College
17	Cambrian College
18	Canadore College
19	Sault College
20	Northern College
21	Confederation College
22	George Brown College

Table 1:01

Placement and Median Salary
of C.A.A.T. Graduates

DURATION (YEARS)	TOTAL NUMBER OF GRADUATES	AVAILABLE FOR WORK	TOTAL WORKING	UNRELATED JOB	RELATED JOB	MEDIAN SALARY (x 1,000)	STILL SEEKING WORK
1	2,464	1,789	1,529	173	1,356	08-09	260
2	11,636	9,033	7,558	649	6,909	10-11	1,475
3	3,709	2,930	2,603	185	2,418	11-12	327
	17,809	13,752	11,690	1,007	10,683	10-11	2,062

Council of Regents

The Ontario Council of Regents was established under the
Ministry of Colleges and Universities Act, 1971, to assist
the ministry in the planning, establishing and co-ordinating
of programs of instruction and service in the twenty-two
colleges of applied arts and technology.

> "The Minister shall be assisted in the
> planning, establishing and co-ordination
> of programs of instruction and services
> for such colleges by a council to be
> known as the Ontario Council of Regents
> for Colleges of Applied Arts and Tech-
> nology composed of such members as may
> be appointed by the Lieutenant Governor
> in Council."[11]

The Council of Regents consists of fifteen members and
a permanent chairman. The membership is representative of a
broad spectrum of citizens from various parts of the province
who are appointed for a three year renewable term by the
Lieutenant Governor in Council.

The Council of Regents is responsible for policy co-ordination for the entire college system. Through the following four standing committees much of the Council's business is conducted (Council of Regents, 1979).[12]

The Administrative Affairs Committee

This committee reviews and make recommendations concerning the administration of the college. The purchase or sale of property, college guidelines and financial policy are considered by this committee.

The Program Committee - Business, Applied Arts, Social Science and Health Science (Bash)

The establishment of new programs, the monitoring of standards and effectiveness, and the evaluation of programs under these general categories are considered by this committee.

The Program Committee - Technology (Tech)

This committee considers proposals for new programs or changes to programs in the technical area. Province-wide standards and job placement of graduates are examined by this committee.

The Staff and Student Affairs Committee

This committee is responsible for all matters affecting students other than the actual educational programs; for example, admission policy, registration, athletic activities, tuition and housing.

In addition, the Council is responsible for the collective bargaining process for the academic support staff bargaining since the passage of Bill 108, an Act respecting collective bargaining for the Colleges of Applied Arts and Technology in 1975.

> "The Bill provides procedures for the making and renewing of agreements between the Ontario Council of Regents on behalf of the board of governors of the colleges of applied arts and technology and employee organizations that represent the persons employed as academic or support staff.[13]

Board of Governors

Each of the twenty-two colleges within the C.A.A.T. system is under the control of a board of appointed governors whose efforts are co-ordinated and guided by the Ontario Council of Regents, and assisted by the Applied Arts and Technology Branch of the Ministry of Education.

> "There shall be a board of governors for each college of applied arts and technology, which shall be a corporation with such name as the Minister may designate and shall be composed of such members and have such powers and duties in addition to those under The Corporation Act as varied by the regulations, as may be provided by the regulations, and each board shall be assisted by an advisory committee for each branch of a program of instruction offered in the college . . ."[14]

The Board of Governors consists of twelve members, eight of whom are appointed by the Council of Regents. The municipalities in which the colleges are located appoint the

remaining four members. Members are appointed for a four

year term, which may be renewed.

> "Governors must be men and women of
> vision, dedication, strength and
> stature, who collectively possess
> the diversity of experience and
> viewpoint which enables them to
> represent the citizens of the area
> ably and with confidence and re-
> spect. Above all they need to
> have the discernment and the judge-
> ment to make that most difficult
> decision--what authority to del-
> egate and what to retain."[15]

A booklet prepared by the Council of Regents in 1977

for the Ontario Boards of Governors emphasizes the following

four points:

> "1. The main function of the board
>   of governors is to establish
>   goals and policies and to eval-
>   uate results, leaving administ-
>   rative action to the president.
>
> 2. The board of governors should
>   select, support and advise the
>   president. The president should
>   inform and advise the board and
>   execute its' policies.
>
> 3. The board of governors represents
>   the community; its members should
>   keep community needs firmly in
>   mind and ensure that the college
>   meets these needs.
>
> 4. The board of governors should
>   insist on maintenance of communic-
>   ation between all sectors of the
>   college: the board, the president,
>   the administration, the faculty,
>   and especially the students."[16]

These four points describe with clarity and brevity

the difficult and delicate role of the board of governors.

To achieve these formal responsibilities, the boards

of governors prepare a general education program entitled

the Master Plan. The college policy and specific plan to meet the educational needs of the local area are contained in the master plan. Each master plan must be submitted to the Council of Regents for approval. Any subsequent modification to the master plan must receive approval from the Council of Regents.

In addition, each board of governors is required to submit a multi-year plan annually to the Council of Regents. The multi-year plan states the educational objectives including budgetary estimates of each college. The Council of Regents normally meets with the board of governors and the president on the campus of each college, to discuss the content, format, timing, and implications of the multi-year plans (Sault College Multi-Year Plan 1978).[17]

It is the board of governors which is responsible for the selection of the college president. This is perhaps their most important responsibility, as a healthy relationship between the board and the chief executive officer is crucial to the success of the college.

> "The Board of Governors shall appoint
> a President and may delegate to him
> full authority to manage and direct
> the business and affairs of the
> Corporation and to employ and dis-
> charge agents and employees of the
> Corporation or may delegate him any
> lesser power."[18]

PREPARATION OF COLLEGE PRESIDENTS

Introduction

This section presents a general profile of college
presidents and the role they are required to perform. The
characteristics and personalities of presidents are discuss-
ed. The contribution of experience and education to the
success of the college presidents is also presented.

Profile

From the beginning it was anticipated that the presidents
of the new Ontario community colleges would have a difficult
task to perform. As the concept of the Colleges of Applied
Arts and Technology was being introduced by the Minister of
Education to the Ontario Legislature, the lack of trained
personnel for these new positions was recognized.

> "We have not had the opportunity to
> investigate thoroughly the source of
> supply and form of training required
> for members of staff of these new
> colleges."[19]

When attempting to determine the source of supply and
form of training required, common characteristics of college
presidents emerge. Many studies have been done on the
characteristics of college presidents. From these studies
a composite portrait of the president can be drawn.

One such study of 282 presidents of eastern seaboard
institutions found presidents were predominately white males,
married, from middle class families with the Ed.D. degree
earned at large public universities. Generally they had

career experience in elementary and secondary schools before accepting the college presidency because of the professional challenge. The study found the presidency to have been extensively professionalized in a short time span, with many and diverse career sequences leading to it. The study found the presidents to enjoy similar hobbies, to belong to similar groups and organizations, to read similar newspapers, journals, and books and to have spouses with similar characteristics (Sawyer 1977).[20]

A nation wide survey conducted in 1974 provides a profile of American junior and community college presidents. The study provides statistics on the sex, ethnicity, age, educational background, academic rank, salary, length of service, professional affiliations and publication record (Brooks 1974).[21]

According to Michael D. Cohen and James G. March, in their book The American College President,[22] the recruiting and selection process used by appointing boards is generally similar. As a result, the character of the presidency is somewhat homogeneous. Cohen and March found college presidents to be middle aged (average age fifty-three), married, male, Caucasion, Protestant, with an academic background. College presidents come from affluent, well educated, native-born, small town families. Presidents normally enter office by moving up the hierarchy of teacher, chairman and dean. This progression is not achieved in a single institution and

and presidents come to office generally from a senior administrative post in another institution. Very few presidents have had significant non-academic experience. Cohen and March conclude that because of the homogeneity and filtering process, incumbents are conservatively committed to academic values and do not want to make any major changes.

Other studies have been conducted (Moore 1972, McDonaugh 1970, Morgan 1970),[23] which generally conclude that college presidents are very similar in character. Presidents are middle aged, married, male, white, protestant, well educated with successful senior administrative experience.

A more personal profile of college presidents is given by J. A. Jenson, a trustee of Kirkwood Community College in Cedar Rapids, Iowa.

> "(S)he is never without compassion.
> Probably (s)he is not a great scholar
> in the trust sense because (s)he
> would not have had time to develop
> into that form of stagnation. (S)he
> does not have a pat answer to all the
> managerial problems of the day because
> (s)he realizes there are already too
> many educational orthodoxies imposed
> on people. (S)he may very well appear
> to be different, which is another way
> of saying (s)he knows the value of
> being somewhat bureaucratically mal-
> adjusted. (S)he points out the mission
> and then creates an atmosphere where
> those winners can achieve his/her goals
> without the presidents having to do
> their work for them. (S)he is willing
> to let them make mistakes and has the
> ability to point out how their errors
> can be turned in future success."[24]

Another study compared the role perception of 326
present presidents and 222 former presidents. The study
analyzed the areas of decision making activities, work
schedules, status, roles, and demographic considerations.
The study found former presidents to perceive themselves
as having had more influence than do present presidents.
They also were more likely to rank vocational studies first,
which was ranked second by present presidents (Gili 1979).[25]

According to the literature, very few females are coll-
ege presidents. Women who are presidents have similar back-
grounds, career influences, aspirations and role conflicts
(Freeman 1977).[26] The personality traits and histories of
female presidents are similar (Nieboer 1975).[27]

Perhaps a colorful profile of the college president is
more descriptive when considering the task he must perform.
According to Dr. Lawrence M. Gould, the president of Carleton
College,

> " . . . a college president must be as
> wise as an owl, as cheerful as a cricket,
> as complacent as a camel, as adaptable
> as a chameleon, as diligent as a beaver,
> and must have the skin of a rhinoceros,
> and brass of a monkey, and the charm of
> a domesticated deer."[28]

Role

Presidents must be attuned to the academic world with
its scholarly devotions, and they must also be flexible
executives capable of being decisive and reasonable. Pres-
idents are forced to operate through a process of shared

power through consultations and development of consensus.
With the nature of higher education today, they cannot
direct, they must persuade (Cleveland, 1972).[29]

Herbert A. Simon descriptively compares administrators
to bus drivers whose passengers will leave unless the admin-
istrator takes them where they want to go.

> "In a very real sense, the leader, or
> the superior, is merely a bus driver
> whose passengers will leave him unless
> he takes them in the direction they
> wish to go. They leave him only minor
> descretion as to the road to be
> followed."[30]

College presidents are viewed by others as very busy
people who constantly complain about the lack of time.
According to Cohen and March, most presidents work fifty
to fifty-five hours, Monday through Friday, with twenty-
two percent of their time spent out of town on college
business. Most of the time is spent talking with other
administrative associates and reading or writing reports.
Generally, matters of a clear cut nature are considered
in the early part of the day and week, while less structured
matters such as reflection of board of trustees discussion
is reserved to the latter part of the day or week. The
presidents' use of time is generally determined by others.
They make themselves available to whoever seems to have a
legitimate reason to talk to the president.

> "The college president is an executive
> who does not know exactly what he
> should be doing and does not have

much confidence that he can do any-
thing important anyway. His job is
the pinnicle of his success, and he
has been by the standards of most of
his contemporaries and colleagues, a
quite successful person. Consciously
or not, presidents organize their
time in such a way as to maintain a
sense of personal competence and
importance in a situation in which
that is potentially rather difficult.
They make themselves available to a
large number of people whose primary
claim is simply that they want to see
the president. Counter to most other
evidence, such interaction reminds
the president that he is the boss.
Similarly, presidents preside over
otherwise pointless meetings, for
the process of presiding involves
a subtle reassertion of primacy."[31]

Another study of 312 community college presidents

found that although presidents spent most of their time

in matters of staff, public relations, finances, and

students, they preferred to work with staff, curricular

development, public relations and students. It also found

that presidents perceived the most neglected areas to be

alumni, legislation, students and professional activities.

Presidents saw themselves as educational leaders on campus

and in the community, they felt the colleges should be

autonomous and that the democratization of higher education

should be a primary concern of the community college pres-

ident (Shannon, 1968).[32]

An interesting study was conducted in a Seattle com-

munity college where a four-person committee substituted

for the college president for a forty-four month period.

The results were better than expected, with cost savings
and general harmony, but with losses in areas of planning,
continuity, grievance handling and accountability (Corcoran,
1977).[33]

In his article, "Skills of an Effective Administrator,"
Robert Katz presents the need for chief executives to have
received training in the area of conceptualization. Katz
recognizes the need for technical knowledge and the increas-
ing availability of training in the human relation area.
Katz contends that beyond the technical and human relation
skills there is a greater need for conceptual skills. Al-
though technical and human relation skills are necessary,
the college president is more dependent on conceptual skills
for which training is rare.

> " . . . by placing all of their emphasis
> on human skill, (they) may be completely
> overlooking the training and require-
> ment for top positions. They may run
> the risk of producing men with highly
> developed human skills who lack the
> conceptual ability to be effective
> top level administrators."[34]

Other researchers have argued that the most important
role of academic leadership is the role of scholar-moralist-
educator as opposed to making him an administrator (Butler,
1976).[35]

Because of the college hierarchy, a lack of confidence
towards the administration may have developed. It is suggest-
ed that the real work of education, acquiring and disseminating
knowledge, is done by the faculty and their students and that

administrators are more interested in toughness, effi-
ciency, and prestige than knowledge (Galligan, 1977).[36]

The lack of confidence towards administrators is
illustrated by Victor Baldridge in <u>Policy Making and
Effective Leadership</u>, 1978.[37] He claims faculty members
are fragmented groups concerned more with the judgement
and evaluation of their peers than with those who rank
above them in the college hierarchy. Faculty members be-
lieve only those in their field can evaluate them, resulting
in strong tension between professional values and bureau-
cratic expectations.

Research has been done into what faculty perceive the
role of the college president to be. Data gathered from
896 faculty members of community colleges revealed the dim-
ensions of the presidential role. According to this study,
the most significant role was of personal-public image
(Paxton, Thomas, 1977).[38]

Much has been written about the public and private
image of the college president. Beyond the obvious value
of a strong presidential image, one study suggested the
spouse of the president has a significant part to play in
strengthening the image.

> "During one month in 1964, Marian Alden
> (wife of Ohio University president)
> held a garden reception for 143 faculty
> members and wives, served as hostess
> for a meeting of the Music Club in her
> home, headed the reception line for
> foreign students at the International

> Club community dinner, attended two
> football games, three recitals, and an
> opera and entertained or was a guest
> at forty-seven other parties, receptions,
> and dinners."[39]

Another closely related role for the president is the
performance of his duties with the trustees or governors
of the college. Francis Pray, who has written widely on
the role of college governance, commented on the difficulty
of preparing for the governors-president liaison function
with men who,

> " . . . have come to the chief executives
> post without any real experience or pro-
> fessional training in working with,
> educating, motivating, even managing,
> if you will, the resources represented
> by lay leadership. We know all too
> little about the qualities required for
> success in this delicate relationship,
> nor is there an adequate training ground
> or adequate training material available
> for the president's use."[40]

The working relationship between a president and his
board of governors is unique to each institution. It is
generally agreed that the governors are to set policy and
to ensure the administration follows this policy (Macvittie,
1977, Johnson, 1979).[41] It is also agreed that college pres-
idents should be allowed maximum flexibility and the day-to-
day operations should be left to the administration (Rainsford,
1975, Mayhew, 1971).[42] According to the literature, this
relationship can be best presented in five models.[43]

John J. Corson's "dual organization model" presents two
spheres operating relatively independently of each other

and which are tacitly recognized, separate decision-making provinces. One sphere includes the faculty, students and others concerned with student affairs. The other sphere encompasses the president, trustees and deans concerned with administrative affairs.

"The Academic Community Model" of John Millett suggests that the faculty, students, alumni and administrators share common interests and are working in a community spirit. They are not held together by the hierarchical structure.

J. Victor Baldridge presents the "political model" where the faculty, students and administrators are separate interest groups. Compromises and adjustments are made by the group striving to achieve their ends in the continuing struggle for power.

Michael Cohen and James G. March contend that colleges and universities have no precise goals, and no clear technology for achieving its end. A "fluid participation" among students, faculty, administrators and trustees who come and go, choose to participate, or choose not to participate in college decisions results in the "organized anarchy model."

Peter Blau's "bureaucratic model" recognizes that higher education reflects the characteristics found in the bureaucracies of business and government. The existence of the administrative hierarchy and the division of labor allows routine tasks to be performed.

No one model is presented here as most typical of the colleges within the C.A.A.T. system. They are only presented to emphasize the complexity of college administration and the role conflicts and role ambiguities of college presidents.

Character

Donald Walker, in The Effective Administrator, 1979, makes the following comments on the philosophy and character of college presidents.

> "One realization I now entertain with
> growing conviction is that good admin-
> istrators come in a wide variety of
> personalities and type. Because of
> the symbolic character of the office,
> presidents resemble one another super-
> ficially in that they look like pres-
> idents. (As my father, a one time
> college administrator himself, used to
> say "Silver hair for a look of distinct-
> ion; hemorrhoid for a look of concern.")
> But there similarites end. Good
> presidents can range in personality
> flavor, from horseradish to creme de
> menthe."[44]

Research has been conducted on the personality traits that determine the effectiveness of college presidents (Jones 1971).[45] Generally, it is concluded that certain personal characteristics are more important than others.

One such study was conducted in 1975 to ascertain the most important personal characteristics of community college presidents. An inventory of personal characteristics was sent to 112 institutions asking the president to rank the twenty-seven items. They indicated that the four most

important characteristics of community college presidents
are; integrity (honesty), ability to work with people,
objectivity (fairness), and leadership with the board.
The four least important characteristics are; charisma,
professional training, humility, and a sense of humour.
Younger presidents tended to value integrity and decisive-
ness less than did those over the age of forty. Presidents
of smaller institutions placed more value on the ability
to work with people, persuasiveness, and charisma, than
did those of larger institutions (Gardner, 1975).[46]

An article in Change magazine by Kirk Sale,[47] suggests
the presidents, since the turbulant sixties, are less
charismatic. He comments that many colleges have recruited
presidents with high administrative ability but low charisma
to deal with the current education problems. Presidents
without charismatic personalities may not be able to provide
the necessary symbolic leadership and their managerial styles
may hinder the needed institutional change.

The symbolic character òf the presidency is illustrated
when considering his many roles; the talking chief of the
general public, the war chief in the fight for resources,
and the chief of councils when wise decisions are to be
taken.[48] Further, the reputation and popularity of the
president follow the fortunes of the college. During good
times the president is usually popular while, during bad
times, the opposite is true. Similarly, the extent to which

praise, appreciation, and support comes to presidents may
not be because of their quality as human beings, but be-
cause of the office they occupy.

> "It's easy for a president to miss the
> effect of the symbolism of his or her
> position. I have heard presidents say
> in egotistical exasperation, "That so
> and so dean, fooled around with that
> committee for three months and couldn't
> get anything out of them. All they
> needed was a firm hand and a little
> coaxing. I went before that committee
> and got everything I wanted inside two
> hours." The president should not over-
> estimate his personal genius in such
> situations; it is the office of the
> president that has the power to conjure."[49]

College presidents obviously need a character and
personality to cope with the complexity of their jobs. It
takes a certain kind of personality to be willing to absorb
the hostility and misunderstanding of others, as supervisors
are required to do. As a result, presidents are often viewed
as being more interested in toughness, efficiency, and prest-
ige than knowledge (Galligan, 1977).[50]

Presidents must also be prepared for the "isolation"
of the position, characteristic of all leadership positions
in society. Presidents have great difficulty in finding
suitable confidants on whom to test new ideas and discuss
administrative uncertainties. The confidant becomes uncom-
fortable in the role, since the president "is supposed to
be a strong flawless leader on whom all depend. The rev-
elation of vulnerability is threatening."[51]

Hanna Gray, the president of the University of Chicago, is regarded as one of the more able administrators today. Her personality allows her to enjoy the challenges of education and to understand the need to live near the edge.

> "It means having to be very hard in one's
> selection of priorities and to be, on
> the one hand, rather prudent in the
> management of resources, but willing to
> take some risks, knowing that some things
> aren't going to pay off . . . to live
> fairly close to the edge because great,
> great work is done by risk takers--but
> one shouldn't fall off the precipice."[52]

The research about the presidents role and character are diverse and contradictory. The following quote about the college presidency illustrates this point aptly.

> "Those who enjoy it are not very success-
> ful, and those who are successful are
> not very happy. The explanation is
> somewhere in the philosophy of power.
> Those who enjoy exercising power shouldn't
> have it, and those who should exercise
> it are not likely to enjoy it. One thing
> is clear; colleges must have presidents
> and it makes a great difference who they
> are."[53]

Experience

Previous successful experience in the administration of human resources is often regarded as the most important factor contributing to the success of a president. A 1970 survey revealed that presidents viewed their previous experience in educational administration as the most important factor in their success (Wing, 1972).[54]

The research indicates that the appointing boards also view the previous experience of presidential candidates as important. A questionnaire that was administered to 333 presidents revealed that the primary source of recruitment are other colleges and secondary schools. According to the study, most of the incumbents have experience with other colleges (Roberts, 1968).[55] Another study of junior college presidents found eighty percent to have come directly from some other administrative position. The study established a trend toward selecting more presidents from the senior ranks of colleges and universities. The size of the college and the mode of governance influenced whether the presidents were selected from college ranks or from positions in elementary and secondary schools (Roberts, 1967).[56]

Another study revealed that the lack of experience as academic administrators, and minimal experience in teaching and research was regarded as a major source of frustration for college presidents. A survey of 526 educational administrators found the lack of experience and an earned doctorate as sources of instability (Lungsford 1970).[57]

College presidents, in addition to being somewhat older than their predecessors of previous decades have attained a higher degree of education, have acquired more administrative experience in higher education and have more college experience according to Roueche, (1965).[58]

Internships for college administrators provide a method of training, coupled with meaningful experience, which prepares

future leaders. As most presidential candidates come from

within the educational system, they are usually steeped

in one or two disciplines. A budding administrator from

the academic ranks, may not have the necessary experience

with planning, budgeting and management before entering

office. The internship may provide the necessary experience

to allow the development of his or her administrative leader-

ship. The preservice training of an internship provides the

necessary experience required in dealing with the complexity

of higher education (Stauffer, 1978).[59]

The internship allows the experience encountered on the

precarious career ladder of higher education to be more mean-

ingful to both the presidential aspirant and the institution.

However, it seems each person must learn his own lessons,

being cautiously advised to "never let someone learn to

shave your beard."

Education

According to the government of Canada, senior government

administrators are responsible for synthesizing reports, con-

sulting with associates, formulating policies, establishing

objectives, approving allocations, selecting, directing and

motivating personnel and co-ordinating activities (Canada

Manpower Officials and Administrators Unique to Government,

1978).[60]

Formal education is an obvious source for the preparation

of individuals who must perform these tasks. One study found

that college presidents in 1969 had attained a higher degree

of education than their predecessors of previous decades,
had acquired more administrative experience and were some-
what older. In 1969, of the college presidents in the
United States, 52.8% had master's degrees and 44.1% had
doctorates (Roueche, 1969).[61]

Other studies have found higher levels of education for
college presidents with notable trends towards increasing
numbers of doctoral degrees. It also suggests that leader-
ship programs established in ten major universities, with
Kellogg Foundation support, are a primary source for future
presidents (Roberts, 1968).[62]

As the role of the administrator becomes more complex,
increasing levels of education have become evident. This
trend has been recognized by many educators resulting in
programs of study specifically designed for educational
leaders. The Institute for Educational Leadership, operated
by George Washington University and supported by a Ford
Foundation grant, is an example of the United States federal
government's attempt to strengthen education leadership
(McNamara, 1975).[63]

During the opening address at the conference on Women
and Management of Post-Secondary Institutions in 1974, Bruce
Dearing[64] recommended more programs like the University of
Michigan's be developed to prepare people for academic lead-
ership positions. He suggested that this form of training
for academic leadership must become more widely accepted.

He further suggests that large universities should intern-
alize administrative training programs and recruit more
potential leaders for internships.

Another study obtained opinions from community college
presidents on the content of a doctoral program to prepare
future administrators. Data was gathered through personal
interviews at ten community colleges in the greater Los
Angeles area. The study found the following areas to be
either desirable or essential for aspiring college presidents;
adult education, computer programming, counseling, higher
education, sociology of education, and statistics (Barlow,
1974).[65]

Another study compared the personality traits of doctoral
candidates in higher education with other doctoral programs
and the normative general population found doctoral candidates
in higher education resemble more closely the desired charact-
eristics of college administrators than those in the general
population (Coffman, 1977).[66]

Although education can be an obvious route for the asp-
iring president, many presidents have been successful without
a doctorate. One example, John Hannah, the able president
of Michigan State University for twenty-four years, did not
have a doctorate or a masters degree.

At the other extreme, one can over prepare for anything.
Because of a family annuity, William Kemp was to remain a
student at Columbia University for sixty years. During his

sixty years at Columbia, he earned the degrees of B.A.,

M.A., M.D., LL.M., LL.B., Ph.D., C.E., Mech E., E.M.,

Pharm. Chem., B.S.[67]

SELECTION OF COLLEGE PRESIDENTS
Introduction

This selection reviews the literature of the selection

of a college president. The composition of the search comm-

ittee, the advantage of involving consultants, and suggestions

for interviewing are included.

This section indicates some of the obstacles facing

a presidential search committee. Comments on presidents who

lobby for the position and presidents who set conditions of

employment are made.

This section discusses the need for evaluation of, and

the length of tenure of college presidents. The variety of

methods of departure from office are described including an

example of a president leaving office for financial reasons.

The difficulty of adjusting to other positions after leaving

the presidency is summarized.

Procedure

The selection of a college president is probably the

single most important task the board of governors has to

perform. To match the needs of the college, at a specific

time in its development, to the qualifications of the can-

didates' is a difficult task (Pray, 1975).[68]

A study into the selection method of twenty community colleges revealed marked diversity regarding the method and procedure of selection. The major conclusions of this study were; the hiring of a college president is the most important job that the trustees will undertake, the governing board of the college is legally responsible for the selection, the total college community should be involved in developing a written policy of procedures, and the screening and rescreening of the candidates is the most important technique (Smith, Crawford, 1972).[69]

The need to select a president to meet the changing environment is presented by Elaine McIntosh in "Management Styles in a Changing Academic Environment."[70] Presidents who are gifted in dealing with institutions during periods of growth may not have the personality and skills to lead during periods of retrenchment. The article recommends the qualities that the selection committee look for when choosing a president to lead an institution through a period of fiscal restraint and stunted growth.

Publications are available to serve as guides for governing boards, search committees and presidential aspirants. Some of the topics included are; organization of the search process, candidates' qualifications and criteria, affirmative action, screening and assessing the candidate; making a final decision, the appointment, board-president expectations and relationships and on-going evaluation and career development of presidents (Kauffman, 1974; Kelly, Nelson, 1977).[71]

Another report emphasizes the importance of choosing a new president. It relates some of the trial-and-error learning that has taken place in the past so that future search committees may be helped to avoid the kinds of errors that cause the institutions to suffer. The article suggests that a search process be developed that draws on the varied resources of the campus to define the particular criteria that will meet the needs of the institution and to recruit applicants who approximate those criteria (Kaplowitz, 1975).[72]

The procedure used in selecting a college president most often involves a search committee. The composition of the search committee might vary from the exclusive domain of the governing body to include faculty, staff, students and fellow administrators.

There are many factors involving the composition of the team required in conducting an effective search for a college president. It is argued that faculty members, students, alumni, and community leaders are directly affected by a new college president, and they should be permitted to participate in the selection process (Carpenter, 1972).[73] The decision-making role of governing boards and the participation of academics in the process have both advantages and disadvantages (Blackburn, 1977).[74] The role of the governing board, outgoing president, consultant and search committee are defined, and a series of recommendations concerning the entire

search process have been set forth by Esther Kronovet and Warren Hawkey in Finding a College President, 1977.[75]

In recent years in Ontario it has become common to hire a consulting firm to assist in the recruitment and selection of the president. Some of the literature suggests that consulting firms have their own techniques to assist the search committee. A late night phone call to the final candidate, posing as a student in need of information, might expose a side of the potential president's character not apparent in the interview (Gentlemen's Quarterly 1977).[76] With the aid of the consultant, criteria for the position are established. Advertisements are placed in local and national publications asking qualified and interested individuals to apply.

Interviews

From the written application and resume, the search committee must select the candidate's to be interviewed. According to Webster Stover in How to Become a College President,[77] members of the search committee should travel to the candidates' home campus or environment for the initial interview. In addition to interviewing the candidate, discussion with his fellow administrators and faculty members can ensue.

If interest continues, the prospective candidate and spouse could be invited to the college. Although the spouse would not be interviewed formally, a social gathering would

help indicate the support the president would receive at home. Prior to the candidate's visit, the college calendar, annual report, master plan and multi-year plan should be sent to the candidate.

The final interview may involve the entire board of governors, or it may be the task of the search committee to hire the president. It should be made very clear at the outset what the responsibilities of the search committee are. Often the task of the search committee is complete when they recommend a small number of candidates to be considered by the entire board.

Herbert Hengst, in "Interviewing the Candidate for President,"[78] makes some suggestions for selection committees. He describes and illustrates an interview record sheet and a comparison chart that can help members of a selection committee ask the right questions of a potential president and keep track of the answers.

Webster Stover suggests the following questions to which the candidates might respond.

> "Do you believe in trying to help a teacher of questionable ability or would you dismiss him?
>
> What is your philosophy of education?
>
> What would you do about an instructor who gave views to a college newspaper which were subsequently published and which were clearly inconsistent with the morals of the college community?
>
> Would you mind working twelve hours a day?
>
> What are your interests and hobbies?

> Have you been unsuccessful in any
> previous positions?
>
> If selected, how long would you plan
> to stay?
>
> Are you presently being considered
> for other positions?
>
> If you are selected as president,
> will you accept?
>
> When will you be available?
>
> The trustees might also pose a
> theoretical college problem and ask
> the candidate how he would deal with
> it on his own campus. Some of the
> names on their presidential search
> list that he might be familiar with,
> the trustee might ask the candidate
> to evaluate. The trustee might ask
> the candidate to make suggestions
> about each of the names on the pres-
> idential search list as a possible
> candidate for the presidency."[79]

Obstacles

A presidential search committee must overcome numerous

obstacles in the fulfillment of its task. Choosing the in-

dividual to be the focal point of the college, who will be

subjected to many forces from various groups both internal

and external to the college, is difficult.

Besides the difficulty of the task itself, there are

other obstacles that plague the presidential search committee.

Harvard University circulated a booklet in 1970 that described

some of the major obstacles that hamper the performance of

search committees.[80]

To do the job well, a great amount of work is required.

Since most college trustees volunteer their time, as the

Ontario college governors do, this can be a major obstacle.

Usually months of work are required although the search
for a college president has sometime stretched out to
years. Whether the search committee views the process as
a chore or an opportunity will be crucial to its eventual
outcome (Hyde, 1969).[81]

Caution should be taken to ensure that the presidential
selection procedure does not polarize the college into dis-
tinct groups. Power groups within the college may have
preference for an individual or dedication to a style of
management. The search procedure does, however, serve to
reduce the conflict caused by presidential succession (Birn-
baum, 1971).[82] When more than one power group emerges, the
college may polarize into distinct camps attempting to impose
their points of view on the other groups.

Another problem for the search committee is the difficulty
of setting its expectations realistically. The presidential
search committee might squander months of time trying to find
a candidate who meets impossible requirements and, even then,
the candidates may back out. The continued interest of cand-
idates who are to be interviewed should be insured (Williams,
1977).[83]

The credibility of the search committee may be questioned
by power groups within the college who doubt their advice
has sincerely been sought and actively considered. If in-
fluence from groups external to the search committee is sought,
then the procedure for this input should be clearly

established. As the new college president must eventually
work with all groups within the college, this obstacle
should be carefully considered.

Another stumbling block for the search committee lies
in the likelihood of premature publicity scaring off many
potential presidential candidates. Although the search
committee owes its ultimate responsibility to the public,
it may be appreciative of the needs of the candidates. The
privacy of the candidates must be protected. Recently,
leaks from the search committee to the press have complic-
ated Michigan State University's struggle to appoint a new
president.

The presidential search committee may be hampered by
candidates who lobby for the position. There are various
steps that perspective candidates can take to secure their
positions. It has been suggested that presidential candid-
ates are not to seek the office of the president, but that
the office seeks the man, never otherwise.

A national survey in 1972 indicates seventy-eight per-
cent of the presidents denied taking any steps to secure
their positions. Typical of the presidents' answers were,

> "No president that I have ever known
> took any such steps. The office has
> sought the man--never otherwise."[84]

Twenty-two percent reported taking definite steps to
secure the position.

> "I sent letter of application to Secret-
> ary of the Board when I saw in the
> newspaper that the presidency was
> vacant. I developed personal acquaint-
> ances with several Board members. I
> developed a reputation as a practical
> person. I used deligence to secure the
> presidency."[85]

Appointments

Once the president is chosen, the terms and conditions

of employment must be determined. During the depression

years of 1935-36, the average cash salary of an American

college president was $5,214. In 1971-72, the average

president's salary was $34,038 with the highest being

$80,000, paid, incidentally, to a woman.[86]

The search committee may need to consider other cond-

itions set by the candidate upon acceptance of the presidency.

Donald E. Walker in The Effective Administrator believes

the college president should arrange for at least one cond-

ition of employment.

> "I think in the final analysis the best
> thing an administrator can do to main-
> tain his own psychological equilibrium
> is to arrange in advance for a retreat
> position and to join the KMA Club (K
> standing for kiss).[87]

The American Association of State Colleges and Univer-

sities suggests guidelines for conditions of employment for

college presidents. It is recognized that there is a need

to provide some security for presidential leadership to

assure effective administration, opportunities for the

assessment of leadership, and a dignified means whereby

leadership in the person of the chief executive officer may be continued or changed.[88]

The conditions set by John R. Silber, before accepting the presidency of Boston University, were apparently advantageous to the University. John R. Silber, who is considered by some to be the most controversial president in the United States today, demanded two conditions before accepting the position. He wanted a free hand to speculate with Boston University's unrestricted endowment in hopes of making it grow. He also wanted the trustees to approve a deficit of $1,500,000 to pay the outstanding professors he planned to hire. The trustees accepted Dr. Silber's conditions and the University's reputation has been enhanced as a result. He attracted 250 prestigious faculty members and, although he inherited a deficit, Dr. Silber has for the past six years accumulated a combined surplus of $16 million.[89]

Evaluation

Once the president is appointed, it is important to establish a continuous means of evaluation. The president's evaluation is not possible without evaluating the present conditions of the institutions and also its direction (Parekh, 1977).[90]

The research indicates that very few colleges have a systematic form of evaluation for presidents. In a recent survey, only a small proportion of institutions engaged in any form of evaluation (Surwill and Haywood, 1976).[91]

In another study involving personal interviews with
thirty-two first year presidents, the researcher made the
following observations.

> "Despite the intricate and time con-
> suming search process involved in
> selecting campus presidents, I
> found little or no evidence of any
> orientation of transition programs
> to help new presidents succeed in
> their posts. Many felt that they
> were left to sink of swim after all
> the efforts to select them. Pres-
> idents selected with the charge to
> trim staff, cut costs and get some
> control over things, were often
> faulted by their boards by causing
> "static" and not being well-liked
> by faculty. It seems evident that
> boards do not like too much cont-
> roversy."[92]

Fredrick Ness, in a paper delivered to the annual meet-
ing of the Association of Governing Boards, San Francisco,
California, 1971,[93] suggests some steps in firing a president,
hiring a new one and retaining him. Ness believes there
should be a periodic review of the effectiveness of the pres-
ident which can lead to a peaceful change of office after the
incumbent has served his usefulness. The president's relation-
ship with the board should be defined at the outset of his
tenure, the board must stick to the terms of the contract,
the board must recognize the president's essential qualities
as a human being, must provide the presidents with an adequate
salary and prerequisites and assure that the board understands
its own specific role in the management of the institution.

A workbook has been developed to guide the evaluating
of the relationship between the board and the president.

The workbook provides for the ongoing assessment and improvement of the relationship. The assessment of institutional priorities and leadership needs, and a periodic analysis of management strength and weaknesses can be of enormous benefit to both the governing boards and the presidents (Munitz, 1977).[94]

Departure

The length of time a president should stay in office depends on the circumstances. It has been remarked that deans are appointed for two years and stay for life, and presidents appointed for life stay for two years. Presidential tenure fluctuates according to the time. During the turbulent 60's, the turnover of presidents increased sharply, although the medium tenure is somewhat constant.

> "There have been studies purporting
> to show marked increases and decreases
> in average tenure at different periods
> of history. Using more complicated
> modes of analysis it is possible to
> generalize that tenure expectations
> are now about what they have been
> throughout most of the twentieth cent-
> ury. During most of the century, the
> median college president has served
> about ten years."[95]

Presidents leave office by a variety of methods. They depart from the presidency by death, retirement, transfer to another position, resignation or dismissal.

Very few presidents have been dismissed from office but their departure is a mixture of push and pull.

> "Very few presidents are officially
> dismissed. Rather, departure results
> from a mixture of push and pull that
> is the result of a relatively long-
> term, subtle procedure of accommodation
> between the president and his environ-
> ment."[96]

Some presidents have been forced from office, like

President Samuel Lock of Harvard, who, "was fired because

he impregnated his maid servant."[97]

An example of the push and pull procedure might be John

Ward who resigned as the President of Amherst College at the

end of June, 1979. He was appointed president in 1971 and

became popular with student and faculty by demonstrating

against the Vietnam war. The economic austerity of recent

years has reinforced President Ward's decision to leave off-

ice. He is no longer popular with the faculty because of

the tough decisions that have to be made concerning money.

> "Faculty members were behind Mr. Ward
> during the Vietnam war protests and
> the debate over co-education and the
> new curriculum. Now, he said, the
> talk has turned to money and they
> have come to regard him as their
> adversary."[98]

If the presidents leave before normal retirement for

another academic position, the adjustment might be difficult.

As the college presidency is usually the peak of their acad-

emic careers, a position of less influence would be difficult.

> "When presidents leave office before age
> sixty-five, they generally go to academic
> jobs other than the presidency or to jobs
> having less social status, prestige and

power. The result is that institut-
ions fairly routinely make workers out
of middle executives. Most presidents
who achieve the presidency at a rel-
atively young age and for whom the
presidency is the capstone of a career
serve that role until sometime before
a normal date for retirement and then
prepare to leave the presidency; but
there are no better places to go."[99]

Robert Snow and Robert Havighurst reported in "Life

Style, Types and Patterns of Retirement of Educators," 1977,[100]

on the activities of administrators after retirement. Two

contrasting patterns emerged from groups who reported diff-

erences in boyhood experiences, attitudes towards retirement

and choice of activity after age sixty-five.

The departure of the college president can be concluded

with the following analogy by Donald Walker.

"I believe the exist of a president, in a
large number of cases can be understood
by examining the leadership behavior of
animals in packs. I recall, though not
in detail, an article about wolves that
offered a couple of eyebrow-raising
theories in describing the death of the
old leader and the selection of a new
wolf to head the pack. Contrary to
popular stereotypes, the leader was not
killed by the strongest male with the
most testosterone the minute his back
legs became shaky. It was obvious for
some time that five or six of the larger
and younger males in the pack could kill
the leader at any time. The pack simply
would not let the leader be challenged
until there was kind of a group consensus
that the time was right for a change in
leadership. When the leader went down,
several other males joined in what seemed
to be an almost mercy killing. I recall
also that the pack had gone through a
kind of unconscious selection process in

picking the male who would be the next leader. One of the characteristics for which he was apparently chosen was concern for the young. When trouble threatened, the wolf who was to be permitted to challenge the leader, would run and stand over the cubs. I doubt that he was running for office. The pack sensed that in this characteristic there was survival value."[101]

CHAPTER III

METHODOLOGY

The purpose of this study was to identify perceptions of desirable professional qualifications and selection procedures held by Ontario college presidents. The absence of research about the preparation and selection of Ontario community college presidents resulted in the designing of this study to obtain information from the presidents themselves and the governing body of the colleges. Questionnaires and interviews were used to elicit information about perceptions of specific preparation and selection procedures of college presidents.

Research Population

The population for this study consists of all twenty-two Ontario C.A.A.T. presidents. The decision was reached that the sample population should include the entire population of twenty-two presidents since the size of the population was not unreasonably large and would provide each president with the opportunity to comment on his preparation and selection.

In addition, eight individuals involved with the colleges were selected to be interviewed. From the entire population of twenty-two college presidents, a sample of six was randomly selected to be interviewed. The Assistant Deputy Minister

of College Affairs and Manpower Training Programs, who
is responsible for vocational and apprenticeship evaluation
in the province of Ontario, and the chairman of the Council
of Regents, which serves as the governing body for the
Ontario community colleges, were also interviewed. The
interviews were conducted to facilitate an indepth analysis
of the research topic.

The Questionnaire

All of the twenty-two community college presidents in
the province of Ontario were included in the study. The
Directory of Personnel, Colleges of Applied Arts and Tech-
ology, 1979[102] was used to provide the addresses and the
individuals to whom the questionnaire was to be sent.

The questionnaire approach was selected so the entire
population could be sampled, thereby enhancing the represent-
ativeness of the data. The population of Ontario community
college presidents is not unreasonably large and the quest-
ionnaire approach facilitated the opportunity for each pres-
ident to make a contribution to this research. Since the
data were to be collected from presidents who were widely
dispersed throughout Ontario, the questionnaire was mailed.

The individual questions were developed with respect
to the purpose of the study and then refined by analysis of
the review of literature. The questionnaire consisted of
both fixed-alternative and open-ended questions and were
presented in the four major categories of; presidential data,

college data, presidential responsibility and selection procedures (See Appendix A).

The questionnaire was critiqued by personnel in the Office of Research Consultation and the doctoral guidance committee for the research. Pilot tests were conducted with two doctoral candidates in the Department of Administration and Higher Education and with an Acting Campus Chairman of an Ontario community college. Minor revisions were made to improve the readability of the instrument.

Questionnaires were mailed to all twenty-two presidents requesting the completed instrument to be returned within a designated period of time. Each president received: (1) a questionnaire; (2) a letter of introduction from Ron Doyle, President of Sault College; (3) an individually addressed letter explaining the purpose and significance of the study and (4) a stamped, pre-addressed return envelope (The questionnaire, letter of introduction, and letter of explanation are included in Appendix A). Presidents who did not respond to the initial mailing were sent a reminder five weeks after the first mailing (See Appendix B). Twenty of the twenty-two presidents responded to the questionnaire providing a 90.90% return rate. It is understood that one of the presidents who did not complete the questionnaire was travelling abroad and the other presidency is being vacated and a search is presently being conducted. Generally, the respondents completed the questionnaire accurately and

thoroughly, leaving only minor portions incomplete. One president who had been in office for only a few weeks had difficulty with some questions.

The Interviews

Six presidents, chosen at random, were interviewed. A structured lottery method was employed to ensure that representation from the smaller northern Ontario colleges, the medium size southern Ontario colleges and the large metropolitan colleges was included.

An interview was also conducted with Mr. Phil Adams, the Assistant Deputy Minister of College Affairs and Manpower Training Programs for the Province of Ontario. The Assistant Deputy Minister of Education is responsible to the citizens of Ontario for the quality of vocational training in the province. Mr. Adams was asked to comment on the quality of education provided by the C.A.A.T. system and, in particular the quality of the leadership provided by the college presidents. In addition, recommendations concerning the education, training and experience of present and future college presidents were solicited.

Mr. Norman E. Williams, the Chairman of the Council of Regents which serves as the governing body for the Ontario community colleges, was also interviewed. The interview was conducted to allow the Chairman to comment on the preparation and selection procedure of college presidents.

In order to assure that the same topics were covered in each interview, while not precluding the introduction of new

material, a semi-structured interview guide was developed. According to Eleanor and Nathan Maccoby in The Handbook of Social Psychology, 1954,[103] a semi-structured interview allows the flexibility to probe unclear or ambiguous statements and to introduce new perspectives. The semi-structured format also contributed to the reduction of possible interviewer bias. An unstructured approach would have encouraged inconsistencies with topics discussed, therefore weakening the reliability of the interviews. A tightly structured approach would not have allowed the conversations to develop which contributed to the examination of the perspectives held by the interviewees.

The questions used in the interviews were derived from the purpose of the research and refined by analysis of the review of the literature. Questions were developed into three major areas; presidential data, strategies employed by presidents and selection of presidents.

The interview guide was critiqued by two doctoral candidates in the Department of Administration and Higher Education, personnel in the Office of Research Consultation and Dr. Walter F. Johnson, faculty member of Michigan State University and director of this dissertation. A pilot test was conducted with an Acting Campus Chairman of an Ontario community college to determine the format and time required to conduct the interviews. (The interview guide is included in Appendix C)

The individuals to be interviewed were contacted by telephone and a mutually agreeable meeting time was arranged. The researcher met with seven of the individuals in their respective offices throughout the province. One interview was conducted with a travelling president in the convenient lobby of an airport hotel. In all instances, the interview lasted from approximately one and one-half hours to two and one-half hours. Each interview was taped using forty-five minute cassettes and a portable cassette recorder.

Analysis of the Data

Analysis of the data obtained from the questionnaire is presented in a descriptive format. Contingency tables, which provide frequency and percentage scores are used to display the findings. Mean scores and averages are presented to provide a measure of central tendency. The nature of the research did not necessitate the need of cross reference and breakdown procedures. The researcher, in consultation with personnel from the Office of Research Consultation opted not to use available computer services. A calculator was used for computation purposes.

After the interviews were completed, the researcher listened to the tapes while referring to the interview guide. As answers to questions were given, they were transcribed on the appropriate section of the interview format. (The compilation of interview responses is included in Appendix D) Some questions were answered with a simple "yes" or "no"

which were easily categorized. Other questions were answered in a wide variety of ways making categorization sometimes difficult. The opinions of those interviewed have been compiled and are displayed in table form. Although the interviewees are identified, opinions and comments should not be attributed to any one individual as they are a composite of all the interviews.

The data obtained from both the questionnaires and the interviews are presented in chapter five. Obvious trends and points of similarity among the individual answers to the questions have been discussed.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The data presented in this chapter are the results of
survey and interview research undertaken with presidents
of Ontario community colleges, a senior civil servant of
the Ontario Ministry of Education and the Chairman of the
Council of Regents.

Purpose of the Study

The purpose of this study was to examine the perceptions
of college presidents and government officials on the prep-
aration and selection of Ontario college presidents.

From relevant and related research a survey questionnaire
was developed. In the survey instrument, college presidents
were asked to share their personal route to the presidency
and their perceptions of their responsibility and the select-
ion process. The survey instrument was administered to all
twenty-two college presidents in Ontario.

In addition, six presidents were randomly selected and
interviewed. Two senior government officials with the
Ministry of Education were also interviewed. The interviews
were conducted to facilitate an in-depth analysis of the
research topic.

The following is a report of the findings which result-
ed from analysis of the data obtained.

QUESTIONNAIRE

Number of Presidents Returning the
Survey Questionnaire

Of the twenty-two presidents in the study, twenty
returned the survey questionnaire yielding a 90.90% rate
of return. It is understood that one of the presidents
who did not complete the questionnaire is currently travel-
ling abroad; the other presidency is being vacated and a
search is presently being conducted. Generally, the res-
pondents completed the questionnaire accurately and thorough-
ly, leaving only minor portions incomplete. One president
who had been in office for only two weeks had difficulty
with some questions. Four presidents enclosed attitional
information--resumes, presidents' annual reports, etc., to
assist answering the questions. Incidently, there is only
one female president in the Ontario C.A.A.T. system.

Characteristics of Presidents

Age

Table 4.01 indicates the frequency of number of pres-
idents in each age category and their corresponding per-
centages.

Table 4.01 -- Age of College Presidents

Age Category	Number	Percentage
40 to 44	3	15
45 to 49	3	15
50 to 54 (Mean Age)	8	40
55 to 60	4	20
Over 60	2	10
Total	20	100

Seventy percent or fourteen presidents are over the age of fifty and will probably be replaced through natural attrition over the next ten years. Six presidents or thirty percent are over the age of fifty-five and could conceivably need replacements over the next five years.

Salary

The average annual salary of presidents responding to the questionnaire was in the category of $50,000 to $54,999. The frequencies of annual salaries along with corresponding percentages are given in Table 4.02. Four presidents chose not to disclose their salary.

Table 4.02 -- Annual Salary of Presidents

Salary Category	Number	Percentage
$40,000 to $44,999	2	12.50
$45,000 to $49,999	4	25.00
$50,000 to $54,999	5	31.25
$55,000 to $59,999	5	31.25
Total	16	100.00

Number of Years as College President

Thirty percent, or six respondents, have served as a college president for twelve years. Another president has seven years experience with one college and five years experience as president with another college. Since the colleges have been in existence for twelve years, it seems apparent that thirty-five percent or seven presidents have been in office since the inception of the C.A.A.T. system.

Two presidents have less than one-half year experience and another three presidents have been in office for approximately one year. If these five presidents replaced original presidents, it could be deduced that sixty percent of original college presidents were in office until 1978.

All of the remaining respondents have had a minimum of five years of presidential experience. One president has had ten years experience and two have had nine years of presidential experience. Two presidents who have been appointed

within the last one and one-half years have had seven and five years experience as president with another college, respectively. The frequency of years of experience of each president along with percentages are summarized in Table 4.03.

Table 4.03 -- Number of Years as College President

Years Experience	Number	Percentage
12	7	35
10	1	5
9	2	10
8	1	5
7	1	5
6	1	5
5	2	10
1	3	15
Less than 1/2	2	10
Total	20	100

Previous Positions

The frequencies of previous positions held and corresponding percentages are given in Table 4.04.

Table 4.04 -- Previous Positions of Presidents

Previous Positions	Number	Percentage
University	1	5
Community College	12	60
Secondary School	3	15
Private Business and Industry	3	15
Government	1	5
Total	20	100

Eighty percent or sixteen of the respondents held positions with an educational institution before assuming a college presidency. Eleven, or fifty-five percent of the respondents, were employed by a community college in Ontario before assuming the presidency. One president was previously employed by a Quebec community college. These twelve presidents previously held the position of president, vice-president, dean or campus principal with a community college. One president had been the executive secretary for the Council of Regents.

Number of Years in Previous Positions

Table 4.05 indicates the frequency of the number of years spent in previous positions and their corresponding percentages.

Table 4.05 -- Number of Years Presidents Spent in
        Previous Positions

Years in Previous Position	Number	Percentage
26 to 20	7	35
19 to 15	6	30
14 to 9	5	25
Insufficient Data	2	10
Total	20	100

Sixty-five percent of the respondents had spent at least fifteen years in the work force before assuming a college presidency. Twenty-five percent of the respondents or five presidents had spent less than fourteen years. Two respondents did not supply enough information to calculate the number of years in previous positions.

Teaching Experience

The frequencies of years of full-time teaching experience and corresponding percentages are given in Table 4.06.

Table 4.06 -- Number of Years of Full-time Teaching
Experience

Years of Full-Time Teaching Experience	Number	Percentage
21 to 15	3	15
14 to 10	5	25
9 to 5	1	5
4 to 1	3	15
No full-time teaching experience	8	40
Total	20	100

Sixty percent of the respondents or twelve presidents had full-time teaching experience. The amount of experience ranged between three and twenty-one years. Seven of the twelve presidents indicated their teaching experience was received at the post-secondary level. Only one president claimed to have had full-time teaching experience at the elementary level.

Eight presidents or forty percent of the respondents have not had full-time teaching experience, although six of the eight presidents claim to have had part-time teaching experience ranging from one to ten years. Only one president claimed to have done part-time teaching for industry.

Highest Level of Educational Achievement

Twenty percent of the respondents or four presidents have an earned doctorate degree. Forty-five percent or nine presidents have received a formal education to the

masters level. Therefore, graduate training has been com-
pleted by at least sixty-five percent of the respondents.

Seven presidents or thirty-five percent of the res-
pondents indicated a baccalaureate degree as their highest
level of academic achievement. One president received his
education in the United Kingdom to the level of a profession-
al engineer.

Of the twenty-presidents who completed the questionn-
aire, eleven or fifty-five percent indicated their highest
level of training to be specific to education.

Table 4.07 summarizes the specific number of presidents
in each category.

Table 4.07 -- Highest Level of Educational Achievement

Highest Level of Education	Number	Percentage
Doctorate - Non-education	3	15
- Education	1	5
Masters - Non-education	2	10
- Education	7	35
Baccalaureate		
- Non-education	5	25
- Education	2	10
Total	20	100

Continuous Professionally Related Training

All of the presidents who completed the questionnaire
claimed to engage in professionally related training since
completing their formal education. Five presidents or
twenty-five percent of the respondents mentioned being

engaged in management training related to the educational field. The specific courses mentioned were; Human Resources Management, Computer Technology, Management by Objectives, Zero Base Budgeting and Program Evaluation. One president has studied at the post-doctoral level.

Three presidents or fifteen percent of the respondents received training from summer schools, conferences and workshops. One president received a sabbatical leave to continue his education. One president mentioned that membership in professional organizations contributed to his continuous education.

Additional Training Preferred

Thirty percent of the respondents or six presidents would not have preferred any additional training or education to perform their duties. One of these presidents added the following comment, "I might have been better off without some of what I had." Another four presidents left this question blank which could be interpreted as not having any preference for additional training. Therefore, it could be assumed that fifty percent of the respondents would not have preferred any additional training or education to perform their duties.

Ten presidents or fifty percent of the respondents indicated a preference for additional training or education. Three of these presidents were interested in learning about the use of computers. Two presidents indicated a desire

for additional training in educational administration
and management. Another two presidents would have pre-
ferred additional training in education theory and phil-
osophy. The other presidents indicated a desire for
training in the areas of finance, personnel and college
systems (Refer to Table 4.08).

Table 4.08 -- Additional Training Preferred

Training Preferred	Number	Percentage
Computer	3	15
Education Administration/ Management	2	10
Education Theory/Philosophy	2	10
Finances	1	5
Personnel	1	5
College Systems	1	5
No Additional Training	6	30
Insufficient Data	4	20
Total	20	100

Presidents' Perception of Preparation/Qualifications for College Presidents in the Decade Ahead

When asked to indicate the most desirable preparation/ qualifications of future college presidents, the current presidents listed requisites in the categories of education and administration, intelligence, ability, and general experience.

Ten presidents indicated educational administration and management as important. Five presidents listed a knowledge of education theory and philosophy as being important. Four respondents indicated a general understanding of educational sociology, economics and politics as desirable qualifications. Three respondents listed general academic training a requirement for future presidents.

Five presidents listed basic intelligence a necessary skill. Five presidents also listed human relation skills as necessary for future presidents. Three presidents indicated communication skills and one president wrote creative ability as a requisite for future college presidents.

Eleven presidents listed educational experience as a necessary qualification of future presidents.

Five presidents indicated experience in business or industry as an important qualification.

Table 4.09 provides a summary of these perceived factors.

Table 4.09 -- Perceptions of Preparation/Qualifications
for College Presidents in the Decade Ahead

Perception of Qualification for Future Presidents	Number	Total
Education and Administration		
Education Administration/Management	10	
Education Theory and Philosophy	5	
Education, Sociology, Economics, Politics	4	
General Academic Training	3	22
Intelligence and Skills		
Basic Intelligence	5	
Human Relations Skills	5	
Communication Skills	3	
Creative Ability	1	14
Experience		
Education Experience	11	
Business and Industry Experience	5	16

Summary

Seventy percent of Ontario college presidents are over fifty years of age (mean age category 50 to 54) and could conceivably retire during the next ten years. College presidents in Ontario earn, on an average, between $50,000 and $59,999. Thirty-five percent of the presidents have been in office since the inception of the C.A.A.T. system. Another twenty-five percent of the Ontario presidents have been replaced in the last year. Eighty percent of the presidents had experience with another educational institution before assuming the presidency. Thirty-five percent of the presidents spent between twenty and twenty-six years

in the work force before becoming a college president.
Sixty percent of Ontario's presidents have had full-time
teaching experience. Of the remaining forty percent,
over one-half claimed to have had part-time teaching exp-
erience. Twenty percent of Ontario college presidents have
an earned doctorate and another forty-five percent have
successfully completed a formal education to the masters
level. All of the presidents claimed to have continued
their education after completing their formal schooling.
Fifty percent of the presidents would have preferred addit-
ional training mainly in the areas of computers, educational
theory and management techniques. The presidents indicated
that future presidents should be trained in the areas of
education and administration, have a high level of intell-
igence and ability, and have been exposed to a variety
of experiences.

Presidential Responsibilities

Activities Consuming Presidents' Time

According to this survey, over one-half of the pres-
idents' time is consumed by performing general administration
tasks. The presidents would prefer to do less general admin-
istration, thus allowing time for other activities. Community
relations consumed approximately eleven percent of the pres-
idents' time, although they would prefer to be able to spend
more time on this activity. The presidents revealed that
approximately nine percent of their time was spent on

faculty and program development, although they ideally would like to spend more time on this activity. Student relations consumed approximately eight percent of the presidents' time and they all preferred to spend more time on this activity. The presidents indicated that the remainder of their time was taken up on external affairs, planning, reading, travel, working with the board of governors, college system and trivia.

Table 4.10 indicates the presidents' perception of the average amount of time consumed on their most frequent activities.

Table 4.10 -- Presidents' Perception of Time Consumed on Most Frequent Activities

Activities	Actual Time Consumed	Ideal Allocation of Time
General Administration	55.136%	47.070%
Community Relations	11.293%	12.370%
Faculty/Program Development	9.090%	12.828%
Student Relations	7.877%	10.555%
Other		
External Affairs Planning Reading Travel Board of Governors College Systems Trivia	16.604%	17.177%

Time Spent Conducting College
Affairs Away From Campus

Table 4.11 displays the amount of time each president

spends away from campus and the corresponding percentage.

Table 4.11 -- Percentage of Time Presidents Spend
Conducting College Affairs Away From Campus

Percentage of Time	Number	Percentage
5	1	5.5
10	2	11.1
10-15	1	5.5
15	1	5.5
10-20	1	5.5
15-20	1	5.5
20	7 (Mode)	38.8
20-25	2	11.1
30	1	5.5
75	1	5.5

One president revealed that he spent seventy-five per-

cent of his time away from his office and another indicated

that he spent only five percent of his time off campus.

The greatest number of the respondents indicated that they

spent twenty percent of the time conducting college affairs

away from campus.

Most Common Obstacle Encountered
While Performing Presidential Duties

Table 4.12 indicates the number of presidents who en-

counter the more common obstacles of presidential duties

and the corresponding percentages.

Table 4.12 -- Most Common Obstacle Encountered While
Performing Presidential Duties

Most Common Obstacle	Number	Percentage
Bureaucratic Inefficiency	5	33.3
Finances	2	13.3
Communication Problems	2	13.3
Paper Work	2	13.3
Time and Distance	2	13.3
Boredom, Laziness	1	6.7
"Myself"	1	6.7

The most common obstacle encountered by the presidents while performing their duties was bureaucratic inefficiency. One-third of the presidents who completed this question listed some form of bureaucratic inefficiency as being their most common obstacle. Other common obstacles listed by the presidents included lack of funds, paperwork, communication problems, and time and distance. One president commented that his biggest obstacle was himself and another admitted to his own boredom and laziness.

Professional/Community Activities In Which Presidents Participate

When asked about the professional and community activities in which presidents participate, they reported that they belonged to organizations of a civic, educational, professional, social, recreational or religious nature. All of the presidents had some form of affiliation with professional groups. The more prominent organizations to which the president belonged were the Committee of Presidents, Board of

Trade, and the Association of Professional Engineers.

Ten presidents listed membership with civic organizations. The more common organizations listed were Children's Aid Society, Chamber of Commerce, District Mental Retardation Association, and the United Way.

Seven presidents have memberships in organized social activities, including Rotary, Kiwanis, and Symphonies.

Six presidents participate in organized recreation activities which include golf, curling, tennis and squash.

Two presidents are governors with a local university and another serves as chairman of a local educational liaison committee.

Two presidents listed memberships in church related organizations.

Table 4.13 displays the number of presidents belonging to organizations and their corresponding percentages.

Table 4.13 - Presidents' Membership in Organization

Organization	Number	Percentage
Professional		
Committee of Presidents	20	100
Board of Trade	4	20
Association of Professional Engineers	3	15
Other	4	20
Civic		
Chamber of Commerce	4	20
District Mental Health Association	2	10
United Way	2	10
Hospital Advisory Groups	1	5
Children's Aid Society	1	5
Social		
Rotary	3	15
Symphonies	3	15
Kiwanis	1	5
Recreation		
Golf	2	10
Curling	2	10
Tennis	1	5
Squash	1	5
Education		
University Governing Boards	2	10
Education Liaison	1	5
Religion		
Church Group	2	10

Joys and Sorrows of Presidents

When the presidents were asked what they liked most about their positions, the majority cited the challenge and the opportunity as the most enjoyable. Ten presidents

listed the challenge and the opportunity of the position
to be most enjoyable. Four presidents listed the helping
of the young to build a future as the most enjoyable.
Other joys for presidents are freedom, development of
faculty and students, relevance and variety.

When asked what the presidents disliked most about
their positions, four presidents indicated paperwork and
meetings as most unenjoyable. Other unenjoyable tasks
performed by college presidents are public speaking, admin-
istrative detail, loss of individuality, isolation, travel-
ling and confrontations.

Table 4.14 displays the joys and sorrows of Ontario
college presidents.

Table 4.14 -- Presidents' Joys and Sorrows

JOYS		SORROWS	
Activities	Number of Presidents	Activities	Number of Presidents
Challenge	5	Paper Work	2
Opportunity	5	Meetings	2
Helping Young Build Future	4	Public Speaking	1
Relationship with Faculty and Students	2	Administrative Detail	1
Freedom	1	Loss of Individuality	1
Relevance	1	Isolation	1
Variety	1	Travelling	1
		Confrontations	1

Summary

Ontario community college presidents spend the majority of their time performing general administrative tasks although they would prefer to spend less time on administrative tasks and spend more time building relationships with staff, faculty and students. Approximately twenty percent of the presidents' time is spent conducting college affairs away from campus. According to the survey, the presidents listed some form of bureaucratic inefficiency as their most common obstacle encountered while performing their duties. Presidents are active in community affairs belonging to professional, civic and social organizations. The presidents enjoy the challenge and opportunities provided by their positions but they are frustrated by the paperwork and the meetings.

Selection Procedures

Involvement of Presidential Search Committee

A presidential search committee was involved in the appointment of eighteen of the twenty presidents who completed the questionnaire. Two of the presidents were appointed by the Chairman of the Board of Governors (Refer to Table 4.15).

Table 4.15 -- Involvement of Presidential Search
                Committee

Search Committee Involved In Appointment	Number	Percentage
Yes	18	90
No	2	10
Total	20	100

In the selection of nine college presidents, the search committee consisted of board members and representation from faculty, staff, students and administrators. There was no representation from faculty, staff, students and administrators in the selection and appointment of eleven presidents (Refer to Table 4.16)

Table 4.16 -- Membership of Search Committee

Membership of Search Committee	Number	Percentage
Chairman of Board of Governors	1	5
Board of Governors	9	45
Board of Governors and Representation from Administration	1	5
Board of Governors and Representation from Administration, Faculty, Staff and Students	9	45
Total	20	100

Thirteen presidents were of the opinion that that search committee was a decisive factor in their appointment. Two presidents did not think the search committee was a decisive factor in their appointment and two presidents were undecided (Refer to Table 4.17).

Table 4.17 -- Presidents' Perception of Committee as a Decisive Factor in Their Appointment

Committee a Decisive Factor in Appointment	Number	Percentage
Yes	13	76.50
No	2	11.75
Undecided	2	11.75
Total	17	100.00

Position Description

Fourteen of the nineteen presidents who completed this question, indicated that they had a job description. Five presidents or twenty-six percent of the respondents claimed not to have a position description.

Seven of the fourteen presidents with position descriptions, indicated that they developed it themselves. The other seven presidents indicated that the position description was designed by a consulting firm or by their predecessor.

The frequency of the number of presidents with job descriptions and the procedure by which it was prepared for each president along with corresponding percentages are given in Table 4.18.

Table 4.18 -- Position Description

Do Presidents Have Position Descriptions?	Number	Percentage
No	5	26.3
Yes	14	73.6
How Was It Prepared?		
Consulting Firm	5	35.7
Predecessors	2	14.3
Current President	7	50.0

Action Taken to Secure Presidential Appointment

Seventy percent of the respondents or fourteen presidents claimed not to have taken any action to secure their appointment. These presidents only prepared an application and appeared for the interview.

Six presidents or thirty percent of the respondents admitted to have taken some steps to secure their appointments. Some of the action taken by these presidents was to inform board members of their interest, and to study the board, the college and those doing the interviewing.

The frequency of the number of presidents taking action to secure their positions and corresponding percentages are given in Table 4.19.

Table 4.19 -- Action Taken to Secure Presidential
Appointment

Do Presidents Take Action to Secure Appointments?	Number	Percentage
No	14	70
Yes	6	30
Total	20	100

<u>Presidents' Perception of Search Committees'</u>
<u>Primary Interest When Looking for a</u>
<u>New President</u>

When asked what should be of primary interest to the
search committee when looking for a new president, the
incumbents indicated qualifications in the categories of
ability, experience, education, and attitude.

Eight presidents indicated that human relations skills
should be of a primary importance to search committees when
looking for a new president. Six presidents list good
health, stamina and drive as important requisites for pres-
idents. Four presidents listed leadership abilities as
important. Other abilities listed by the presidents were
knowledge of the college system, integrity and morality,
political skills and creativity.

Eighteen presidents indicated experience in education
as important. Thirteen of the eighteen presidents listed
experience in administration, three listed academic
experience and two listed vocational and industrial

experience. Two of the presidents indicated the need

for common sense and the support of the college staff

and faculty. Two presidents listed a futuristic attitude

and the symbolic ability of presidents as important. One

president indicated that presidents should have an altru-

istic attitude, being more concerned for others than for

money or power. Table 4.20 provides a summary of the

perceived responses.

Table 4.20 -- Presidents' Perception of Search Committees'
             Primary Interest When Looking for a New
             President

Perception of Search Committees' Primary Interest When Looking For A New President	Number	Total
Ability		
Human Relation Skills	8	
Health, Stamina, Drive	6	
Leadership Ability	4	
Knowledge of College System	3	
Integrity and Morality	3	
Political Skills	3	
Creativity	2	29
Experience		
Administration	13	
Academic	3	
Vocational	1	
Industrial	1	18
Education		
Complimentary Education	4	4
Attitude		
Practical (Common Sense)	2	
Support of Faculty and Staff	2	
Futuristic Attitude	2	
Symbolic	2	
Altruistic Attitude	1	9

Presidents' Aspirations to Becoming a College President

Table 4.21 indicates the responses to the question regarding aspirations for a college presidency.

Table 4.21 -- Presidents'Aspiration to Becoming a College President

If Now Entering Their Career, Would Presidents Aspire To Their Positions?	Number	Percentage
Yes	15	75
No	2	10
Undecided	2	10
Insufficient Data	1	5
Total	20	100

When presidents were asked, "If they were now entering their career, would they aspire to become a college president?" Fifteen of the respondents indicated that they would. Two presidents indicated that they would not aspire to become a president and another two were undecided. One president expressed that he regarded this to be a naive question since he aspired to do a good job of teaching and not a presidency.

Willingness to be Interviewed to Elaborate on Research

Eighteen of the twenty presidents were willing to be interviewed to elaborate on their preparation and selection as a community college president. Two presidents were unavailable and a mutually convenient time could not be

arranged.   Table 4.22 summarizes the responses given.

Table 4.22 -- Willingness of Presidents to be Interviewed

Are Presidents Willing To Be Interviewed?	Number	Percentage
Yes	18	90
No	2	10
Unavailable	2	10
Total	20	100

Summary

A presidential search committee was involved in the appointment of ninety percent of Ontario college presidents. In over one-half of the selection processes, faculty, students and staff were not involved.   The majority of the presidents think the search committee was a decisive factor in their appointment.   Twenty-six percent of the respondents did not have a position description.   Fifty percent of the presidents with position descriptions indicated that their position description was designed by a consulting firm or by their predecessor.   Seventy percent of the respondents claimed not to have taken any action to secure their appointment.   Thirty percent admitted to previously meeting with board members and to visiting or studying the college before being interviewed.   The presidents indicated that the primary interest of search committees when searching for a new president should be in the areas of ability, experience,

education and attitude. When presidents were asked if they were now entering their career, would they aspire to become a college president, seventy-five percent of the respondents indicated that they would. Ninety percent of the respondents were willing to be interviewed to elaborate on their preparation and selection as a community college president.

College Data 1978/79

College Budget

Data received from the twenty colleges would indicate a total budget of $376 million with an average college budget of $18.8 million. All of the respondents reported their approximate budget which ranged from a low of $6.8 million to a high of $42 million. Estimating an average budget of $18.8 million for the two presidents who did not complete the questionnaire, a total budget for the C.A.A.T. system could be calculated at approximately $413.6 million.

Table 4.23 displays the budget as reported by each college president.

Full-time Programs

Eighteen colleges reported their offerings of full-time programs which ranged from a low of twenty-one to a high of 148 programs. A total of 1265 full-time programs were reported from the eighteen colleges, with an average of seventy programs per college. Allowing for the colleges

Table 4.23

College Data Reported By Individual College Presidents

College Budget (x 1,000,000)	Full-time Programs	Full-time Faculty	Full-time Enrollment	Part-time Enrollment
42	148	650	10,000	28,000
38	100+	600	7,500	10,000
35.4	110	500	8,400	57,300
35	150	450	8,000	45,000
26	100	300	5,500	25,000
22	84	300	4,000	30,000
20	85	350	6,000	35,000
18.3	75+	366	2,987	7,500
18	75+	300	3,700	18,000
15	58	350	3,200	15,000
15	55	182	2,600	15,000
15	36	260	1,400	15,000
12	43	260	2,000	15,000
11.2	38	175	2,800	9,000
10	38	160	1,800	9,000
10	60	200	1,500	5,000
10	47	150	1,300	7,000
9.3	35	115	1,600	2,000
7	40	110	1,900	5,000
6.8	46	80	863	5,000
Totals 376.0	1,310	5,298	77,050	357,800
Average Per College 18.8	72.7	294	3,852.5	17,890
Estimated Totals For C.A.A.T. Systems 413.6	1,455.4	6,474	84,755	393,580

Note: Some of the respondents gave approximate answers to the questions, therefore, the statistics presented are an approximation

that did not report their full-time offerings, it could be estimated that approximately 1,550 programs are offered by the C.A.A.T. system.

Table 4.23 displays the number of full-time programs reported by each college president.

Full-time Faculty

The highest number of faculty members employed by one college was 650 and the lowest was eighty. The total number of full-time faculty members as reported by the twenty presidents was 5,298 with an average of 294 per college. Allowing for the college presidents who did not complete the questionnaire, it could be estimated that approximately 6,474 faculty members are employed by the C.A.A.T. system.

Table 4.23 displays the number of full-time faculty members as reported by the college presidents.

Full-time Enrollment

Data received from the twenty colleges would indicate a total full-time enrollment of 77,050 students with an average college enrollment of 3,853. From the presidents' response, the full-time enrollment ranged from a low of 863 to a high of 10,000. Estimating an average full-time enrollment of 3,853 for the two presidents who did not complete the questionnaire, a total full-time enrollment for the C.A.A.T. system could be calculated at approximately 84,755 students.

Table 4.23 displays the full-time enrollment as reported by the college presidents.

Part-time Enrollment

Data received from the twenty colleges would indicate a total part-time enrollment of 357,000 students with an average college enrollment of 17,890. The part-time enrollment ranged from a low of 2,000 to a high of 57,300. Estimating an average part-time enrollment of 17,890 for the two presidents who did not complete the questionnaire, a total part-time enrollment for the C.A.A.T. system could be calculated at approximately 393,580 students.

Table 4.23 displays the part-time enrollment as reported by the college presidents.

Summary

The average Ontario community college operates on a budget of $18.8 million, offers seventy-three full-time programs and employs 294 full-time faculty members. The average college serves 3,852 full-time students and 17,890 part-time students.

The total budget for the C.A.A.T. system could be estimated at $413.6 million according to information received from individual college presidents. This information would indicate the colleges offer 1,455 full-time programs, employ 6,474 full-time faculty members serving 84,755 full-time students and 393,580 part-time students.

PRESIDENTS' INTERVIEWS

Introduction

Six of the twenty-two Ontario community college pres-
idents were randomly selected to be interviewed. Efforts
were made to insure representation from northern Ontario,
southern Ontario and the metropolitan region colleges.
The interviews were conducted from June 8, 1979 to July 3,
1979 with the following college presidents: Wayne Busch,
Georgian College, Barrie; Ron Doyle, Sault College, Sault
Ste. Marie; Doug Light, George Brown College, Toronto; Bruce
McAusland, St. Clair College, Windsor; Gordon Wragg, Humber
College, Rexdale; and Jack Porter of Sheridan College,
Oakville.

The researcher met with five presidents in their offices
throughout the province. One interview was conducted with a
travelling president in the convenient lobby of an airport
hotel. In all instances, the interview lasted from approx-
imately one and one-half hours to two and one-half hours.

Wayne Busch was appointed president of Georgian College
in October, 1978, bringing with him, administrative skill
from industry. He had been involved peripherally with educ-
ation for a number of years serving on a board of education
and working with education through industry. The presidency
had become available under tragic circumstances making his
task even more difficult.

Georgian College serves the Georgian Bay region with its developing industrial communities and its tourist and recreation areas. Consequently, the college offers technological programs and programs in resort and hotel administration. The main campus is situated in Barrie, although it is a multi campus college serving the entire Georgian Bay region. Approximately 2000 full-time students are in attendance and the college operates on a budget of $15,000,000.

Ron Doyle is also a relatively new college president assuming office approximately one-half year ago. He had served as an acting president of another college for one year and has approximately seven years experience as a campus principal with another college. He had three years full-time teaching experience. He has a Bachelor of Engineering and a Master of Education degree.

The Sault College is located at the junction of the Great Lakes of Superior, Michigan and Huron. Its three campuses serve the 20,000 square mile district of Algoma with the main campus located in Sault Ste. Marie. College programs of forestry, geology and aviation reflect its setting in a district of lakes, rivers, forests and mountains. Approximately 1500 full-time students are in attendance and the college operates on a budget of $10 million.

Doug Light has been the president of George Brown College for one year although he was the president of Centennial College for seven years. He had served as the academic vice-

president of Humber College for four and has had experience with Ryerson Polytechnical Institute and Queen's University. He holds a Type B teaching certificate and has eight years teaching experience. He has also earned a Bachleor of Science and a Master of Science degree.

George Brown College was founded in 1968 to serve the educational needs of the city of Toronto. George Brown is one of the large metropolitan colleges offering in excess of one hundred programs to approximately 7,500 students. This multi campus college operates on a budget of $38 million.

Bruce McAusland has been president of St. Clair College for one and one-half years although he served as Director General (President) of John Abbott College in the province of Quebec for five years. Bruce McAusland has eighteen years of management experience with Bell Canada which he relies on to perform his present responsibilities. He holds a Bachelor of Science degree.

St. Clair College serves Canada's southernmost counties of Essex and Kent with the main campus located in the city of Windsor. The college has a strong technological tradition and offers eighty-four programs to approximately 4,000 full-time students. St. Clair is a multi campus college operating on a budget of $22 million.

Gordon Wragg has been the president of Humber College, which is one of the largest colleges in the province, for twelve years. He had been the principal of the Provincial

Institute of Trades for nine years and he has sixteen years teaching experience. He has a B.S.A. degree and a Master of Education degree. Gordon Wragg is recognized as one of the senior college presidents and presently serves as the Chairman of the Committee of Presidents.

Humber College is one of the largest colleges in the province serving citizens in the area of Toronto. Humber College offers 150 programs to over 8,000 full-time students. An additional 45,000 part-time students are in attendance and the college operates on a budget of $35 million.

Jack Porter is also a senior college president in the province with twelve years as an Assistant Superintendent of Education, four years as a social principal, one year as a Department Head and ten years as a teacher. Jack Porter holds a Bachelor of Arts and a Master of Arts degree.

Sheridan College is located in Oakville and serves the regional municipalities immediately west of metro Toronto. Sheridan is a multi campus college offering eighty-five programs to 6,000 full-time students and 35,000 part-time students. The college has 350 faculty members and operates on a budget of approximately $20 million.

The researcher found no reluctance on the part of the presidents to be interviewed. In some instances, the presidents rearranged their busy schedules so the researcher could be accommodated. Only in one instance was the president unavailable due to the grounding of the airline

flights. An alternate president had to be interviewed.

In addition to taking notes, the researcher recorded the first forty-five minutes of the interview. It was found that the conversation became more open and easy flowing once the recorder had run its course.

Analysis of the information obtained during the interviews is presented in a descriptive format. Opinions and comments should not be attributed to any one president but are the composite of the six interviews and the researcher's literary interpretation.

Problems for Colleges and Presidents

Throughout the interviews, comments were made on problems facing the colleges in general, and the presidents in particular. The interviews reinforced some of the data obtained from the questionnaire on the presidents' perception on the type of problems they should be prepared to handle.

Colleges

The complex activities of the colleges were expalined in a diverse number of ways, although the presidents did agree that the colleges must be flexible to meet changing community needs and that the colleges were to enhance the quality of life.

One president explained,

>"Generally speaking, as we live in large
> cities we get more and more remote from
> plants and animals and other parts of
> nature and that jeopardizes our quality

> of life . . . the colleges have a
> crucial part to play in all this."

This comment emphasizes that the colleges owe their ultimate responsibility to the community. Data obtained from the questionnaire aspect of the study indicates that the Ontario community college president spends over one-half of his time on general administrative tasks and is only able to spend eleven percent of his time on community affairs.

During the interviews, the presidents cited bureaucratic inefficiency and the complexity of government agencies as their major concerns. This finding is supported by the data obtained from the questionnaire which indicated that 33.3% of the presidents found some form of bureaucratic inefficiency as their most common obstacle.

One president commented during the interview that the Ministry of Education had recently experienced a reorganization but he wondered aloud, "if they had managed to keep pace."

Another president said,

> "My real concern is about manpower plan-
> ning in this country. There is still
> the expectation that when you graduate
> from one of our programs, there is a
> job waiting for you. My real concern
> is the economy won't be able to keep
> up with that. Our manpower planning
> from both a provincial and federal
> point of view isn't sharp encough to
> match the output with the demand."

Financial concerns were discussed by most of the presidents interviewed. Although a new funding mechanism is being developed to meet the economic austerity of the provinces, financial concerns were cited by only 13.3% of the presidents who responded to the questionnaire.

The presidents interviewed seemed to consider financial concerns from a global perspective. Financially, it was not each college competing against the other for a larger portion of the provincial treasury. The presidents of the larger colleges felt financial protection for the smaller colleges must be assured.

A sense of optimism was maintained during the discussion concerning finances. One president considers the fiscal restraint to have a hidden value in that it will make the system more accountable. Another comment was made that the financial concerns and the resulting funding mechanism is a "real test for the ministry and the colleges."

The need for the development of new programs and the deletion of antiquated programs was discussed by the presidents. Some suggestions for new programs made were the use of the micro computers, plastic and fibreglass manufacturing, and the hospitality and tourism industry.

One president said,

> "Our needs are continually expanding.
> I just read in the paper this morning
> that instead of one meal out of three
> which is eaten out of the home now,
> one meal out of two will be eaten out

> of the home, in the early 1980's. If
> that's the case, a lot more people will
> get jobs in the hospitality business.
> I think the mini computer is something
> we had better keep our eye on. I am
> sure the market will continue to expand."

Generally, the presidents believed automation would not hurt the prospects for the increased number of employment opportunities. Automation forcing people out of work was dismissed by one president, who used the example of the automation of elevators and its obvious results.

> "Twenty years ago when elevators were
> automated, maybe more than 25 or 30
> years ago, they said thousands of
> people in New York city alone would
> be put out of their careers because
> of automated elevators. It was going
> to be an incredible unemployment sit-
> uation and there was doom and gloom
> all over the place."

The future prospects of the colleges were presented optimistically by the presidents. Each college had a unique contribution to make for the overall good of the province. The colleges have a rhythm of their own and individually they must anticipate the needs of their community.

> "I look ahead and I find a real exciting
> future for the colleges. I'm not con-
> cerned about doom and gloom and all
> that stuff. We may not know it but we
> could have a tremendous impact."

The data obtained from the questionnaire aspect of the study also maintain an overall optimism for the future.

Presidents

Besides the problems facing the colleges, the presidents must deal with the frustration of the position itself. Much of their frustration involves stress related to their perceived power and the political nature of the position.

One president explained,

> "The greatest stress I'm under is when
> I have to make lay-off decisions be-
> cause I guess I have the sense that
> you are impacting on peoples lives.
> I guess the greatest moments of stress
> come about in those people decisions.
> Firing is a very special kind (of
> stress) and even lay-offs I find stress-
> ful to deal with."

Most of the presidents commented that their frustration was related to people problems. Some of the concerns were not as specific as those related above, but involved the skill needed in working with a wide variety of people.

The data obtained from the questionnaire aspect of the study indicated that presidents were most frustrated by paper-work and meetings. The opportunity provided by the interviews allowed the president to explain more thoroughly their frust-rations.

One president related his frustration to not being able to openly share his doubts and uncertainity with others. He found the position isolated and somewhat lonely because he was expected to be strong and knowledgeable. An uncertain-ity that he related to co-workers could be interpreted as a weakness in his character.

The final accountability of the presidents' office was also mentioned as a source of frustration. During a period of declining resources, the colleges are expected to be more accountable, as one president explained,

> "It's becoming increasingly more im-
> portant because as we go down the
> road, we are going to be in an area
> where we are fighting for declining
> resources. Tax payers, Proposition
> 13, we should be aware of that. It
> is important that we communicate to
> the people who are paying the bill.
> The president of a college should
> be plugged into his community--either
> directly or indirectly depending on
> what his skills are. But keeping it
> in balance is difficult depending on
> what phase the college is in."

Another president discussed the forced removal of the president from the classroom. Because of his interest in education he felt frustrated that his duties as president kept him away from the classroom.

He explained saying,

> "I find that very often I would like
> to talk to the teachers and chairman
> about educational development and
> ways to bring about change. It's
> very hard to get into that discussion
> other than as a president. To just
> get in and talk person-to-person,
> exchange ideas, batter ideas around
> for your own personal growth and de-
> velopment through the exchange. It
> is always difficult to achieve because
> you have this mantle of authority you
> can't cast off."

Some of the presidents discussed their frustration in terms of their predecessor. They contend that the colleges

are a product of their history and that a new college pres-
ident inherits past achievements and problems. Problems
that were not corrected when they originated are much more
difficult to correct now that they have been practiced for
a number of years.

One president summed up his frustration by volunteering
that he was "not told the whole story" before he assumed the
presidency and that he found it impossible "to legislate
change."

When asked about the power the presidents were perceived
to have, the answers were somewhat consistent. The president
has a tremendous amount of power and they expressed some
concerns they may be able to influence too much.

> "The time when you tend to direct and
> have more clout and influence than
> any other is the time you are select-
> ing individuals to fill particular
> slots. I do think that's a crucial
> role a president has to play. You
> have to get people who want to do
> things, have initiative, and are
> creative. Then once you get them,
> you better get out of the way and let
> them do their things. I think too
> that a president in a college by com-
> parison to his counterpart in a univ-
> ersity has a tremendous amount of in-
> fluence. I know when I go into a
> deans' meeting and I sound off about
> things that they listen. I sometimes
> am a little bit frightened at how
> seriously they take what I say. I
> think my university counterpart, my
> impression is that they don't run the
> university, they really try to keep
> up with it. The deans and the senate
> and some of the monsterous kinds of
> bureaucracy that exists there is more
> than they can handle."

All of the presidents interviewed recognized the power
to influence decisions on campus. As indicated, some pres-
idents were a little frightened with the degree of influence.

One president cautioned, although he recognized the pres-
idents' influence, that the use of power could end in disaster.
He suggested that the courses of action by a president must
conform with the goals of the college community.

> "It's a question of individual style.
> I think a president that tries to
> use his authority, in most colleges
> this would result in disaster. I
> think there is a hell of a lot of
> influence provided the goals toward
> which he is using that influence,
> provided they are not too far outside
> the consensus of the instituiton
> itself."

During the interviews, all of the presidents discussed
the political nature of the position. Besides relating their
jobs in political terms, much of the discussion involved
college governance. It is interesting to note that no in-
formation concerning governance was volunteered by the pres-
idents when responding to the questionnaire. One president
confided that when the presidents meet as a group, the sub-
ject of dealing with boards of governors often is the topic
discussed. He believed that the role of the governors was
different in each college, saying that despite his conver-
sation with other presidents he did not know how they
dealt with their boards.

The presidents raised a variety of concerns in dealing
with governors although they all seemed to maintain a respect

for the function that was attempting to be achieved. At
one end of the spectrum was the need to establish pres-
idential autonomy in the administrative decision making
process. At the other was the lack of involvement in col-
lege affairs by governors.

One president explained his situation by saying,

> "He (chairman of the board) went really
> too far in a board meeting where I
> would want their involvement. He would
> say that it's up to the president, and
> I could see on occasion a little semi
> resentment on the part of some of the
> newer members . . . more than worrying
> about the board interfering, and that
> happens too, it is that we get so used
> to doing things that we don't use the
> board properly."

The need for the board members to be informed was ex-
plained by one president. He said that the role of the pres-
ident in the governance of a college was hard work and that
he made a concerted effort to continuously educate the gov-
ernors to their role. He commented that many new members need-
ed to learn the governance process and something about the
education process.

When asked about his strategy in dealing with the board,
one president responded,

> "I'm not sure I have a strategy. I
> don't always win. I know the board
> sometime tends to get involved in more
> than you want them to, but I guess we
> should talk about the way you handle
> it. You have to maintain a high level
> of flexibility and not get too upset
> when things don't go your way. I guess

> the other thing goes with the senior
> people inside the college as well as
> the board. If you're on a good
> friendly basis with the board, senior
> administrators, I don't have any
> hesitation with inviting them over
> for supper or whatever. We need open
> lines of communication."

The presidents generally seemed satisfied with the method of governance within the college system. It was referred to as a source of strength since a grass roots liaison should be maintained with the public. The boards were considered valuable as ambassadors of the college to the community and were not regarded as rubber stamps. The business conducted by the board was considered meaningful, although one of those interviewed amusingly referred to the adversary seating arrangement at board meetings, with the chairman of the board sitting at one end of a long table with the president at the other.

Preparation of Presidents

The presidents were prepared for their positions through both formal and non-formal methods. This conversation illustrates their perception of their preparation and their resulting strategy of management. Some of the comments made during the interviews are supported by the data obtained from the questionnaire aspect of the study.

Formal

All the presidents interviewed had some formal university training. Their baccalaureate education varied greatly. One-half of the presidents received a bachelor degree in the

science related discipline with degrees in metallugry and engineering. The other presidents received their under-graduate training in the liberal arts area. Data obtained from the questionnaire would indicate that the majority of Ontario community college presidents have completed baccal-aureate degrees with sixty-five percent having successfully completed graduate studies, and twenty percent completing a doctorate.

Graduate study of those interviewed was also varied with master degrees earned in engineering and education. Two of those interviewed had not received graduate training. Train-ing beyond the masters level had been actively considered by two presidents. Although they had not completed doctorate degrees, both had made efforts to receive Ph.D.'s in educ-ation.

One president explained,

> "I had talked to Chairmen about the appropriateness or otherwise of taking a Ph.D. and I was on the verge of going to Columbia at one point. There was a feeling at that time that if you kept your eyes and ears open and went to the con-ferences and did reading of journals on your own, that the inservice training you learned by doing this, was probably just as good as the intensity of the theoretical version you took in getting a Ph.D. So I was a little bit discouraged from getting a Ph.D. and then time ran on."

The process used by the presidents in receiving their formal education involved hard work and personal sacrifice.

The majority of those interviewed had continued with their education on a part-time basis while employed.

> "I took summer courses, every year, for
> seventeen years. Some of those were
> in instructional areas, counselling,
> music industrial arts which eventually
> led to the Master of Education."

A sceptical attitude towards the need for higher education was maintained by some of the presidents. For some, the credentials were not necessary and they cautioned that presidents should be careful not to become over-educated. Although sometimes sceptical, all the presidents recognized a need for a formal understanding of the educational process. The data obtained from the questionnaire indicated knowledge of educational administration and theory to be desirable qualifications for college presidents. The findings of the questionnaire supported this aspect of the study.

One president summed up his formal education by commenting that he was not a good student but that did not mean he was not a good president.

> "You don't necessarily have to be a
> scholar to be well prepared for the
> presidency. My own education is a
> disaster, this is why I have a lot of
> empathy for college kids. I didn't
> know what I wanted to be and I am
> still not sure what I want to be. I
> was not a very good student. I spent
> a lot of time in the student govern-
> ment which messed up my academic
> record so I finished off in continuing
> education with a general B.Sc. honoring
> in nothing and majoring in nothing."

It is interesting to note that the questionnaire found the presidents spent over fifty percent of their time with general administration tasks. The presidents did conclude that formal training for administrative tasks was necessary.

The presidents were all asked to comment on additional training they would have preferred which would have enabled them to perform their duties better. Generally, the presidents responded that they would have preferred a broad liberal arts education as opposed to a specialized technical training. They suggested a formal education that gave them writing and speaking skills, an understanding of learning theories, and the use of computers. The collective bargaining situation in Ontario and the need for understanding labor relations was mentioned by more than one president. The questionnaire found that of all the community college presidents in Ontario, thirty percent felt they did not need additional training. The data from the questionnaire also indicated that fifteen percent of the presidents were desirous of training with computers.

Non-formal

The presidents generally concluded that the experience they had received contributed most to their success as college presidents. The experience varied greatly and the examples presented as meaningful often had taken place long before they had entered the college system. This finding was supported by the data obtained from the response to the

questionnaire. The majority of the respondents to the questionnaire listed experience as the most important qualification.

One president who was reared in the heart of a large Canadian city expressed that his success was partially due to the "street sense" he developed as a youngster. He associated with people of a variety of nationalities and socio-economic levels. He is able to feel comfortable with the very wealthy and influential, and the poor and struggling.

Another president commented that his experience as a newspaper boy and a waiter still affected some of the decisions be made. His father was a machinist and the jargon he learned as a boy was still useful as the president of a technical college.

Another president related his experience with industry. He had been willing to assume marginal positions to learn the mechanism of the particular industry in hopes of future advancement. He had taken lateral moves at personal expense so as to receive the experience needed for senior management. He volunteered that he had trained as a boxer and developed a risk-taking attitude that he continued into his professional career.

He explained,

> "I think it is important for the chief
> executive officer to have had some
> broad experience. I always come at
> it from the point of view, I want to
> broaden my experience, the pay off is
> down the road. So I had to take a

> number of lateral moves in order to
> acquire additional experience. In
> some cases, taking the same money
> . . . I think I am prepared to take
> risks that have a reasonable chance
> to pay off."

One president felt that his experience on a board of education helped him considerably in working with his board of governors. He commented that very little opportunity for experience in the governance role was available for presidents. Before entering education, he worked on the peripheral, which gave valuable insight in dealing with the board now. When he received his presidential appointment, he talked to as many other presidents as possible for advice on the performance of his duties.

Some of those interviewed had impressive experience in the field of education. One president had taught at all levels of education in Ontario and served as a president of two colleges. Another president had thirty-two years of experience in education, twelve of those years as a college president. Data obtained from the questionnaire indicated that eighty percent of the Ontario community college presidents were employed in the field of education before assuming the presidency. Fifty-five percent of the presidents had previously been employed by the community college system.

The comments of the presidents on the necessity of teaching experience varied greatly. This is supported by data obtained from the response to the questionnaire. The

data indicated that forty percent of the presidents did
not have full-time teaching experience. The teaching ex-
perience of the remaining sixty percent varied from three
to twenty-one years. Some presidents were convinced that
teaching experience was necessary to be able to relate with
the needs of the faculty, saying,

> "One of the reasons you may want to
> teach today is that it plugs into the
> kinds of problems faculty have. It
> allows you to talk their language.
> When I talk to faculty now, on work
> load and these kinds of issues, I can
> deal from experience, I've been there.
> I can talk to them about the kind of
> problems they have in the classroom
> . . . I think it develops in the faculty
> a respect for, hey the guy's been there.
> He knows the kinds of problems we have.
> You can't con him. I don't think it is
> essential but it certainly is good to
> have. Somewhere in your management,
> you need that strength, if you don't
> have it at the presidents' level you
> better have it at the deans' and chair-
> mans' level."

Other presidents did not think teaching experience was
helpful. They did not see the presidents as the chief teach-
er but as a manager of resources. The colleges are too large
and complex to expect a president to have an active involvement
with teaching.

One president explained,

> "The system has changed, the president
> does not need teaching experience to
> be a good administrator. He needs
> administration experience."

Each president was asked to suggest the five most important qualifications of successful college presidents. The presidents responded in a variety of ways. One president gave eleven specific qualifications while another presented only two general qualifications. The qualifications themselves also varied and are presented here in a grouped fashion. The response to the questionnaire were also varied but could be categorized as education, experience or intelligence, which supports the findings of the interviews.

A predominate qualification was that of basic intelligence. It was generally agreed that the president needs a certain sense that cannot be learned once he assumes the presidency. One president called it "street sense" while another referred to it as "being bright--there is no substitute for brains."

Another common qualification presented by the presidents was the need for a solid education and exposure to the educational field. Most of the presidents mentioned that the need for substantial education, although they believe it should be more general than specialized. They also emphasized the need for exposure or experience in education. Teaching experience was presented as an asset, not a necessity, by most.

Successful administrative experience was indicated as an essential qualification by the majority of the presidents. The experience could be obtained from industry, as long as it

was easily transferable into the college system. Some
presidents felt that the experience should be with the col-
lege system. This qualification was referred to by some as
"demonstrated ability to work with human resources" and as
"organizational ability."

Another qualification was the skill involved with the
"presentability" of the president. He must be self-confident,
with the human relation and communication skills required to
make him "merchandisable." The human relation quality was
presented by all the presidents although from a different
perspective in each case.

Another qualification dealt with humanity and morality.
Some presidents commented on the presidents role as an ombuds-
man with a high degree of understanding and empathy for others.
He must have the ability to admit error and make amends. Open-
mindedness and a surpressed ego are essential.

Other qualifications referred to the need to be knowl-
edgeable about the college system, to be personally adaptable
to the changing environment, to be a risk-taker, to be per-
ceptive, to be able to delegate, to be able to make decisions,
to motivate and to implement.

Strategy

Each president had developed a unique strategy of manage-
ment as a result of his preparation for and experience as a
college president. Some commonality did exist in the strat-
egies presented involving the team approach to management and

the development of human resources. The interviews pro-
vided the opportunity for an explanation of their management
strategy that would have been omitted if the study had been
restricted to the questionnaire aspect of the study.

One president talked about the strength in a horizontal
form of leadership. He contended that the days of the hierarc-
hical leadership were quickly ending because of the strength
in team leadership. The key is to surround oneself with
"talented and capable people," and allow them to "go." He had
tried to develop a participatory style of leadership where
everyone was comfortable with contributing to the colleges'
management. His strength came from his "grass roots" ties
with the college community.

Another president believed it was essential to atone our-
selves with the unique system of the college. For him, each
college had political rhythm which the president could affect
only in a minor way.

He explained,

> "As I see it, the institution involves
> primarily the faculty moving down some
> ill-perceived road that is never clearly
> defined. Dozens of different people
> going in slightly different directions.
> Some are going in what the president
> thinks is a positive direction, some are
> going in what the president thinks is a
> negative direction and the real influence
> is to reinforce those going in a certain
> direction. Therefore, shifting the in-
> stitution towards that direction by making
> it easy for certain people to do things
> and making it a little more difficult for
> others to do things. That's the way you
> really run a college."

One president created the analogy of an orchestra leader conducting a symphony to explain his strategy in managing a college.

> "I guess my vision of my office would be as an orchestra leader. I want to take a score and I am going to take all the human resources that are made available to me and some other resources, physical, plant and I am going to end up with some very strong violin players, very strong drum section and a very strong individual horn section. I am going to try to mobil- ize, to orchestrate, the individual parts of this orchestra. We can have our own rendition of the score. The score being the long range objectives we get from the province and the board. There not highly specific and how we blend the strings of the violin section and the drums and everything, we will produce that score. It has to be a team effort. Now I have to tone down the horn player even though he is a strong individual. He has to blend in and at some period, I may have to let him play his horn and focus on him but at other periods, he has to be part of the group to reinforce the violin section. How that score comes out, when it is finally played and what the aud- iences' reation is at the end depends very much on the leader. The glory comes to all of us if we did a good job. The accountability is that the audience claps, do they stand and give us a standing ovation or do they throw apples at us after they have heard the piece."

Another president created as vivid an anology by compar- ing his duties to that of a juggler in a circus.

> "You know the juggler who spins a plate on a long stick. A great long stick and he's spinning a plate. On that plate you got the students, the faculty, the staff, the parents, the board of governors, the industry, the social and community leaders, you got your own

administration and they are all trying
to tip the plate to their interests.
The only salvation for a president is
to spin that damn plate to keep those
forces in equalibrium. If you stop
spinning, one of those forces is going
to take over and that plate is going to
come crashing down on your head. You
can't run a college for the students,
for the faculty, for the administration,
you can't run it for any of those forces,
you have to run it for all of them. So
it is sort of a force field management
thing . . . you have to develop a counter-
balance force to keep the thing working
for everybody."

Another component of the strategy for some of the pres-
idents involved their wives. All but one of the presidents
interviewed were married, and he was recently widowed. The
wives were often mentioned as a sounding board for new ideas
or as a safety valve for releasing frustrations and anxieties.
Some of the presidents believed their wife had an important
contribution to make to the college and were front and center
on many college occasions. A newly appointed president humour-
ously related that his wife, unknown to the college community
was twice asked to leave an over-crowded graduation exercise
because she was not a parent of a graduate. Some of the pres-
idents had intentionally shyed away from having their wives
involved in college affairs, maintaining a strictly private
life.

Generally, the presidents had developed a similar phil-
osophy towards education. They found it difficult to explain
their philosophy because it was continuously changing and it
was "something that was felt."

A composite of their philosophies might be, to enhance
the quality of life by meeting the selected needs of students.
The actualization of a self concept with students learning
on their own was involved. Liberal art study was encouraged
as a necessary component of education in the Ontario college
system.

Selection

The selection process was somewhat unique for each pres-
ident. The presidents also volunteered recommendations on
how the selection process could be improved. Some of the
comments made by the presidents during the interviews are
supported by the data obtained from the response to the
questionnaire.

Process

"I got a phone call one day, I was in
the office. This was from a fellow
educator who had somehow been asked
to sound me out to see if I was inter-
ested in coming to, what was going to
become _____ college. We didn't have
a name then. They sought me. So I
hadn't really thought of it until con-
tacted. I couldn't say too much on
the phone. He said, could I say if
they got in touch with you, you would
be willing to sit down with us and I
said , all right."

This response, by one of the more senior presidents, was
typical of their initial involvement with the colleges. In
most cases, the office had sought the individual, not the in-
dividual seeking the office. This is supported by the data
obtained from the questionnaire aspect of the study. The

data indicated that seventy percent of the respondents did
not actively seek the position. Often referred to as the
most difficult task for the governors, one president retold
his experience with a board during the selection process.

> "When we first came into existence
> . . . boards received information on
> various jobs that might be appointed.
> There should be a president . . .
> need a bursar, need a registrar and
> so on. The characteristics not of the
> job but the people they might look at
> were outlined rather briefly. The
> salary scale was listed for them. The
> range for a president then was from
> $18,000 to $25,000. I remember vividly,
> when they listed the qualities of the
> person, they were looking for, they did
> mention post-graduate work, and this
> sort of thing, educational knowledge.
> Then it was sort of leadership, people
> who had made their name in industry,
> business and the last thing mentioned
> was education."

Another president commented that he became involved with
the colleges, "purely by chance." He had served with the
governance of the college on a volunteer basis while maintain-
ing a position in industry. When the chief executive officer
left the college, he assumed more and more of the president's
duties. He eventually received a leave of absence from his
employer. After receiving an additional two leaves from his
employer, he subsequently resigned to assume full-time duties
as a college president.

One president had served as the chief executive officer
of two colleges in Ontario and he vividly contrasted the
differences in the selection process. In one situation a

search committee comprised of students, faculty, governors and consultants were involved in recommending a short list of names to the entire board. In the other situation only some board members, the consultant and the former president were involved, and he was offered the job on the spot. According to data obtained from the questionnaire, fifty-five percent of the presidents were selected without the involvement of students and faculty.

Although the majority of the presidents have been sought, by the office, some had taken steps to enhance their candidacy. This is supported by the questionnaire data, as thirty percent indicated taking steps to enhance their candidacy. The presidents did suggest that candidates should become fully informed about the college. One president did admit that he worked hard at preparing for his interview with the board. He made a conscious effort to determine who was on the board and the activities of the college. He studied college documents, updating the multi-year plan and spoke with the former president.

Another president said he did visit the campus early and had spent time talking with employees. He also visited the morgue of the local newspaper, to be made aware of the opinion the press had toward the college.

Generally, the presidents had not set conditions as terms of accepting the position. However, one president insisted

that his performance he reviewed semi-annually by the board
so he could "avoid any surprises."

Recommendations

Generally the presidents seemed satisfied with the
selection process, although some offered suggestions for im-
provement, and the rationale for preferred procedures. The
interviews allowed the presidents the opportunity to elab-
orate on their recommendations concerning the selection pro-
cedure. The questionnaire format of the study did not provide
for this input.

Some concern had been expressed about the vulnerability
of a small group of governors selecting a college president.
The composition of the selection committee could affect the
total progress of the college. One president further
explained,

> "I think some boards have not given
> apparently enough effort. The chance
> of the board we happen to have at the
> time and the make-up of those people,
> their knowledge, and prejudices and
> capabilities and all that stuff. This
> committee that might be struck, wow--
> talk about doubts."

Although hesitant to endorse the current procedures, the
presidents agreed that a better system would be difficult to
develop. Some presidents did suggest that representatives
from the faculty and student body be involved with the search
committee. The data from the questionnaire also reflected a
mixed reaction to involving faculty and students on the search

committee. Approximately one-half of the incumbents were selected with the involvement of faculty and students. Other presidents opposed this method claiming it would jeopardize the confidentiality of the procedure. One said,

> "I don't know what the right answer is.
> I'm not appreciative of this great
> search committee involving students
> and faculty and everyone in on it. I
> wouldn't have applied for that job,
> if they phoned me and said we have a
> large search committee. You will go
> before that and there will be this
> and the other thing. I would have
> said thanks but no thanks . . . there
> are several reservations, one is
> security of information. It always
> gets out. So everybody knows who is
> on what. You can't seem to stop that.
> You can tell them that is is a confid-
> ential thing but it doesn't seem to
> help . . . so if they had the system
> here, I wouldn't be president of ____
> college."

Other presidents also commented on the difficulty of keeping the identity of the candidates confidential. It was not always because of leaks from the board but often it was from the prying by members of the press.

During the selection of one president, the names of the final candidates and their qualifications were reported in the local newspaper. The board had not released the names but it was later surmised that some over-zealous reporter sat outside the board room during the interviews. He recognized five of the six candidates as prominent educators in Ontario and sub- sequently published their names and qualifications. The reporter totally excluded the sixth candidate assuming that

because of the stature of the others, he was not really in the competition. The successful candidate was originally from outside the province and unknown to the reporter. An unfortunate episode, especially for the unsuccessful candidates.

In another circumstance, a crafty reporter phoned the home of all the final candidates. He found all the candidates at home but one, and he knew the board was coming to terms with the successful candidate that morning. He was able to deduce the new president before the board was able to announce his name.

Another president revealed some concerns with the selection procedure. He commented that the faculty may not be able to divorce themselves from personal interests if involved in the selection. He was not sure that the students would have the skill needed for the process to be meaningful. He also advised that the decision should not be made on the chemistry of the interview but on the qualifications and successful prior experience of the candidates.

One president advised that the previous campus of the final candidates should be visited. Talks with administrators and faculty could be revealing. He cautioned that the responsibility of the search committee be clearly established before the process begins. He also advised that the use of a consultant can result with many "quality candidates" and save time and money for the board.

A president was asked if he thought a retiring president should be part of the search committee and he advised,

> "I'm kinda hoping that I don't have to
> be in one way. Yet I think the board
> would be very foolish not to seek my
> advice if they are looking at internal
> candidates. I think they have to make
> the decision but I think it would be
> silly if they didn't ask me the strengths
> and weaknesses of each of the candidates
> . . . depends so much on the relation-
> ship between the president and the board
> when he leaves. If they are fed up with
> him they probably won't ask him."

GOVERNING BODIES' INTERVIEWS

Introduction

The office of the Minister of Education, the Honourable Bette Stephenson, M.D. was contacted, requesting a meeting to allow the provincial governing body the opportunity to provide input for the research. It was suggested that to obtain specific and meaningful data, meetings with the Chairman of the Council of Regents, Norm Williams, and the Assistant Deputy Minister of College Affairs and Manpower Planning, Phil Adams, be arranged. On Friday, June 8, 1979 the researcher met with Messrs. Williams and Adams, respectively in their offices in Toronto, Ontario. In both instances, the interview lasted for approximately one and one-half hours.

Norman E. Williams accepted a three year appointment as the Chairman of the Council of Regents in January 1978. He had previously served as vice-president with Seneca College. He finds his present role challenging and rewarding, although

he holds aspirations of assuming a college presidency in the future. The researcher found him to be an informal and energetic individual.

As the guiding and co-ordinating body for the twenty-two colleges in the provinces, the Council of Regents has a direct influence on the activities of the colleges. As its Chairman, Mr. Williams reports, usually after each meeting of the Council of Regents, directly to the Minister of Education for the province.

As the Council of Regents' permanent Chairman, Mr. Williams leads this fifteen member group on matters concerning the planning, establishment, and co-ordination of college programs within the province. Members of the council have been selected to serve because of their contribution to the province and the country. Geography is considered so the entire province can be represented. According to Mr. Williams, over thirty percent of the membership have previously served on Boards of Governors.

Mr. Phil Adams is the Assitant Deputy Minister of College Affairs and Manpower Training Programs. Mr. Adams has been a senior government official for a number of years, having experienced and influenced many changes to government policy concerning the community colleges.

The Ministry of Education is ultimately responsible to the citizens of Ontario for the performance of the C.A.A.T. system. Mr. Adams, as a senior civil servant, is required to

work closely with the policy makers and legislators includ-
ing the Minister of Education and the Council of Regents.
He is also required to maintain a working relationship with
the college presidents.

As his title implies, Mr. Adams is responsible for the
delivery of educational services in two major areas. The
business and industrial needs of the province are met through
manpower training programs using the vehicles of Adult Train-
ing and Employer Sponsored Training (" . . . which incidently
comprises thirty percent of the college budgets.") The post
secondary programming needs are achieved through the College
Affairs Branch of the Ministry of Education.

Analysis of the information obtained during the inter-
views is presented in a descriptive format. Opinions and
comments should not be attributed to any individual but are
the composite of the interviews and the researchers literary
interpretation.

The following section discusses the problems facing
college presidents including increasing enrollment and
decreasing resources and the need to be flexible to meet the
constantly changing needs and desires of the College communit-
ies.

The section also deals with the preparation of college
presidents. The perception of the government agency on formal
education, experience, qualifications and a recommended phil-
osophy is included. The section concludes with the government

agencies perspective concerning the selection of college
presidents. Included are recommendations concerning the
composition of search committees and the significance of
lobbying by presidential candidates. Some of the comments
made during the interviews are supported by the data obtain-
ed from the questionnaire aspect of the study.

Problems for Colleges and Presidents
Colleges

One topic of discussion centered around the concerns
presently facing the colleges and predictions as to the col-
lege problems of the future. This conversation illustrated
the government agencies' perspective on the type of problems
both current and future college presidents should be prepared
to handle.

Clearly, a major concern for the Ministry is to harness
the rapid growth of the colleges into a systematic expansion
of services. Apparently the college presidents have enjoyed
the challenge and opportunity that this rapid growth has
provided. The questionnaire aspect of the study indicates
that the presidents find the challenge and the opportunity
more rewarding.

One civil servant explained,

> "Including apprenticeship training,
> we have 85,000 full-time students
> and nearly 500,000 part-time students.
> Half of those (part-time students) are
> credit, half are non-credit. We have
> this year 145,000 applications, 90,000
> actual individuals. Application to

> more than one college or program
> accounts for the difference. There
> are 40,000 positions, first year, a
> 50,000 difference. Now if you take
> out the students that will go to
> university, those going out to work
> and those who will not qualify and
> return to secondary schools, you are
> probably talking about 15 to 20,000
> who are not going to be able to go
> to college."

To adequately match the limited resources to the demands for increased service is a challenging and difficult task. Presidents must make decisions on the allocation of available resources and more importantly on what programs to eliminate because of unavailable resources. The data obtained from the questionnaire aspect of the study did not fully support these comments. According to the response to the questionnaire, 13.3% of the presidents considered finances as their most common obstacle.

The Ontario colleges operate on an activity based funding mechanism which is under review. Basically, the more student activity generated by a college, the more revenue that is received from the provincial treasury. During the period of unlimited funds and growth, this system seemed to work well. Now with limited resources, the ministry and the college presidents must develop a new system.

One of the respondents explained,

> "It is an activity based funding system.
> They've had forty-four meetings over a
> three and a half year period and ident-
> ified the general principles of the

> (new) funding mechanism but it is
> not ready for implementation. There
> is still nine months to a years' work
> to be done. The problem is the funding
> mechanism that's been defined on an
> activity base, does not take into con-
> sideration the fact that there is
> limited funds available to the system.
> Well, we got two percent last year,
> increase, I suspect we get around five
> percent, this one coming. With five
> percent the funding mechanism will
> never become free floating. The one
> thing that is not going to happen is,
> we are not going to hurt the small
> colleges. See if we look at the free
> floating aspect the way it sits right
> now, we could destroy some of the
> smaller colleges. We are not going
> to do that. We are going to give
> them (small colleges) base guarantee
> of five percent or six percent."

Regardless of the eventual funding mechanism that is decided, the colleges will be required to work with a scarcity of funds. Coupled with increased numbers of students demanding training, some difficult decisions will have to be made.

Presidents

When asked to comment on the obstacles facing college presidents, one of the civil servants talked about the colleges' collective "difficulty in accepting change." He suggested the presidents need the insight to develop and the ability to adapt new delivery methods within the colleges, agressively.

> "The success the college had experienc-
> ed in the past was attributed to the
> flexibility of the colleges. The
> ability to change will be needed if

the system is to cope with the future.
The chief executive officers of these
colleges must be alert to the possib-
ility of the unexpected and have open
minds to cope with the inevitability
of change."

The response by the presidents to the questionnaire

differed with these comments. According to data obtained

from the questionnaire, 33.3% of the presidents found some

form of bureaucratic inefficiency as their most common

obstacle.

The colleges have developed an elaborate system of

advisory groups. These groups advise the design, content

and objectives of programs of instruction. These advisory

groups have been successful in keeping the colleges inform-

ed as to the changing needs of business and industry.

"Active advisory systems have been the
key to our success. For example, the
colleges are working with micro com-
puters and the use of plastics for the
automotive industry."

To be successful the college must be sensitive to the

needs of the community. In addition, the colleges are very

visible to the community and must appear to be responding to

public needs. It was suggested that "the colleges are some-

times compared to industry which is not fair." The colleges

do not prepare a profit and loss statement and the final

product is not tangible. The college president must be an

astute politician aware of the colleges "naked visibility"

and have the knowledge and ability to make decisions about

meeting the future needs of the community. Although
vulnerable to public criticism, if the colleges meet com-
munity needs by continuing to be flexible, the success of
the colleges can be assured. These comments are supported
by data obtained from the questionnaire, which indicates
that all the presidents belong to community organizations
and that they would like to spend more time on community
affairs.

A sincere optimism was maintained throughout the inter-
view based on the insistance that the future of the C.A.A.T.
system was bright. The system would continue to grow into
the 1980's along with the financial concerns. New programs
would be developed and the placement of college graduates
would remain high. The future employment prospect was
optimistically predicted. The colleges may lose some pro-
grams but little concern was given to the encroachment by
universities. These comments were supported by comments
made during the interviews with the college presidents.

Preparation of Presidents

Much of the discussion revolved around the components
that went into a successful college president. Although
they are not responsible for the appointment of the president,
their perspective provides insight into the preparation and
qualities required of college presidents. The need for a
strong formal education was recognized but they were non-

committal as to the amount and level. Data from the questionnaire indicated sixty-five percent of the presidents had successfully completed graduate training. They contended that a strength of the Ontario college presidency was the diversity of the incumbents' education saying;

> "There should be no single route to the presidency. We have a wide diversification of education. We have one president who has a background in the aerospace industry."

Although diversification was emphasized and specific education was not identified, it was evident that the presidents should have educational and administrative training. A typical comment was, "of course they should know something about education and administration." Data obtained from the questionnaire supported these comments finding the experience and education of the incumbent to be widely diversified with the presidents indicating administrative training to be mandatory for presidential success.

It was interesting that when asked if a college president needed teaching experience, they answered in the negative. They commented that it would be beneficial, but in their opinion, teaching experience was not mandatory. Data obtained from the questionnaire indicated forty percent of the presidents did not have full-time teaching experience.

One respondent summarized,

> "Limited teaching experience would be
> helpful but an otherwise competent
> individual should not be held back
> because of a lack of it."

They commented that an excess amount of time spent teaching would deter one from developing the necessary administrative skills needed to perform successfully as a college president.

In addition to limited teaching experience, it was suggested that college presidents needed training and experience at other senior administrative levels.

> "The many skills required by college
> presidents can be developed and nurt-
> ured on the way to the chief executive
> offices . . . (presidents) need to
> work in administration, building and
> finance, personnel and with their
> deans. Experience along the way in
> these matters is helpful."

The need for administrative experience was presented as probably the most important aspect in the preparation of college presidents. Data obtained from the questionnaire and the interviews with the presidents supported these comments. The diversity of administrative background was cited as beneficial. Both college presidents receiving administrative experience in the college system, and college

presidents receiving their administrative experience in industry external to the college system, was encouraged. It was felt that presidents who have worked in industry bring with them skills that can be readily adapted to the college system. No preference to particular type of experience was highly recommended. Data from the questionnaire indicated that eighty percent of the incumbents had educational experience before assuming the presidency.

They were asked for their recommendations on how one should prepare for the presidency and for suggestions for additional training for the incumbents. It was suggested that any responsible chief executive can not afford to quit learning. College presidents must continue to learn and that is done by reading, attending conferences and formal education. One of the interviewees had just completed a Master of Arts degree which was presented as an example of his commitment to continuing education. Data obtained from the presidents indicate that all the presidents have continued their education since assuming the presidency. It also indicated that thirty percent of the presidents did not think they needed additional training.

Many techniques in management science are being developed and continuous learning is required if we are to keep abreast. A summer school for college presidents and administrators was suggested as one possibility for training.

Another suggestion was that an aspiring college admin-
istrator would benefit from spending a sabbatical year
working with the Council of Regents or the Ministry of
Education. College employees have been assigned to the
Ministry in the past and this arrangement has been success-
ful. The rotation of college administrators among positions
and colleges was suggested as having potential benefit. All
of the suggestions centered around the need for administrative
training specific to the college system.

They were asked if they held or could recommend a phil-
osophy of education for the college president. Although
independently recorded, their response was almost identical.
They felt that the college presidents should develop a global
philosophy with a mutual dependency among all the colleges.
A composite philosophy of education obtained from interviews
with the presidents was less administratively oriented and
more student directed.

This collegiate philosophy of Messrs. Williams and Adams
was based on care and concern for all the colleges within the
C.A.A.T. system. The noble purpose of the colleges are more
significant than the needs and desires of any one college.
The college presidents need to be able to conceptualize from
the point of view of all the colleges, not from their individ-
ual college needs.

Each interviewee was asked to suggest the five most
important qualifications of successful presidents. The five

qualifications were recorded to give their perspective on what aspiring college presidents should be attempting to develop through their preparation. There was some duplication in their answers which accounts for the variation in numbers. Leadership, administrative abilities, interpersonal skills, integrity, political perspective, diplomacy, vision, team-player and empathy for education were suggested as the most important qualities of college presidents. Data obtained from the questionnaire and the interviews with the presidents supported these comments. According to the presidents, important qualifications were experience, intelligence and education.

Selection of Presidents

The board of governors of each college is responsible for the selection and appointment of their college president. Although Messrs. Williams and Adams do not have a direct input with the selection process, they provided some insight as to the general procedure and offered some recommendations.

A search committee comprised of college governors is usually assigned the task of finding a new president. How they go about the search is unique to each college.

One respondent explained,

> "Each board is responsible for the selection of a president and they all do it a little differently. There are no rigid suggestions, it is a community function."

They felt the unique approach to the selection of a president was acceptable since each college was unique to itself. They had no recommendations for improving the selection process and seemed to prefer to leave the responsibility in the hands of the governors. It is interesting to note that according to the data obtained from the questionnaire, two of the presidents were selected without a search committee but by the outgoing president and the chairman of the board. A search committee was involved in the selection of the other presidents.

One of those interviewed had some personal comments as the composition of the search committee. He strongly felt that the confidentiality of the candidates must be assured. He challenges the inclusion of a faculty member and a student on the search committee. The candidate may be looking in more than one place for a position and he may not have informed his former employer of his intention. The confidentiality of a candidates application may be jeopardized if the membership of the search committee is extended beyond board members. These comments were supported by data obtained from the presidents. Over one-half of the presidents were selected by a committee without the help of faculty or students and during the interviews, some of the presidents made similar comments.

It was recommended that the search committee employ a consultant when looking for a new president. A consultant can save the search committee time and expense by screening

and recommending suitable candidates to the search com-
mittee. The needs of the colleges at the specific time
in its development should be conveyed to the consultant and
candidates best meeting those needs should be sought.

They were asked if a uniform job description existed
from which the board of governors could set their criteria.

One answered by saying,

> "There is no canned job description
> other than the ones designed by (the)
> Hay (Consulting Firm)."

Boards are required to select a president without a
definate job description. A job description is in existence
which was designed only for the purpose of determining salary.
Some individual colleges do have job descriptions, but those
interviewed generally felt the objectives of the colleges
were the presidents' job description. According to data
obtained from the questionnaire, five presidents do not have
a job description, although the rest do.

They were asked to comment if the lobbying of a president-
ial candidate had any significant effect on the final selection.
They both felt that candidates could do very little to in-
fluence the decision other than be informed about the part-
icular college and be visible in the college community. One
interviewee volunteered that he had been occasionally con-
tacted by the chairman of the board concerning a particular
candidate but he felt his opinions had little influence. He
also commented that he was contacted by some candidates con-
cerning information about a particular college but again

he felt he had little influence. These comments are supported from the data obtained from the presidents who claim to have taken no action in securing their positions other than being informed about the college.

They generally agreed that a candidate could do very little to influence the final selection of the presidential search committee other than be knowledgeable and visible.

One offered that once selected, the president should stay in office no longer than five to eight years.

CHAPTER V

SUMMARY AND CONCLUSION

Summary of the Study

The purpose of this study was to identify perceptions
of desirable professional qualifications and selection pro-
cedures held by Ontario college presidents. The absence
of research about the preparation and selection of Ontario
community college presidents resulted in the designing of
this study to obtain information from the presidents them-
selves and the governing body of the colleges. Questionnaires
and interviews were used to elicit information about percept-
ions of specific preparation and selection of college pres-
idents. From the questionnaires and interviews, information
was obtained on the characteristics and preparation of col-
lege presidents, the procedure used in their selection, and
the problems and responsibilities they encounter while in
office.

The population of all twenty-two Ontario C.A.A.T. pres-
idents were mailed questionnaires. The decision was reached
that the sample population should include the entire population
of twenty-two presidents since the size of the population
was not unreasonably large and would provide each president
with the opportunity to comment on his preparation and
selection.

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In addition, eight individuals involved with the colleges were selected to be interviewed. From the entire population of twenty-two college presidents, a sample of six was randomly selected to be interviewed. The Assistant Deputy Minister of College Affairs and Manpower Training Programs, who is responsible for vocational and apprenticeship education in the province of Ontario, and the Chairman of the Council of Regents which serves as the governing body for the Ontario community colleges were also interviewed. The interviews facilitated an indepth analysis of the research topic.

Questionnaires were mailed to all twenty-two presidents requesting the completed instrument to be returned within a designated period of time. Each president received; (1) a questionnaire, (2) a letter of introduction from Ron Doyle, president of Sault College, (3) an individually addressed letter explaining the purpose and significance of the study and (4) a stamped, pre-addressed return envelope. Twenty of the twenty-two presidents responded to the questionnaire providing a 90.90% return rate. Generally, the respondents completed the questionnaire accurately and thoroughly, leaving only minor portions incomplete.

Six presidents, chosen at random were interviewed. A structured lottery method was employed to ensure representation from the smaller northern Ontario colleges, the medium size southern Ontario colleges and the larger metropolitan colleges. Interviews were also conducted with two senior

civil servants involved with the colleges.

A semi-structured interview guide was developed to assure that the same topics were covered in each interview, while not precluding the introduction of new material.

All interviews were conducted by the researcher with the respondents, throughout the province. Each interview lasted from approximately one and one-half hours to two and one-half hours. Each interview was taped using forty-five minute cassettes and a portable cassette recorder.

Analysis of the data obtained from the questionnaire is presented in a descriptive format with contingency tables to display frequency and percentage scores. Data obtained from the interviews were transcribed on the appropriate section of the interview format. Some questions were answered with a single "yes" or "no" which were easily categorized. Other questions were answered in a variety of ways making categorization sometimes difficult. The opinion of those interviewed have been compiled and are displayed in table form. Reference was made to the data obtained from the questionnaire in support or opposition to the comments made during the interviews.

Major Findings

The major findings are discussed under the four major headings of; characteristics and preparation of presidents, problems and responsibilities of presidents, selection procedures for presidents, and college data 1978-79.

Characteristics and Preparation
of Presidents

Seventy percent of Ontario college presidents are over fifty years of age (mean age category fifty to fifty-four) and could conceivably retire during the next ten years. Thirty-five percent of the presidents have been in office since the inception of the C.A.A.T. system and another twenty-five percent of the presidents have come to office within the last year.

Eighty percent of the presidents had experience with another educational institution before assuming the presidency. Thirty-five percent of the presidents spent between twenty and twenty-six years in the work force before becoming a college president. The data gathered from the questionnaire and the interviews generally concluded that the experience the presidents had received contributed most to their success as college presidents. The experience varied greatly and the examples presented as meaningful often had taken place long before they had entered the college system.

Sixty percent of Ontario's presidents have had full-time teaching experience. Of the remaining forty percent, over one-half claimed to have had part-time teaching experience. The value of teaching experience was summarized by one president who said during an interview,

> "I don't think it (teaching experience)
> is essential but it certainly is good
> to have. Somewhere in your management,
> you need that strength, if you don't

> have it at the presidents level, you
> better have it at the deans' and chair-
> mens' level."

Twenty percent of Ontario college presidents have an earned doctorate and another forty-five percent have success- fully completed a formal education to the masters level. Data obtained from both the questionnaire and the interviews indicated that the presidents have a skeptical attitude to- wards the need for higher education although a need for a formal understanding of education was recognized.

All of the presidents claimed to have continued their education after completing their formal schooling. One pres- ident outlined his commitment to continuing education during an interview by saying,

> "I took summer courses, every year, for
> seventeen years. Some of those were in
> instructional areas, counselling, music,
> industrial arts which eventually led
> to the Masters of Education."

The presidents concluded that future presidents should be trained in the area of education and administration, have a high level of intelligence and ability and have been ex- posed to a variety of experience.

Problems and Responsibilities
of Presidents

Ontario community college presidents spend the majority of their time performing general administration tasks although they would prefer to spend less time on administrative tasks and spend more time building relationships with staff, faculty,

and students. This is exemplified by the following comment
made by a president during an interview who felt frustrated
because he was unable to spend more time developing relation-
ships.

> "The greatest stress I'm under is when I
> have to make lay-off decisions because
> I guess I have the sense that you are
> impacting on peoples lives . . . I guess
> the greatest moments of stress come
> about in those people decisions."

According to data obtained from the questionnaire and
the interviews, some form of bureaucratic inefficiency is the
most common obstacle encountered while performing their duties.
The presidents felt it was important to meet the growing educ-
ational needs with the limited resources available in an
orderly efficient manner. One president commented during an
interview;

> "It's becoming increasingly more important
> because as we go down the road, we are
> going to be in an area where we are
> fighting for declining resources. Tax
> payers, Proposition 13, we should be
> aware of that. It is important that
> we communicate to the people who are
> paying the bills."

Presidents spend approximately twenty percent of their
time away from campus, conducting college affairs. Presidents
are active in community affairs belonging to professional,
civic and social organizations.

The presidents enjoy the challenges and opportunities
provided by their positions but they are frustrated by the
paperwork and the meetings. The opportunity provided by the

the inverviews allowed the presidents to explain more
thoroughly their frustrations. During the interviews the
presidents explained their frustrations as being people
related in nature. The researcher found a sincere optimism
was maintained based on the insistance that the future of
the C.A.A.T. system was favorable. The system would continue
to grow into the 1980's with new programs being developed
and the placement of college graduates remaining high. During
an interview, one president said,

>"I look ahead and I find a real exciting
>future for the colleges. I'm not con-
>cerned about doom and gloom and all that
>stuff. We may not know it but we could
>have a tremendous impact."

Selection Procedures for Presidents

A presidential search committee was involved in the
appointment of ninety percent of Ontario college presidents.
In over half of the selection processes, faculty, students and
staff were not involved. Some of those interviewed felt that
faculty members and students should not be part of the select-
ion committee because the confidentiality of the candidates
may be jeopardized. One president elaborated during an
interview,

>"I wouldn't have applied for that job,
>if they phoned me and said we have a
>large search committee . . . there
>are several reservations, one is
>security of information."

Seventy percent of the respondents claimed not to have
taken any action to secure their appointment. Thirty percent

admitted to previously meeting with board members and to
visiting or studying the college before being interviewed.
The presidents did suggest that candidates should become
fully informed about the college. One president did admit
that he worked hard at preparing for his interview with the
board. He made a conscious effort to determine who was on
the board and the activities of the college. He studied
college documents, updating the multi-year plan and spoke
with the former president. Data obtained from the interviews
with governing officials suggested that presidential candidates
should be informed about the activities of the college al-
though lobbying by the candidates had little effect on the
eventual selection.

The presidents indicated that the primary interest of
search committees when searching for a new president should
be in the area of ability, experience, education and attitude.
It was cautioned that the selection process should be unique
to each college since their requirements and needs are also
unique.

When the presidents were asked if they were now entering
their career, would they aspire to become a college president,
seventy-five percent of the respondents indicated that they
would.

College Data 1978-79

The average Ontario community college operates on a
budget of $18.8 million, offers seventy-three full-time

programs and employes 294 full-time faculty members. The
average college serves 3,852 full-time students and 17,890
part-time students.

The total budget for the C.A.A.T. system could be est-
imated at $413.6 million according to information received
from individual college presidents. This information would
indicate the colleges offer 1,455 full-time programs, employ
6,474 full-time faculty members and serve 84,755 full-time
students and 393,580 part-time students.

The colleges will be larger in the next academic year
as was indicated by a college official during an interview,

> "Including apprenticeship training, we
> have 85,000 full-time students and
> nearly 500,000 part-time students
> . . . we have this year 145,000 ap-
> plications, 90,000 actual individuals,
> applications to more than one college
> or program account for the difference.
> There are 40,000 positions, first year,
> a 50,000 difference. Now if you take
> out the students that will go to
> university, those going out to work
> and those who will not qualify and
> return to secondary schools, you are
> probably talking about 15 to 20,000
> (students) who are not going to be
> able to go to college."

Data obtained from both the questionnaire and the inter-
views indicate, the colleges are enjoying a period of growth
while the majority of educational institutions in North
America are suffering from declining enrollments.

Discussion and Implication

Character and Preparation
of Presidents

It is apparent that a certain type of individual aspires to be and is successful as a college president. Presidents must be prepared for the isolation of the position, characteristic of all leadership positions in society. Presidents have great difficulties in finding suitable confidants on whom to test new ideas and discuss administrative uncertainties. As presidents are often perceived as all knowing, flawless leaders, the revelation of vulnerability is threatening.

Presidents must also have the character to be willing to absorb the hostility and misunderstanding of others during difficult times. Similarly, the reputation and popularity of the presidents dependent on the fortunes of the college. During good times the president is usually popular while during bad times the opposite is true.

Presidents must also have the character to be willing to accept the symbolic nature of their position. As the hostility directed towards a presidents' office is usually not personal, the presidents need to have the character to accept that the praise and appreciation that comes to a president may not be because of their qualities as human beings, but because of the office they occupy.

The nature of the position demands the character of a person who is willing to be scrutinized by the public.

Although the public nature of the position is apparently recognized by the presidents, it is interesting to note that four presidents chose not to disclose their salaries although it is a matter of public record.

From both the questionnaire and interviews it is evident that the presidents regarded successful experience as the most important factor in their preparation. The following statement by one president is representative of the general opinion of the college officials towards experience. He commented that the most important requisite of a potential college president was "demonstrated successful experience as a manager of human resources."

The study indicates that teaching experience is not mandatory for college presidents. It is the general opinion of college officials that teaching experience is a definite asset but an otherwise qualified person should not be held back because of a lack of classroom experience.

A skeptical attitude towards the needs for higher education was maintained by some of the presidents. Although sometimes skeptical, all the presidents recognized the need for a formal understanding of the educational process. Some presidents were desirous of additional training and all had participated in on-going training while in office.

Opinions and data gathered from this research and supported by similar studies in the United States would indicate that future presidents will attain a higher level of formal

education. As the role of the administrator becomes more complex, increasing levels of education have become evident. Other studies (Roberts 1968) have found higher levels of education for college presidents with notable trends towards increasing numbers of doctoral degrees.

Responsibilities and Problems
of Presidents

It could be summarized from the study that the presidents and the college system have been generally successful. The colleges have grown rapidly yet have been able to maintain a high level of placement for graduates. The colleges are becoming larger and more complex with the average college president being responsible for managing an $18.8 million operation.

It would appear that the greatest challenge for college presidents in the years ahead is to meet the increasing demands of students with a limited amount of resources. During a period of fiscal restraint, the college presidents do not have the financial resources to meet the steadily increasing enrollment. College presidents are forced to find new ways to allocate resources and to make some difficult decisions regarding priorities.

The presidents appear to be happy with their positions and indicate that they find the challenge most enjoyable. The presidents are most frustrated by the bureaucratic nature of their positions, yet they are forced to spend the majority of their time dealing with administrative detail.

The presidents seem to have developed their own style
of management unique to the needs of their colleges. The
administrative hierarchy is different in each college. The
responsibilities, accountability and titles of senior college
administrators apparently reflect the individual presidents
style and college needs. Although the Council of Regents
and Ministry of Education serve as centralizing provincial
agencies, the colleges have been able to maintain their in-
dividuality. The presidents were satisfied with the governing
process of the colleges, and this system of Board of Governors
and Council of Regents is apparently efficient.

The researcher found the college officials to have a
sincere optimism about the future of the C.A.A.T. system. It
was the general attitude that the 1980's would be the decade
of the Colleges of Applied Arts and Technology in Ontario.

Selection of Presidents

The selection of college presidents is unique to each
college. This uniqueness is regarded favorably by college
officials since each college needs a different type of
president.

A number of concerns were hinted at by the respondents
concerning the vulnerability of the present system. One
president commented on the chance involved when selecting a
president. The make-up of the board of governors and the
selection committee was of concern to him. The abilities,
knowledge, prejudices and capabilities of these individuals
left much to chance.

It seems the colleges would benefit from a general
guideline that could be adopted for their individual select-
ion needs. The guideline would not necessarily deminish the
uniqueness of the present system, but would add some credit-
ability to the entire process. The individuals charged with
the important task of choosing a president would benefit
from some direction on the process to be taken and the criteria
on which to make a decision. The college should be able to
reject the selection guidelines but they would benefit from
having the option of accepting and using certain methods and
techniques.

The researcher would also recommend that some form of
standardized evaluation be made available to college boards
and presidents. The board members could better fulfill their
mandate and the presidents would be more comfortable knowing
how their performance is perceived.

This standardized evaluation format would also assist as
a means of departure for unhappy and unproductive presidents.
The push and pull method that presently exists does not allow
for a smooth and comfortable means of departure.

Implications for Further Research

As very little research has been done on the Ontario
Colleges of Applied Arts and Technology, a study of this
nature raises a number of questions and issues as possible
topics for future research. Several possible areas that
could serve as a basis for developing future topics of

research are explained below.

1. The study revealed some concerns with the
   funding of colleges and an ambiguity of
   purpose. The colleges are being pressured
   to be more accountable during a period of
   increasing enrollment and fiscal restraint.
   With the colleges competing for scarce
   resources with other educational institut-
   ions and among themselves, would a clearly
   defined purpose assist with reducing cost
   and duplication of programs with universit-
   ies, colleges and secondary schools? Could
   funds be more equitably allocated with a
   clearly defined role and purpose for the
   colleges?

2. The study revealed that presidents have a
   wide variety of experience and education.
   The study also implied that the college
   system has benefitted from this variety of
   expertise. Besides the merit of this un-
   structured method of preparation, could the
   colleges benefit from training designed
   specifically for college administrators in
   Ontario? Could training be designed for
   all aspirants of college administration and
   what would this training be? Once appointed,
   would college presidents benefit from some
   form of common training? Would members of
   college board of governors benefit from
   standardized training?

3. The study revealed that each president em-
   ployed different strategies of management.
   Could the colleges benefit from a compara-
   tive study of different strategies of

management? How efficient are the college
presidents and what improvement could be
made in their methods of management? Could
the colleges benefit from a comparative
study of administrative systems used by
colleges and techniques and methods em-
ployed? Could guidelines be developed to
assist presidents in making decisions con-
cerning the allocation of resources?

4. The political role of the college presidents
   was an apparent theme throughout the study.
   It would be interesting to assess the political
   relationship and success of individual college
   presidents with the Ministry of Education and
   the Council of Regents. Do metro presidents
   have more political clout because of their
   proximity to the Ministry of Education? Are
   presidents with political moxy more success-
   ful? What are the political strategies of
   the president?

5. The study identified a lack of uniformity in
   the selection of college presidents in
   Ontario. Although the needs of the individ-
   ual colleges are different, would not the
   C.A.A.T. system benefit from a general selection
   model with established criteria? With a general
   guideline, would the Board of Governors be more
   efficient in selecting college presidents?

APPENDICES

APPENDIX A

LETTERS OF EXPLANATION AND INTRODUCTION AND QUESTIONNAIRE

May 14, 1979.

Dear

　　As a doctoral candidate in the Department of Administ-
ration and Higher Education at Michigan State University,
I am conducting research into the preparation and selection
of community college presidents in Ontario.

　　The research I propose incorporates an attempt to
identify the training of C.A.A.T. Presidents in relation
to the actual role performed. Because so little has been
done in this direction, I must rely heavily on your willing-
ness to participate in this research. I assure you of
complete confidentiality and have hopes of providing you and
your successors with some meaningful data and findings.

　　Enclosed please find a questionnaire and a letter of
introduction from Mr. Ron Doyle, President of the Sault
College.

　　I appreciate your consideration and look forward to
receiving your completed questionnaire by June 1, 1979.

                                    Sincerely,

                                    Ralph Weeks,
Encls.   Doctoral Candidate.

THE
SAULT
COLLEGE OF APPLIED ARTS AND TECHNOLOGY

HUB OF THE GREAT LAKES   443 NORTHERN AVE., P.O.BOX 60, SAULT STE. MARIE, ONT., TEL. (705)949-2050

May 14, 1979

Dear Colleague:

Ralph Weeks, Chairman of our North Algoma Campus, in Wawa,
is a candidate for the Ph. D. degree in Higher Education
Administration at Michigan State University. Because of
his position and his involvement in administration at The
Sault College, he has developed a strong interest in
understanding the backgrounds and how Presidents prepared
themselves for their position. He is also interested in
pursuing how we were selected and against what criteria
(if we know).

Your participation in his study is crucial in making possible
its success. The resulting dissertation should be of signifi-
cant interest to all of us and he has promised to share the
results with all who participate.

Although Mr. Weeks will treat personal information about our
preparation and selection confidentially, he will provide,
in his report, an analysis of general practices within the
C.A.A.T. system. You will receive a personal copy of the
study.

I encourage you to participate in this timely study by com-
pleting his questionnaire at your earliest convenience. I
believe the paper has significant potential value in im-
proving our own understanding of our unique system and how
we might help others prepare for the position of President.

Sincerely,

Ron Doyle,
President

RD:dt

A. Presidential Data

   1) Age: Under 40   __   Salary Range: Under $40,000 __
           41-44   __   40,001-44,999 __
           45-49   __   45,000-49,999 __
           50-54   __   50,000-54,999 __
           55-60   __   55,000-59,999 __
           Over 60   __   Over 60,000   __

   2) Number of years in present position: _____ (Years)

   3) Previous positions:

(Employer)	(Title)	(Years)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

   4) Teaching experience:

(Level)	(Years)
_____	_____
_____	_____
_____	_____

   5) Highest level of educational achievement:

      High school graduate or less   _____
      Technical/Vocational training _____
        Specify _____
      University (Less than degree) _____
      University degree(s) _____
        Specify _____
      Graduate degree(s) _____
        Specify _____

   6) What professionally related training have you engaged in since you completed your formal education?

(Description)	(Institution)
_____	_____
_____	_____
_____	_____

   7) To perform your duties, what additional training/education would you have preferred? _____
_____
_____

8) What do you consider should be the preparation/ qualifications for college presidents in the decade ahead? (Rank in order, (a) being the most important)

a) _____

b) _____

c) _____

d) _____

e) _____

B. College Data

1) Number of different full-time programs offered by your college _____

2) Approximate number of full-time students in attendance _____

3) Approximate number of part-time students in attendance _____

4) Approximate number of faculty members _____

5) Approximate total college budget for 1978/79 _____

C. Presidential Responsibilities

1) Assign approximate percentages of time consumed by your most frequent activities

Actual		Ideal
_____%	General Administration	____%
_____	Community Relations	____
_____	Faculty/Program Development	____
_____	Student Relations	____
_____	Other - Specify _____	____
_____	_____	____
_____	_____	____
_____	_____	____
100%		100%

2) Approximately what percentage of your time is spent conducting college affairs away from campus? _____%

3) What is the most common obstacle/problem that you encounter while performing your duties? _____

_____

_____

4) In what professional or community activities do you participate?

    (Activity/Organization)   (Role/Responsibility)

_____   _____

_____   _____

_____   _____

_____   _____

5) What do you like about your current position?

Most _____

_____

_____

Least _____

_____

_____

D. Selection Procedure

1) Was a presidential search committee involved in your appointment?

Yes _____   No _____

Committee membership (i.e. faculty, student)

_____

_____

In your opinion was the committee a decisive factor in your appointment?

Yes _____   No _____

Undecided _____

2) Do you have a position description? Yes ____ No ____

How was it prepared? _____

_____

_____

3) What action did you take to secure your presidential appointment? (i.e. lobbying)

_____

_____

_____

4) What should be of primary interest to the search committee when looking for a new president? (Rank in order, (a) being most important)

a) _____

b) _____

c) _____

d) _____

e) _____

5) If you were now entering your career, would you aspire to become a college president?

Yes _____   No _____   Undecided ____

6) Would you be willing to be interviewed to elaborate on your preparation and selection as a community college president?

Yes _____   No _____

Thank you.

APPENDIX B

FOLLOW-UP LETTER

June 29, 1979.

Dear

     As a doctoral candidate in the Department of Administration and Higher Education at Michigan State University, I am conducting research into the preparation and selection of community college presidents in Ontario.

     Unfortunately, little research has been done on this subject, so I must rely heavily on your willingness to participate. A questionnaire was mailed to you in May but it has not been returned as of the above date.

     I ask that you give this matter a few minutes of your time. Hopefully with your co-operation, this research may be of some benefit to our system.

     Although the majority of the Ontario Presidents have returned their completed questionnaire, a 100% return is being sought. An additional questionnaire is enclosed if you have mislaid or did not receive the original.

     Your consideration is appreciated and I look forward to receiving your questionnaire.

Sincerely,

Ralph Weeks,
Encl.   Doctoral Candidate.

APPENDIX C
INTERVIEW FORMAT

INTERVIEW GUIDE - PRESIDENTS AND GOVERNMENT OFFICIALS

Introduction

1. Purpose of the interview

   To research preparation and selection of college presidents.

   To use questionnaires and personal interviews to obtain the data.

   (Presidents interviewed were randomly selected)

2. Confidentiality

   Interviewees will be identified but matters discussed will not be attributed to any one individual

   Requests to omit information from being reported will be respected

3. Recording

   In addition to note-taking, the initial portion of the interview will be recorded, if permitted.

   Tapes will be erased on completion of research.

Presidential Data

1. Personal

   What is the general route (education, experience) used by presidents in preparing themselves for the position? What additional training would presidents prefer? Are the presidents generally content with their responsibility and role? What are the problems facing presidents today? What are the five most important qualifications of presidents?

2. College

   What are the problems facing the colleges today?

   What should the colleges be concerned with regarding the future?

Strategies Employed by Presidents

1. Strategy

   What are the management styles and administrative techniques employed by presidents?

   How do the presidents perceive the political nature of their duties?

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APPENDIX D
COMPILATION OF RESPONSES
IN INTERVIEWS

APPENDIX

COMPILATION OF SAMPLE GROUPS' RESPONSE

IN SEMI-STRUCTURED INTERVIEWS

The interviewees' opinions have been compiled for each
area being investigated. The questions, as presented,
indicate the general topics discussed. The response has
been categorized and is displayed in the following charts.

Perceptions of Problems for the Colleges
of Applied Arts and Technology

1. Question: Do you think the proposed change to the fin-
ancial formula will be beneficial to the
colleges?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	No - Change formula will be harmful			
b)	Yes - Change provides opportunity for improvement	2		2
	Yes - Change encouraged but small colleges must be protected	4	2	6

2. Question: Are the colleges in need of major curriculum
changes?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	No - Curriculum adequate	1		1
b)	Yes - Colleges must maintain flexibility (desperately needed)	4	2	6
		1		1

3. Question: What are your general impressions on the
              future of the Ontario college system?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	Pessimistic			
b)	Optimistic	6	2	8

Perception of Problems for Presidents of
the Colleges of Applied Arts and Technology

1. Question: What are the major causes of stress for the
              president?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	Isolation of position	2		2
b)	Final accountability of position	1	1	1
c)	Necessity to deal with variety of personalities	3	1	4
d)	Discharge and lay-off of employees	2		2
e)	College history	2		2

Note: Interviewees indicated more than one area of concern

2. Question: Do the presidents have a considerable amount
              of power within the colleges?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	Major power			
	Determing/Directing	1		1
	Choosing employees	1		1

b) Minor power

Response			
Influence/Consensus	1	1	2
Preceived/Not substanciated	2		2

c) No opinion   1   1   2

3. Question: Is there concern about the political relation-
ship between the boards of governors and the
colleges?

Response	President n = 6	Government Officials n = 2	Total n = 8
a) No concerns - general satis- faction	2	2	4
b) Too little involve- ment by governors in college affairs	1		1
Too much involvement by governors in col- lege affairs	1		1
Must educate gover- nors as to their role	2		2

Perceptions of Desirable Experience for Presidents of the
Colleges of Applied Arts and Technology

1. Question: How important is administrative experience
to the success of college presidents?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Most important	6	2	8
b) Not important			

2. Question: How important is teaching experience to the
success of college presidents?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Crucial/mandatory	1		1
b) Helpful but not mandatory	3		3
c) Unimportant	2	2	4

3. Question: What are the five most important qualifications of successful college presidents?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Basic intelligence	6		6
b) General education	6	2	8
c) Administrative experience	6	2	8
d) Presentability	3		3
e) Humility/morality	4	2	6
f) Knowledge of college system	1		1
g) Flexibility	2	2	4
h) Risk-taker	2	1	3
i) Teaching experience	1		1
j) Team player		2	2

Note: Interviews indicated various numbers of qualifications

Perceptions of Desirable Education for Presidents of the Colleges of Applied Arts and Technology

1. Question: What level of formal education have presidents attained?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Baccalaureate degree	2		2
b) Graduate degree	1		1
c) Education beyond the masters level (Serious effort to- wards Ph.D.)	3		3
d) Not applicable		2	2

2. Question: Have presidents continued their education through part-time and informal methods

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Formal part-time and summer studies	2		2
b) Informal studies, conferences, travel, reading, etc.	4		4
c) Not applicable		2	2

3. Question: What additional training would presidents benefit from?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) General liberal arts	2		2
b) Communication skills	1	1	2
c) Education and learn- ing theories	2	2	4
d) Legal/collective bargaining	3		3
e) College systems	1		1

Note: Interviewees indicated more than one area in need of additional training

Perceptions of How Presidents Administer Colleges

1. Question: What are the management styles used by
               college presidents?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Horizontal/team-work as opposed to hierarchical	2	2	4
b) Controlled participation	2		2
c) Pragmatic	1		1
d) Political survival	1		1

2. Question: Does the spouse of the college president have
               a participative role to play in college
               affairs?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Yes	3	1	4
b) No	2		2
c) Single/Widow/etc.	1		1
d) No comment		1	1

3. Question: What are the philosophies of education held by
               the college presidents?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) To meet selected student needs	2		2
b) To enhance quality of life	2		2
c) Flexibility/continuously maturing	2		2
d) Global - Concern for system not individual colleges		2	2

Perceptions of the Selection Procedure for College Presidents

1. Question: Do presidents actively seek office and does their activity effect the eventual selection?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) No-Presidents do not actively seek office	3		3
b) Yes-Presidents do actively seek office, and they effect outcome	2		2
c) Yes-Presidents do actively seek office but they do not effect the outcome	1	2	3

2. Question: Should faculty members, students and staff be involved in the selection of a college president?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Yes	2		2
b) No	3	2	5
c) Uncertain	1		1

3. Question: Do presidents set conditions upon acceptance of position?

Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a) Yes	1		1
b) No	5	1	6
c) No comment		1	1

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4. Question: What are the major concerns involving a
              presidential selection?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	Confidentiality must be main- tained	5	1	6
b)	Responsibility of search committee must be clearly established	1	1	1

5. Question: Should selection process of college presidents
   be unique to each college?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	Yes	6	2	8
b)	No			

6. Question: Would interviewees desire a copy of this
              research when completed?

	Response	Presidents n = 6	Government Officials n = 2	Total n = 8
a)	Yes	6	2	8
b)	No			

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FOOTNOTES

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