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THE TASKS OF SELECT MICHIGAN COMMUNITY
COLLEGE PRESIDENTS AND HOW THE IMPORTANCE OF
TASK PERFORMANCE VARIES AS A FUNCTION OF
DIFFERENT STRUCTURAL CHARACTERISTICS OF THE
COMMUNITY COLLEGE.

MICHIGAN STATE UNIVERSITY, PH.D., 1979

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1979

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By

Rodger James Eckhardt

A DISSERTATION

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ABSTRACT

THE TASKS OF SELECT MICHIGAN COMMUNITY COLLEGE PRESIDENTS AND HOW THE IMPORTANCE OF TASK PERFORMANCE VARIES AS A FUNCTION OF DIFFERENT STRUCTURAL CHARACTERISTICS OF THE COMMUNITY COLLEGE

By

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Purpose: In this descriptive study the researcher identifies the tasks performed by select Michigan community college presidents and determines how the importance of task performance varies with such structural differences as number of full-time equated students, number of total faculty, number of full-time administrators, length of the presidents' term in office and the duration of the collective bargaining agreement.

Method of Research: A questionnaire containing 156 task statements and a list of twelve open questions were developed and used as the data-gathering instruments during standardized interviews. The instruments were administered to community college presidents who were randomly selected as a stratified sample representing large, medium and small colleges.

Conclusions:

1. There were twenty-seven tasks performed by all of the college presidents which governing boards, administration/leadership

training institutions and potential presidential candidates can focus in their hiring and training criteria.

2. An institution's presidential needs will vary somewhat according to its size.

3. Noting that the total number of tasks performed mutually by the presidents in the various strata were not directly proportional to size, regardless of how measured, it can be concluded that factors in addition to size have influence on task performance and/or their importance.

4. The more presidential experience, the greater the amount of task delegation. Presidents with more experience are more likely to depend upon their administrators for task performance.

5. If a governing board is seeking to employ a president who will delegate more often they should select a person with experience as a president.

6. Governing boards, administrations and faculties should strive for long-term collective bargaining agreements in an effort to alleviate the detrimental effects of collective bargaining on presidential task performance.

7. Governing boards and institutions of higher education should stress the importance of collective bargaining when employing and training a community college president.

8. Twenty-seven tasks were accomplished by all six presidents through a combination of performance and administration. It can be predicted with assurance that certain tasks will be accomplished by community college presidents if viewed under similar conditions as

noted in this study.

9. Twenty-four tasks were not accomplished by any president, neither through performance nor administration. It can be predicted with assurance that certain tasks, accomplished within a college setting, will not be accomplished by the community college president, if viewed under similar conditions as noted in this study.

10. The movement of the presidential role toward a management orientation has learning implications for presidential candidates, teaching implications for administration/leadership training institutions and implications for governing boards regarding presidential expectancies.

11. Presidents are moving away from collegiality. Faculties in Michigan community colleges should anticipate less voice in institutional governance.

12. Governing boards concerned with excessive top administrative turn-over must nurture harmony with their presidents.

13. Presidents interested in job security must nurture harmony with their governing boards.

14. If a board wishes to present a specific image, it should look for a president who has the personal characteristics conducive to presenting that desired image to the community.

15. A president from a larger community college has greater freedom of choice in task selection than a president from a smaller college.

16. A presidential candidate who perceives the most tasks to be important will likely perform the most tasks himself and delegate

less.

17. Presidential background and interests are important factors affecting task performance; therefore, governing boards should explore and weigh these factors to predict where a president will tend to focus his/her attention and efforts.

18. Presidential task performance is strongly influenced by the governing boards.

Acknowledgements

I extend my sincere appreciation to Dr. O. Donald Meaders who served as major advisor and committee chairman for this study, replacing Dr. Rex E. Ray who, although unable to complete the assignment, headed me in the right direction. Dr. Meaders gave generously of his time in assisting me to make, what I believe to be, a worthwhile contribution to post secondary education.

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Lastly, and most importantly, I am grateful to my wife, Eleanor, whose encouragement, support and personal sacrifices enabled me to pursue my studies. To our children; John, Rebecca, Mathew and Elizabeth, I express my gratitude for their understanding and love, even when--"Sorry, not today. Daddy has to study."

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CHAPTER 1

THE PROBLEM

Introduction

How involved are the community college presidents in all areas of the college operation? Succinctly, what tasks are performed by the Michigan community college presidents and which tasks do the presidents perceive as being most important? Does the importance of task performance vary with such structural differences as the number of full-time administrators, the length of the president's term in office and the duration of the collective bargaining agreement?

Statement of the Problem

The absence of objective information about the task performance of Michigan community college presidents results in possible misinformation for decision-making by those persons charged with the responsibility for employment and training of people to fill presidential positions.

There are many forces which have great impact upon the Michigan community college president during the performance of his duties. External forces, such as national and state legislation; State Department of Education mandates and policies; inflation; national, state and local economies; state manpower needs; and local community needs and desires, together with the internal forces, such as collective bargaining; institutional policies and procedures; and administrative effectiveness

and efficiency have great impact upon staff morale, staff harmony, instructional excellence and the public's concept of the institution.

The number of studies which explore the role of the community college president is not impressive. Furthermore, the informational needs of Michigan for 1978 have not been met because the studies were neither specifically addressed to Michigan nor did they provide an analysis of the community college presidency. "The amount of knowledge presently known about the presidency is analogous to an iceberg in that there is more in the realm of the unknown than in the known."¹ This lack of knowledge allows for the prevalence of distorted or false perceptions about the nature of the presidents' work.

Some college presidents have at times wondered about their determination to become a president because, once they achieved their goal, they found that what they were doing was entirely different from what they had anticipated doing as a president.

The exact nature of the president's job has not always been fully understood by the membership of presidential search committees faced with the task of recommending the appointment of a new college president. It is likely that this aspect of a presidential appointment may have received only a cursory overview, or at best, consideration based upon very questionable data.

Colleges and universities have the responsibility of providing training for administrators on all levels including top managers. The data available to these institutions of higher education must be

¹Angelo C. Gilli, Sr., Community Junior College Presidency: An Inquiry (Pennsylvania State University Department of Vocational Education, 1976), p. 1.

relevant, thorough and up-to-date.

Background

One of the most notable developments in post-secondary education during the 1960's and 1970's has been the growth of the two-year community colleges nurtured by "the same democratic concept of public concern that gave rise to the American high school."² In Michigan there are twenty-nine community colleges and they have been defined by the state legislature in the following way:

A community college means an educational institution providing primarily for all persons above the twelfth grade age level and primarily for those within commuting distance, collegiate and non-collegiate level education programs which may result in granting of diplomas and certificates including those known as associate degrees but not including baccalaureate or higher degrees.³

In Michigan, "The community/junior colleges serve approximately fifty percent of all students enrolled in public-supported colleges and universities."⁴ In 1978 the twenty-nine community colleges in the State of Michigan were governed by a board of trustees or boards of education. See Appendix A for a map of Michigan and the location of the twenty-nine community colleges.

During the 1960's the number of community colleges increased greatly on the American post-secondary scene and Michigan was no exception. The year of charter for all Michigan community colleges is

²Milton K. Reimer, "Areas of Concern for Comprehensive Community Colleges," School and Society IC (January 1971): 47.

³Michigan Community College Act, Act 331, Public Acts of 1966, Section 105.

⁴State of Michigan, Executive Budget Fiscal Year 1977-78, p. K 34.

TABLE 1.1

STRUCTURAL CHARACTERISTICS OF TWENTY-NINE MICHIGAN COMMUNITY COLLEGES

Community College Name	Rank by Full- Year Equated Students	Total Numbers			President's Tenure in Years	Duration of Collective Bargaining Agreement	Year of College Charter
		Full- Year Equated Students	Full- Time Adminis- trators	Full and Part- Time Faculty			
Wayne County	1	12,900	44	919	6	3 yrs.	1968
Macomb County	2	12,434	64	NR*	2	4 yrs.	1953
Oakland	3	10,555	31	595	vacant	2 yrs.	1964
Lansing	4	9,163	83	990	20	NA**	1957
Henry Ford	5	7,906	37	746	5	1 yr.	1938
Delta	6	6,074	40	428	13	1 yr.	1957
Grand Rapids	7	5,694	21	382	2.5	3 yrs.	1914
Charles Stewart Mott	8	5,513	NR	NR	7	3 yrs.	1923
Schoolcraft	9	4,929	39	379	6	2 yrs.	1961
Jackson	10	4,271	33	477	5.5	NR	1928
Washtenaw	11	3,772	32	360	2.5	2 yrs.	1965
Kalamazoo Valley	12	3,206	24	219	10	3 yrs.	1966
Muskegon	13	2,913	21	178	0.5	2 yrs.	1926
Kellogg	14	2,713	20	254	10	1 yr.	1956
St. Clair County	15	2,462	30	183	7	2 yrs.	1923
Highland Park	16	2,302	19	NR	5	NA	1918
Northwestern Michigan	17	2,080	25	154	4	1 yr.	1951
Lake Michigan	18	1,742	20	230	10	1 yr.	1946
Alpena	19	1,353	17	122	0	3 yrs.	1952
Monroe County	20	1,339	20	109	12.5	3 yrs.	1964
Southwestern Michigan	21	1,325	15	126	6	NA	1964
Mid-Michigan	22	1,044	22	98	11	3 yrs.	1965
Kirtland	23	1,043	7	99	0	4 yrs.	1966

TABLE 1.1-Continued

Community College Name	Rank by Full- Year Equated Students	Total Numbers			President's Tenure in Years	Duration of Collective Bargaining Agreement	Year of College Charter
		Full- Year Equated Students	Full- Time Adminis- trators	Full and Part- Time Faculty			
Gogebic	24	1,016	16	77	1	3 yrs.	1932
Bay de Noc	25	939	13	81	6	1 yr.	1962
Montcalm	26	880	14	63	6	3 yrs.	1965
North Central Michigan	27	873	8	85	19	1 yr.	1958
West Shore	28	756	21	54	10	1 yr.	1967
Glen Oaks	29	705	14	89	1	2 yrs.	1965
TOTAL	29	111,903	750+	7497+	--	--	--

SOURCE FOR FULL-YEAR EQUATED STUDENTS AND YEAR OF COLLEGE CHARTER: Michigan Community College Association, 1977-78 Directory of Michigan Community Colleges, A Directory Compiled by the Michigan Community College Association (Lansing: Michigan Community College Association, 1977), p. 3.

SOURCE FOR FULL-TIME ADMINISTRATORS AND TOTAL FACULTY: Michigan Community College Association, A Special Report on 1977-78 Administrator Salaries Within Public Community Colleges, A Report Prepared by the Michigan Community College Association (Lansing: Michigan Community College Association, December, 1977).

SOURCE FOR PRESIDENT'S TENURE IN OFFICE: Michigan Community College Association for 1977-78 Academic Year.

TABLE 1.1-Continued

SOURCE FOR DURATION OF COLLECTIVE BARGAINING AGREEMENT: Michigan Community College Association, An Analysis of 1977-78 Faculty Contracts in Michigan Community Colleges, A special report prepared by the Michigan Community College Association (Lansing: Michigan Community College Association, 1977), p. 3.

SOURCE FOR LANSING COMMUNITY COLLEGE FULL-TIME ADMINISTRATORS: 1976-78 Lansing Community College Catalog.

*NR = Not Reported.

**NA = No Agreement for the 1977-78 Academic Year

indicated in Table 1.1. Grand Rapids Junior College was established in 1914, while, on the other hand, Wayne County Community College, the last to be chartered, and already the largest, was chartered in 1968. Michigan had six of these institutions before 1930.⁵ It may be noted in Table 1.1 that in 1978 all of the colleges had been in existence for at least ten years, allowing for even the youngest college to reach a stage of maturity.

Many common measures of community college size can be identified. Three of these measures were applicable to Michigan and were used in this study: enrollments; number of administrators; and the number of faculty. The Full-Year Equated Students (FYES) ranged from a low of 705 to a high of 12,900 students.⁶ One full-year equated student was the equivalent to one student who completed thirty-one semester hours of work in one academic year. The number of full-time administrators ranged from seven to sixty-four administrators and the number of full-time and part-time faculty ranged from fifty-four to 990 faculty.⁷

In Table 1.1 it is noted that the college presidents had varying years of tenure in the positions they held at the time of the study. Four of the college presidents had tenure of eleven years or more and seventeen had tenure of six years or less. According to

⁵Michigan Community College Association, 1977-78 Directory of Michigan Community Colleges, A Directory compiled by the Michigan Community College Association (Lansing: Michigan Community College Association, 1977), p. 3.

⁶Act, 1966, p. K 36.

⁷Michigan Community College Association, A Special Report on 1977-78 Administrator Salaries Within Michigan's Public Community Colleges, A Report Prepared by the Michigan Community College Association (Lansing: Michigan Community College Association, December, 1977).

Stoutenburg, it had been established that the Michigan community college president can expect to serve in the office of president at one institution an average of seven years.⁸ The mean for the presidents in office was 6.8 years.

Twenty-three of the twenty-nine community colleges reporting effective dates of contract indicated that they had some form of unionization. Six colleges showed no provision for a bargaining unit affiliation with a state and/or national bargaining unit such as the Michigan Education Association (MEA), National Education Association (NEA), Michigan Association of Higher Education (MAHE), or American Federation of Teachers (AFT). Nevertheless, all colleges functioned within a framework of policies and procedures established by their respective boards. In those colleges which actively engaged in collective bargaining the collective bargaining agreement gave an added dimension to the guidelines of organizational conduct. The researcher notes in Table 1.1 that bargaining took place from every year to every four years.⁹

In Michigan, the community college president was maintained in his position or terminated from it by the board of trustees or board of education in control of each particular community college. All of Michigan's community college presidents were male. Traditionally,

⁸ Interview with Dr. Herbert Stoutenburg, Assistant Secretary, Michigan Community College Association, Lansing, Michigan, 5 January 1978.

⁹ Michigan Community College Association, An Analysis of 1977-78 Faculty Contracts in Michigan Community Colleges, A special report prepared by the Michigan Community College Association (Lansing: Michigan Community College Association, 1977), p. 3.

they have been, simultaneously, professional leaders of the administration and faculty, as well as the executive officers of the board of trustees.

The president has often found himself in an unenviable position when these various groups or individuals have held contradictory expectations for his behavior. Therefore, he has simultaneously attempted to be sensitive and responsive to the needs of the board, administrators, faculty, students, special interest groups (such as business and industry), and the community. All of these groups, and individuals within these groups, vie for the president's attention and place demands upon him which are often in conflict and, consequently, of great concern to him. Furthermore, the president has a professional self-image, a set of self-expectations which guides his actions and which may add to the difficulty in satisfying his subordinates and relevant others.

The demands and needs that a president chooses to address may very well directly affect his credibility or lack of it and may help establish his image as a college president which will, it is assumed, affect his tenure.

The author has noted during his fourteen years of work in four Michigan community colleges, in roles as a part-time and full-time instructor and as a full-time administrator, that some presidents appeared to be very involved in the day-to-day management of the institution while other presidents seemed to focus almost totally on community relations and legislative concerns with primary emphasis on "selling" the college's programs and services. Some presidents seemed to emphasize liberal arts as the primary area of instruction while

other presidents appeared to place greater emphasis on vocational/technical education and still others, very diligently, sought an appropriate balance necessary to satisfy the post/secondary education needs of the community, which has been the community college's primary reason for existence.

What the president does may very well be attributed to the president's perception of the job itself, his philosophy of education, or his interests and expertise which may, in fact, lay at the foundation of the president's philosophy.

Many educators have overheard their community college president either in private or to a large audience, exclaim that "The buck stops here!" This phrase, unfortunately, has often been misinterpreted or, at best, misunderstood by the president's subordinates. In reality, the president may simply be trying to reassure the staff that the ultimate responsibility for results, or lack thereof, is the president's. If "the buck" does stop with the president, his professional preparation and philosophy are extremely important. Therefore, it would appear that a president with a vocational/technical background, having experienced both liberal arts and technical education in his educational endeavors, would be an asset to a community college which has a major responsibility for providing vocational/technical education. A working knowledge and supportive philosophy of vocational/technical education is especially valuable to a community college in the areas of: budget development/approval; staffing; collective bargaining; marketing all college programs; liaison with the legislature in seeking state and federal monies for program support; and the evaluation of the college's service.

Need for the Study

The Michigan community college presidents must address themselves to the external and internal forces which affect their institutions. A comprehensive and reliable source of information, which describes the work accomplished by a variety of presidents, could be used as a reference tool by the presidents when they have questions relative to job performance. Being cognizant of other presidents' task performance and the degree of importance placed upon those tasks, would be extremely helpful to a president's increased understanding of the position of president. Failure to completely understand what one must do may lead to frustration resulting in inappropriate behavior and conflict.

Lopez expounded upon the importance of a manager having an accurate role perception. To support his arguments he referred to a study by Porter and Lawler in which it was found that performance depended upon both the amount of effort expended and upon whether or not the effort was correctly applied. It was found that mediocre performance often resulted from inaccurate role perceptions. Lopez continued:

To find the answer to the question, "Can he become an effective manager?" we therefore have to know what it takes to be one; and, to know what it takes to be one, we must first know what a manager is expected to do.¹⁰

Persons aspiring to the position of community college president, have found it extremely difficult to locate career information which reveals the tasks performed by those currently employed in said

¹⁰Felix M. Lopez, The Making of a Manager (New York: American Management Association, 1970), p.p. 55-60.

positions. This study may be used, by those considering such a position, as a comprehensive briefing on the work performed by the Michigan community college president.

The selection of a Michigan community college president may very well end as a popularity contest or result in the most persuasive candidate convincing the uninformed presidential search committee that he or she can perform best as president when, in actuality, he or she may be the most ill-equipped. The results of this study should be of value to boards in selecting a new college president because it provides information on the "what must be done" aspects of the job.

This study also should be of value to the various colleges of education in Michigan, Michigan universities which have graduate programs in educational leadership and administration of higher education, and similar programs intended to develop leadership skills. It should also be useful to colleges and universities engaged in in-service programs and seminars intended to update incumbent presidents.

Purpose of the Study

The researcher's purpose in this study was to identify the tasks performed by Michigan community college presidents and to determine how the importance of task performance varies as a function of different structural characteristics of the community college. These research activities when accomplished would provide some basis for:

1. improving the criteria by which community college presidents are hired;
2. updating the curricula by which administrators and other

college leaders are trained and presidents upgraded;

3. providing career information by which administrators are guided and

4. expanding upon the knowledge available by which presidents conduct their everyday activity.

More specifically, the researcher attempts to provide answers to the following questions:

1. Which tasks are performed by select Michigan community college presidents?

2. Will the perceived importance of the tasks performed vary with the size of the institution, as measured in Full-Year Equated Students (FYES)?

3. Will the perceived importance of the tasks performed vary with the number of full-time administrators?

4. Will the perceived importance of the tasks performed vary with the number of total faculty?

5. Will the perceived importance of the tasks performed vary with the length of the president's term in office? and

6. Will the perceived importance of the tasks performed vary with the duration of the collective bargaining agreement?

Assumptions

Certain basic assumptions were incorporated into this study.

It was assumed that, when given the list of tasks, the presidents would be capable of identifying those tasks which they performed as community college presidents over a period of one year and that they would report honestly in the presence of the interviewer. It was further assumed

that the presidents were capable of identifying other tasks performed that were not listed.

Limitations

The scope of this study was limited to six public two-year Michigan Community Colleges. The study excludes all other colleges and universities both public and private.

The applicability of this study to presidents of community colleges in other states is not necessarily unreasonable; however, application should be made only following a careful review and comparison of the external and internal forces affecting Michigan's community colleges and those of an institution in another state before making any generalizations.

The validity of this study was dependent upon the accuracy of the responses provided to the questions on a written questionnaire and the open questions posed by the researcher during a personal interview.

Definitions

Bargaining Agent. An association or union that is named as the exclusive representative for all of the people covered or who will be covered by the Master Agreement.¹¹

Board of Trustees. A board of publicly elected officials from within the college district, who meet regularly, whose responsibility it is to provide for the college's overall well-being and to insure that the college works toward serving the educational needs of the

¹¹Michigan Education Association, Negotiation Terms and Definitions, Office of Professional Negotiations, (Lansing: Michigan Education Association, undated).

community. The board also ratifies collective bargaining agreements and other outside contracts, requests and levies tax support monies, approves the budget and approves staff appointments.

Collective Bargaining. The process by which teachers, through their designated representatives, negotiate with the Board of Trustees or Board of Education, through its designated representative(s), with reference to salary, working conditions, and other matters of interest to the negotiating parties.¹²

Community College. An educational institution providing primarily for all persons above the twelfth grade age level and primarily for those within commuting distance, collegiate and non-collegiate level education including area vocational education programs which may result in granting of diplomas and certificates including those known as associate degrees, but not including baccalaureate or higher degrees.

Full Year Equated Student. A standardized method of equating the number of credits generated by all students enrolled in courses during an academic year with the typical number of credits one student would earn during one year of study. Thirty-one credits equate to one FYES for community colleges operating on a semester basis, thirty-six for colleges on a trimester basis, and 46.5 for colleges on a quarter or term basis.¹³

¹²American Association of School Administrators, The School Administrator and Negotiator, (Washington: AASA, 1968), p. 77.

¹³Andrew Mazzara, "Role Expectations of the Office of Dean of Occupational Education in Michigan Public Community Colleges as Viewed by Incumbents and Relevant Others," (Ph.D. dissertation, Michigan State University, 1977), p. 13.

Frequency. The rate of occurrence.¹⁴

Full-Time Administrator. A person assigned duties and responsibilities normally associated with the functions of management, excluded from teacher or non-professional staff collective bargaining units because of the local collective bargaining agreement or a Michigan Employment Relations Commission ruling and employed at least thirty-two hours per week for a minimum of forty weeks.

Grievance. A claim by any member of the bargaining unit or the bargaining agent that there has been a misinterpretation or misapplication of the Master Agreement or any other rule, order, or policy of the board.¹⁵

Importance. Significance or worth to the respondent.

Michigan Public Community College. A two-year college located within the geographical territory of the State of Michigan, supervised and controlled by locally elected boards, and eligible for state financial aid appropriated by the Michigan legislature.¹⁶

Non-Teaching Faculty. Those professional employees who serve in a non-teaching capacity without being designated as administrators, such as counselors and librarians.

President. The chief executive officer of the community college who reports directly to the locally elected Board of Trustees or Board of Education.

¹⁴John A. Daenzer, "The Frequency and Significance of Tasks Performed by State Staff in Business and Distributive Education," (Ph.D. dissertation, Michigan State University, 1976), p. 9.

¹⁵Administrators, Negotiators, p. 77.

¹⁶Mazzara, Role, p. 13.

Role. A set of expectations applied to a position incumbent, the community college president in this case.

Role Conflict. An incumbent's awareness that he is confronted with incompatible expectations for his behavior.

Task. The work to be done; a piece of work; a duty.¹⁷

Task Cluster. Related tasks categorized under the same general heading.

Total Faculty. Both part-time and full-time instructors.

¹⁷Daenzer, Tasks, p. 11.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter contains a report on the literature related to the community college presidency which was reviewed. Based upon this review, the community college presidents': (1) position was defined; (2) role was described; (3) perception of self and relevant others was revealed and (4) the task-related research was denoted.

A number of studies about other top management positions, not dealing specifically with the position of community college president, were selected for inclusion in the review of the literature. These studies added further insight into the expectancies and problems facing the president and were aids in describing the nature of this top administrative/management position.

The Presidency: Defined

The General School Laws for the State of Michigan outline the general duties and powers of the Board of Trustees of the Michigan community colleges as they relate to the appointment of the president:

The board of trustees may: contract with, appoint and employ a suitable person, not a member of the board, as administrator or director of the community college, who shall possess at least an earned bachelor's degree from a college acceptable to the state board of education and be the possessor of or be eligible for a teacher's certificate or have educational qualifications equivalent thereto in accordance with standards determined by the state board of education or have an earned doctor's degree from an accredited

college or university, and who shall hold his office for a term fixed by the board, not to exceed five years, who shall perform such duties as the board may determine and who shall make reports in writing to the board of trustees and to the department of education annually or oftener if required in regard to all matters pertaining to the educational interests of the community college district; . . .¹

Roland, in his 1953 survey of administrative heads of 191 junior colleges, found that all presidents responding to the survey held at least a bachelor's degree and that approximately 60 percent had held other college administrative positions before attaining the position of president.²

In his 1969 research on the junior college president, Roueche noted that junior colleges were opening at the rate of more than one per week and that the demand for presidents had reached 100 per year. His profile of the president indicated that: 1) 44 percent possessed doctorate degrees; 2) they generally ranged in age between 50 and 53 years of age; 3) the majority of presidents come from the junior college field; and 4) about 16 percent come from senior colleges and universities. In 1969, the junior college presidents were older than their predecessors, better educated and had more junior college and higher education experience.³

The two year college president's role, Gilli said, "is most

¹ State of Michigan. General School Laws. Prepared by the Legislative Service Bureau for the State Board of Education. Lansing, Michigan: Michigan Department of Management and Budget, State Record and Publication Center, 389.124 Sec 124a., 1977.

² Leo J. Roland, "Professional Preparation of Junior College Administrators," Junior College Journal XXIV (October 1953) 73-79.

³ John E. Roueche. The Junior College President (University of California; Los Angeles: ERIC Document Reproduction Service, ED 022 430, 1968), pp. 1-4.

often created, filled, and vacated by order of (or pressure from) 'the governing board' (commonly known as trustees or regents in most places)."⁴ Gilli further defined the president as the person responsible for the establishment of the school's goals for administering and operating the college, for establishing and maintaining an optimal environment for learning, for decision-making and other aspects of school governance, for setting the image, pace and style of the institution, for disseminating information, for defining clear-cut, well understood roles for staff, for resolving conflicts, for establishing sound public relations and for administering constant institutional evaluation.⁵ Gilli concluded:

He has to simultaneously devote his attention to structures and processes within the institution and be able to blend them so as to successfully encourage adaptations to a continuing array of challenges."⁶

Norton, in 1953, attempted to determine criteria for the certification of junior college instructors and administrators.⁷ Opinions of junior college educators, junior college administrators, and state department specialists concluded that there were a number of essential items that should be required for certification of both administrators and faculty. Some items included were: good moral

⁴Angelo C. Gilli, Sr., The Community Junior College Presidency: An Inquiry (University Park, Pennsylvania: The Pennsylvania State University Department of Vocational Education, 1976) , p. 1.

⁵Ibid., pp. 13-23.

⁶Ibid., pp. 15-16.

⁷David Lawrence Norton, "A Plan for Certification of Public Junior College Instructors and Administrators of Public Junior Colleges in the United States" (Ph.D. dissertation, University of Texas, 1953), pp. 167-170.

character; evidence of a good general education; evidence of mental maturity and stability; good health and understanding of the purposes of education in American democracy.

Administrators, Managers and Leaders

Community college presidents have been described as administrators, managers and leaders. Administration, management and leadership roles were therefore reviewed.

Superintendents have also been described as administrators, managers and leaders.

Moore believes that a candidate for the position of superintendent should be an individual with whom the board can work comfortably and with confidence. He suggested that, in a candidate, performance precedes prestige in importance, although both are desirable. He also surmised that an able administrator is usually wanted more than an educational leader; however, if it turns out that the candidate has leadership qualities as well, it is fortunate. In some instances an agent for change may be a prime consideration, especially in situations where drastic changes in direction seem warranted.⁸

Leavitt maintained that a manager operates "from a power position within a pyramidal structure."⁹ He has authority, yet he functions in a system that is dependent while appearing to be independent.

⁸Samuel A. Moore II, "So We're Looking for a New Superintendent," Michigan School Board Journal, XX (March 1973): 12-13.

⁹Harold J. Leavitt, Managerial Psychology, 3d ed. (Chicago: University of Chicago Press, 1972), p. 244.

Moore referred to administrators as "professional mercenaries"¹⁰ because they are "hired leaders for the organization" without direct ownership. He also said that the administrator "is vested with power in the organization for the express purpose of making policy operational."¹¹

Perrow stated that management has become increasingly complex. For example, in the mid-nineteenth century, desired leadership qualities included "industry, arrangement, calculation, prudence, punctuality, and perserverance".¹² A list from the year 1918 names "intelligence, ability, enthusiasm, honesty, and fairness".¹³ Ten years later lists had gone further. "The leader should be worthy of his authority, eager to acquire new information, willing to learn from subordinates, anxious to see them develop, able to take criticism and acknowledge mistakes."¹⁴ Training to acquire these qualities was also mentioned, rather than inheritance.

Shrope had this to say about leaders: "People who can see a problem, state it clearly, and offer intelligent, attractive solutions to it become leaders at home, at school, at work, and in the larger society as well. They are also better able to evaluate the positions

¹⁰Samuel A. Moore II, "Machiavelli Has A White Hat Too!" Michigan Journal of Secondary Education VIII (Winter 1967): 27-28.

¹¹Ibid.

¹²Charles Perrow, Complex Organizations (Chicago: Scott Foresman & Company, 1972), p. 70.

¹³Ibid.

¹⁴Ibid.

others take on issues that concern them."¹⁵

Toffler defined a leader as a person with a "vast amount of imagination, energy and skill to spread a futuristic movement."¹⁶

For a leader leads when he:

1. Induces social change to alter the future in specific ways he influences change.
2. Generates images of the future with better forecasting techniques which will help us pursue our goals.
3. Asks questions having to do with time and knowledge. . . and
4. Focuses on possible, probable, and/or preferable futures.¹⁷

According to Hughes and Achilles, the supervisor, rather than creating change, must facilitate change. Change requires adaption and diffusion. Adopting a change requires several stages; awareness, interest, evaluation, trial and adoption. To facilitate change in the educational setting, the supervisor must decide where the schools (teachers, administrators, etc.) are in the process and remove hindrances to the next step and develop strategies to assist an orderly progression.¹⁸

Jennings wrote that leaders "are viewed as essential in that they formulate theories, policies, and ideals that give direction and character to an age and their presence and character help to define the character of society. The quality of their contribution is such that history is

¹⁵Wayne Austin Shrope, Speaking and Listening (New York: Harcourt, Brace & World, Inc., 1970), p. 141.

¹⁶Alvin Toffler, The Futurists (New York: Random House, Inc., 1972), p. 4.

¹⁷Ibid.

¹⁸L. W. Hughes and C. M. Achilles, "The Supervisor as a Change Agent," Educational Leadership XXVII (May 1971): 840-843.

substantially changed."¹⁹ The educational leader must be skilled at "planning, organizing, leading and controlling."²⁰ In The Mobile Manager, Jennings said, "In a mobile world, a good manager is one who can produce managers."²¹

Sayles referred to three studies dealing with actual behavior of managers; one by Burns of the United Kingdom, one by Pondy at Columbia and the other by Walker, Guest and Turner at Yale. A common element of all confirms, according to Sayles, that management is working with and through other people.²²

Mintzberg synthesized research findings in a description of ten roles that seemed to describe the essential content of all manager's jobs.

Interpersonal Roles

Figurehead
Leader
Liaison

Informational Roles

Monitor
Disseminator
Spokesman

¹⁹Eugene E. Jennings, An Anatomy of Leadership (New York: McGraw-Hill Book Company, 1972), p. 8.

²⁰Eugene E. Jennings, The Executive in Crisis (New York: McGraw-Hill Book Company, 1965), p. 205.

²¹Eugene E. Jennings, The Mobile Manager (New York: McGraw-Hill Book Company, 1967), p. 66.

²²L. R. Sayles, Managerial Behavior (New York: McGraw-Hill Book Company, 1964), pp. 33-45.

Decisional Roles

Entrepreneur
 Disturbance handler
 Resource allocator
 Negotiator²³

Drucker compared a manager to an orchestra conductor.

The manager has the task of creating a true whole that is larger than the sum of its parts, a productive entity that turns out more than the sum of the resources put into it. One analogy is the conductor of a symphony orchestra, through whose effort, vision and leadership individual instrumental parts, that are so much noise by themselves, become the living whole of music. But the conductor has the composer's score; he is only interpreter. The manager is both composer and conductor.²⁴

E. Mayo cited three persistent managerial problems in large-scale industry:

1. The application of science and technical skill to some material good or product.
2. The systematic ordering of operations.
3. The organization of teamwork--that is of sustained cooperation.²⁵

The third problem was, he believed, almost totally ignored. The first two were for effectiveness, but the third for efficiency; therefore, the good manager could not deny it proper attention.²⁶ The experimental efforts to improve all three resulted in greater output, but Mayo concluded that it was this study "that first enabled us to assert that the third major preoccupation of management must be

²³Henry Mintzberg, The Nature of Managerial Work (New York: Harper & Row, 1973), p. 59.

²⁴Peter F. Drucker, The Practice of Management (New York: Harper & Row, 1954), pp. 341-342.

²⁵E. Mayo, "Hawthorne and the Western Electric Company," in Organization Theory, ed. D. S. Pugh (London: Penguin Books, 1971), p. 215.

²⁶*Ibid.*, pp. 215-228.

that of organizing teamwork, that is to say, of developing and sustaining cooperation."²⁷

Tannenbaum and Schmidt discussed the question on how a manager should lead his organization. They wrote:

The successful leader is one who is keenly aware of those forces which are most relevant to his behavior at any given time. He accurately understands himself, the individuals and group he is dealing with, and the company and broader social environment in which he operates. And certainly he is able to assess the present readiness for growth of his subordinates.

The authors continued:

The successful leader is one who is able to behave appropriately in the light of these perceptions. If direction is in order, he is able to direct, if considerable participative freedom is called for, he is able to provide such freedom.²⁸

Tannenbaum and Schmidt concluded that the successful manager of people is neither strong, weak nor permissive, but rather is adept at assessing the forces which determine what would be his most appropriate behavior at any given time and then being able to act accordingly. For an insightful and flexible manager, leadership problems are less likely to present a dilemma.²⁹

Bernthal, in 1970, examined various types of organizational leadership and concluded that in a task-oriented system, the leaders role cannot be generalized in narrow terms with titles such as decision-maker, director and controller, problem solver, inspirer, communicator or with any other simple function title. Conversely,

²⁷Ibid., p. 229.

²⁸Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review LI (May-June 1973): 168.

²⁹Ibid.

the role can be better described in terms such as: articulating the organization's mission; vying for and securing resources for the organization; realistically assessing environmental forces or constraints; providing internal coordination; conflict resolution; and representing the organization to its constituency. His style is neither authoritarian or democratic, but rather flexible and adaptive. He must correctly assess the forces in himself, in the organization and in the environment and respond appropriately to them.

Bernthal concluded that the administrator is neither strong nor weak, but he is an integral part of a complex social system, in which his primary purpose is to integrate productively both human and non-human resources into an organization working toward a common goal.³⁰

Boles and Davenport devoted an entire book to the various aspects of leadership. They stated that administrative positions are a locus for leadership and that essentials for administering are authority or power, operating within limits. Essentials for leading are influence or authority, status, structure, social exchange and flexibility, while important ingredients include persuasiveness and language mastery.³¹

It was believed by the above authors that "chief executive" and "leader" are not synonymous; that leadership is not a prerogative

³⁰Wilmar F. Bernthal, "Organizational Leadership: Some Conceptual Models," Paper presented at Mountain-Plains Institute for new presidents of community colleges, Scottsdale, Arizona, 5 May 1969.

³¹Harold W. Boles and James A. Davenport, Introduction to Educational Leadership (New York: Harper and Row, 1975), pp. 138-151.

of any individual due to personality or position, nor is it a collectivity of persons.³² They also stated that leadership is a process.³³ Therefore, it is comprised of actions and administering. Leadership, then, occurs where the "essentials of leading and of administering are present and does not occur where some of those essentials are missing. The process can occur only where there are people whose motivations impel them to lead, since leadership is expected of persons who hold positions of headship . . ."³⁴ But, it cannot occur unless others are disposed to be led because it is an "interactional" process.³⁵ "The actions aim at the goals of innovating and meeting individuals' needs."³⁶

Boals and Davenport also stated that the expectations for the role of leader include a leader who takes the initiative, has a "preferred outcome,"³⁷ maintains the organization by assisting members to fulfill those needs that resulted in their joining the organization, endures stress, behaves consistently in some style and assumes responsibility for the greatest share of risk.³⁸ The educational leader was described as a unique individual who serves four groups of people; the learners, those who work in the organization he heads,

³²Ibid., p. 153.

³³Ibid.

³⁴Ibid., p. 138.

³⁵Ibid., p. 225.

³⁶Ibid., p. 138.

³⁷Ibid., p. 15.

³⁸Ibid.

those who provide jobs for the learners and the patrons who pay the bills. All these groups must be satisfied to a degree they find acceptable. The educational leader needs, as well, a philosophy of learning rather than one of schooling.³⁹ He helps people to understand their social environment such as understanding the relationship of expectations to goals, accountability, values, objectives and the philosophy of the institution they represent. The authors believed that an educational leader should also emphasize more and better developed policies without too many restrictions.

Moore maintained that great institutions require in the presidency both leadership and administration, which calls for a special, unique person.⁴⁰ Unfortunately, the president who is this kind of a person creates "dissonance with the status quo"⁴¹ requiring that, eventually, he make an untimely departure. Therefore, "leaders are leavers."⁴² Chosen to lead, they find that, in actuality, only administrators are wanted.

Fiedler, during a symposium held to commemorate the 50th anniversary of the original Hawthorne studies was asked the question, "What do we know about leadership?" He indicated that:

1. Leadership is not a trait or characteristic of a particular leader but the characteristics of people in a particular group.
2. Leadership is attained by people who have the abilities which group members see as necessary to attain their goal.

³⁹Ibid., pp. 340-356.

⁴⁰Samuel A. Moore II, "Leaders Are Leavers," The Journal of General Education XX (January 1969): 291-296.

⁴¹Ibid., p. 296.

⁴²Ibid.

3. It is the group's outstanding performance that makes an outstanding leader.

4. One cannot talk about a 'good' or 'bad' leader because it all depends on the situation he finds himself in.

5. Any good leadership theory must take care of the interaction between personality and leadership situation as well as the effect of changes on the leader.

Fiedler, in trying to explain the performance and behavior of leaders under varying conditions, used two groups of leaders. One he called "task-motivated" and the other he called "relationship-motivated" (the contingency model).

The task-motivated leader is more concerned about getting the tasks accomplished and when he feels that he has achieved that, then he could be charming and considerate in his relationships with his co-workers.

The relationship-motivated leader needs the inter-personal relationships and the support of his co-workers. This type of leader will also seek the admiration of his superiors and will often neglect his subordinates.⁴³

Prentice's intent was to provide a greater understanding of leadership. He wrote as follows:

Attempts to analyze leadership tend to fail because the would-be analyst misconceives his task. He usually does not study leadership at all. Instead he studies popularity, power, showmanship, or wisdom in long-range planning. Some leaders have these things, but they are not of the essence of leadership.

Leadership is the accomplishment of a goal through the direction of human assistants. The man who successfully marshals his human collaborators to achieve particular ends is a leader. A great leader is one who can do so day after day, and year after year, in a wide variety of circumstances.

⁴³Fred Edward Fiedler, "New Concepts for the Management of Managers," in Man and Work in Society, ed. Eugene Louis Cass and Frederick G. Zimmer (New York: Van Nostrand Reinhold Company, 1975), pp. 207-219.

His unique achievement is a human and social one which stems from his understanding of his fellow workers and the relationship of their individual goals that he must carry out.⁴⁴

The role of the chief executive officer in universities and senior colleges with membership in the Southern Association of Colleges and Schools was examined by Massey in 1969. He concluded that:

1. Private incumbents report the sources of influence exerting substantial pressure upon the institution to be accrediting organizations, groups of faculty and groups of students.

2. Public incumbents state that the sources of influence exerting substantial pressure upon the institution to be accrediting agencies, agencies of state government and faculty groups.

3. The major barriers preventing the chief executive from fulfilling his responsibilities, as he felt they should be fulfilled, are time taken by administrative detail, lack of competent administrators, insufficient faculty and lack of competence among the faculty.⁴⁵

Massey found that the chief executive believes that he should assume the role of leader, take the initiative and lead members of the governing board. Further, the chief executive can be illustrated as a fund-raiser and public relations person and is more a business executive than an intellectual leader. Massey noted that size was a big factor with regard to the different types of problems, but had an effect on the intensity of the problems.⁴⁶

Goodner, in 1974, offered a checklist for top administrators consisting of basic ingredients for successful leadership. The checklist included: frequent communication among staff; systematic

⁴⁴W. C. H. Prentice, "Understanding Leadership," Harvard Business Review XXXIX (September-October 1961): 143.

⁴⁵James William Massey, "The Role of the Chief Executive in Universities and Senior Colleges Which are Members of the Southern Association of Colleges and Schools" (Ph.D. dissertation, University of Mississippi, 1969), p. 128-131.

⁴⁶Ibid., p. 97.

decision making; problem identification; comprehension of goals by all staff and resourceful use of finances.⁴⁷

Brickell had this to say about a leader:

"A leader anticipates future trends and events--according to my definition--alerts school personnel to current problems and opportunities; stimulates them to act; and defends them against unfair outside attack."⁴⁸

The Community College President
as Administrator, Manager and Leader

Cosand, in 1975, listed effectiveness in listening, planning and research, effectiveness in delegating responsibility, personal integrity and consistency as necessities for a community college president to provide strong leadership.⁴⁹ The president, he said, has to cope with both internal and external forces including the board, other administrators, the faculty and the students. In addition, the community, local and state politicians, business, industry, labor, the professions and the media offer continuous problems of differing complexities with which the president must deal.

Corcoran reported the results, which were better than expected,

⁴⁶Ibid., p. 97.

⁴⁷Jack Goodner, "A Checklist for Top Administrators," College Management IX (May 1974): 24-28.

⁴⁸Henry M. Brickell, "What to Look for in a Good Graduate School," Paper presented at National EPD 552 Seminar, Atlantic City, New Jersey, 2 December 1977.

⁴⁹Joseph P. Cosand and others, "A Community College President--What's That?" Paper (major address) presented at annual convention of American Association of Community and Junior Colleges, Seattle, Washington, 16 April 1975.

when the Seattle Community College District went without a chief executive for an extended period of time. For a forty-four month period a four-person committee substituted for a district president. Cost savings and general staff harmony were reported; however, there were losses in the areas of planning, grievance handling and accountability.⁵⁰

The community college chief executive sets the tone and pace as "mentor or educational leader,"⁵¹ says Vaughan. This tone and pace must encourage the educational development of all segments of the college. Vaughan, president of Piedmont, Virginia Community College, believed that as educational leader, the president must require professional development of faculty and administrators, that he set forth and try new ideas (accept risk,), think of his role in professional concepts and contribute to the field of knowledge concerning community colleges by way of publications and by participating in public speaking, such as forums at meetings. Furthermore, the president must always be ethical, particularly in regard to what the college promises, must remain abreast of federal and state rules and regulations, must present the total picture to the public, establish school communication in which pertinent information is disseminated readily and is easily available, "be sensitive to and sensitize"⁵² staff, students and public to changing trends which affect them, not permit himself to be buried in federal

⁵⁰George C. Corcoran, "The President Was A Committee," A G B Reports IXX (January-February 1977): 27-30.

⁵¹George B. Vaughan, "The President as Mentor," Community and Junior College Journal IIL (April 1978): 10-13.

⁵²Ibid., p. 12.

paperwork and must keep his primary focus on the educational process. This is what distinguishes a college president from a corporation or service agency manager.

"In contrast to his lot in the 'glory' years," McClenney, President of Eastfield College, Mesquite, Texas, said:

A community college president who is presently in touch with reality has been confronted with concerns about accountability, steady state conditions, retrenchment, consumerism, competition, loss of autonomy, government regulations, collective bargaining, attacks on traditional accreditation, court decisions, energy conservation, affirmative action, higher education spending, and faculty pessimism. The response to these realities has been to become 'management conscious' and to seek ways to cope with an uncertain future now that enrollment has leveled off.⁵³

McClenney further speculated about whether or not it was possible for a president, under the present circumstances, to lead. In any case, McClenney believed that concerns must switch from quantitative growth to qualitative improvement of the institution.⁵⁴ He also suggested that presidents assume a managerial role with skill development in "decision-making, problem-solving, team building, time management, conducting meetings, motivation and communications."⁵⁵

Harris, in 1975, reported what he believed to be some of the most important issues facing community college presidents.⁵⁶ Among them were finance and control, faculty unionism and trends in

⁵³Byron N. McClenney, "The President as Manager," Community and Junior College Journal IIL (April 1978): 26, 31-33.

⁵⁴Ibid., p. 33.

⁵⁵Ibid., p. 31.

⁵⁶Norman C. Harris, "What Are Community College Presidents Thinking About," University Innovator VI (March 1975): 1, 4-6.

administrative management.

Harris indicated that the public's declining enthusiasm for education and centralization, caused by state and federal financing and control, has led to a financial crisis and conflicted with the college's primary responsibility to serve local needs. Furthermore, collective bargaining has led to the end of collegiality, a closed administration, and a decreased sensitivity to serving the community's needs. He believed that the president's role has become that of manager and mediator.

Pray, in a 1975 report, indicated that community college presidents are faced with great problems, of such magnitude that the community colleges are failing to realize their potential.⁵⁷ He cited the following as examples of problems at the very highest level of policy and management decision making:

1. Publicly elected trustees are apt to have political allegiances.
2. Community college boards are usually too small to represent the range of talent and experience needed for constructing effective trustees supporting groups.
3. The small size of the boards prohibits committee work and forces the board to act as a committee of the whole, thereby wasting valuable board time.
4. The management duties of presidents and boards are not clearly delineated.

Greenfield, Chancellor of St. Louis Community College, speculated about the high presidential turn-over and led the reader to conclude that most resignations followed a crisis with the governing

⁵⁷Francis C. Pray. A New Look at Community College Boards of Trustees and Presidents and Their Relationships: Suggestions for Change (American Association of Community and Junior Colleges; Washington, D. C.: ERIC Document Reproduction Service, ED 105 951, 1975, p. 1.

boards, although faculty and budget problems led other presidents to resign. He conceded that intelligence and political wisdom are helpful to a president, but argued that "great" names are on the casualty lists. He believed hard work, plus luck may lead to longevity. Also, presidents who don't "rock the boat" too much keep their job.

In speculating why presidents stay on the job, Greenfield listed income, status and power for a purpose or purposes, small or great.⁵⁸

Rushing, in 1976, in his study of the changing role of the president, indicated that current community college presidents may expect intensified pressures in the areas of finance, governance, public confidence, employee's search for security, and governmental control brought about largely by a changing student market. Economic problems affecting the "open door" philosophy must be resolved. Presidential judgement will be required in this regard.

Rushing also suggested that the president can predict increased levels of governmental regulation, coordination, centralization, and control, with a concomitant increase in emphasis on governmental relations.⁵⁹

According to Wygal, President of Florida Junior College, "The development of the craft of manipulation is essential to the survival and strengthening of the 'man in the middle' as he presides over the

⁵⁸Richard K. Greenfield, "The President as Politician," Community and Junior College Journal IIL (April 1978): 34-36.

⁵⁹Joe B. Rushing, Changing Role of the Community College President in the Face of New Administrative Pressures (American Association of Community and Junior Colleges; Washington, D. C.: ERIC Document Reproduction Service, ED 128 038, 1976), pp. 1-63.

community college in the years ahead."⁶⁰ There will be times that the president must use the power of his office, but he warns against overdoing it.⁶¹

Howard Sims, President of Highland Community College in Illinois, spoke of the president as money manager. "The task of money management would be much easier" he says, "if it operated against a static back-drop."⁶² Since it does not, the wise money manager will interact:

. . .with state agency personnel and legislative bodies to help them make appropriate mechanical or mathematical adjustments to the variables within the funding formula. The designers should note that simple mathematical adjustments necessary within variables can save the trauma of 'inventing a new wheel' to turn out adequate resources.⁶³

Bickford, President at Prince George's Community College in Maine, stressed that the president's role as marketer is very important since monetary support is based on student enrollments. Student enrollment decline, older students, more part-time students, more minority and more female students will change the marketing plan which should now include reidentification of student needs, implementation of strategies to meet these needs and assessment of consumer satisfaction.⁶⁴

Stoke noted the following phenomenon:

⁶⁰Benjamin R. Wygal, "The President as Manipulator," Community and Junior College Journal IIL (April 1978): 8-9.

⁶¹Ibid., p. 9.

⁶²Howard D. Sims, "The President as Money Manager," Community and Junior College Journal IIL (April 1978): 20-24.

⁶³Ibid., p. 22.

⁶⁴Robert I. Bickford, "The President as Marketer," Community and Junior College Journal IIL (April 1978): 14-16.

The transformation of colleges and universities reflects itself in the position of their presidents, and has brought to that position men whose training, interests, and skills are far different from those of their predecessors. The college president as the Man of Learning has given way to the Man of Management, although the change has not taken place without strain and conflict.⁶⁵

In Cohen and Roueche's 1969 study, it was found that community college presidents seldom assume the responsibilities of educational leaders, but function mostly in the realm of administration. However, findings of the study covering documents, job descriptions of college presidents, policy statements and presidents' reports from 912 colleges, showed that at most junior colleges there are no formal definitions of a president's role or tasks.⁶⁶

Blocker, in 1961, stated that the chief administrator in a community college played the central role in equating the physical plant to educational needs.

He must secure and utilize the help of many different people, who, because of their dissimilar attitudes and points of view, can help plan a campus which will include both utility and aesthetic values.⁶⁷

In his sampling of college and university presidents throughout the United States, O'Connell found that the primary differences in presidential role emphases relate to the size of the institution, whether the institution is public or private, or whether the students

⁶⁵Harold W. Stoke, The American College President (New York: Harper & Brothers, 1959), p. 3.

⁶⁶Arthur M. Cohen and John E. Roueche. Institutional Administrator or Educational Leader? The Junior College President (University of California; Los Angeles: ERIC Document Reproduction Service, Ed 031 186, 1969), pp. 1-55.

⁶⁷Clyde E. Blocker, "The Role of the Administrator in Community College Planning,": Junior College Journal XXXI (February 1961): 330.

served are commuters or residential.

Five conclusions were reached by O'Connell respecting the roles of the president:

1. The president is a leader who formulates purposes for institution and who communicates those purposes to the rest of the institution. He cannot expect to be a popular figure on campus.

2. The president is a manager concerned with the ways and means of getting the institution's job done.

3. The president is an energizer in that he acts as a catalytic agent for the institution's functioning. His personal energy has a direct relationship to the total energy of the institution.

4. The president is an envoy who represents the college/university to its outside or off-campus constituencies or publics. The envoy is responsible for public relations and fund raising. This role is often in conflict with the president's on-campus role, especially if too much time is devoted to it.

5. The president is the intellectual who must engender a respect for the life of the mind and for the advancement of human knowledge.⁶⁸

The President as Perceived by Self and Relevant Others

The community college president, according to Gilli, is simultaneously looked upon "by students, faculty, other administrators, trustees, business-industrial groups and the community at large as the college's agent to serve their respective needs and interests relative to the two-year college."⁶⁹ How he handles the often contradictory demands placed on the office has much to do with whether or not he is perceived as successful.

Role expectations of faculty and trustee groups for the community college president were examined by Upton in 1969. He

⁶⁸Thomas Edward O'Connell, "The Five Roles of the College or University President" (Ph.D. dissertation, University of Massachusetts, 1975).

⁶⁹Gilli, Presidency, p. 23.

concluded that: 1) faculty and board members differed significantly in specifying behavior expected of the president; 2) the greatest differences centered around how the primary responsibility for decision making should be divided within the college and 3) that the extent of conflict appeared to be related to intergroup differences in expectations for division of responsibility, to the size of the college and to faculty confidence in the organization's leadership.⁷⁰

Bailey indicated that four year institutions must give junior community colleges attention. Bailey, a former university president, believed that his inattention to them was one of his weaknesses that led to his downfall.⁷¹ Increased attention should improve the image of the junior community college and the status of its president.

In a study of the president's role at a select number of community junior colleges in seven midwestern states, Harms found that there was a significant difference in perception of the president's role among the presidents, the deans of instruction and the presidents of the faculty associations. However, it was agreed by the three groups that the most important responsibility of the president was to work with the board.⁷²

Stamm, in 1969, studied the role expectations of eighteen

⁷⁰John Hulme Upton, "Role Expectations of Faculty and Trustee Groups for the Community Junior College President and Relationships Between Intergroup Differences and Selected Criterion Variables" (Ph.D. dissertations, University of Michigan, 1969), pp. 184-187.

⁷¹Richard P. Bailey, "Confessions of a President Who Resigned," A G B Reports XVII (May-June 1975): 24-25.

⁷²John Nicholas Harms, "The President's Role in a Selected Number of Community Junior Colleges in Seven Midwestern States" (Ph.D. dissertation, Montana State University, 1975), p. 70-71.

California community junior college presidents and found that faculty were less impressed with how well presidents lived up to their expectations than they were with the presidents' actual behavior. He also found that the faculty, board presidents and deans did not differ significantly from the presidents in their expectations of the president's role.⁷³

Scott analyzed the role activities of presidents in Illinois public community colleges and found that the college president's perceived role activity expectations were different according to the perception of presidents, board members, administrators, faculty and students. He also found that college size and type appeared to have little significance when analyzing the role activities of the president.⁷⁴ (By "type of college" Scott meant location--rural or urban.)

Ronning, in 1973, studied the perceived leadership role behaviors of presidents of select, accredited private non-church affiliated colleges and universities, as observed by the academic vice-president, vice-president of business affairs, dean of students, chairman and vice-chairman of the board, chairman of the faculty council, faculty chairman of the local chapter of the American Association of University Professors and the president and secretary

⁷³Harlan Charles Stamm, "The Role Expectations of Eighteen California Community Junior College Presidents Comparative to Three Associative Reference Groups" (Ph.D. dissertations, New Mexico State University, Las Cruces, 1968), p. 114.

⁷⁴Thomas Richard Scott, "The Role of the Illinois Public Community College President and Recent Change Perceived by the President, the Board Member, the Administrator, the Faculty and the Student" (Ph.D. dissertation, Northern Illinois University, 1975).

of the student governing body.⁷⁵ Ronning discovered that the leadership role behaviors of the college presidents were perceived in a similar manner by the relevant others. The presidents were seen as conflict resolvers, the major college representatives to the community, their representatives to the board, the leaders of the institution and the persons who bring order to the system.

According to Cave, a crucial problem confronting school administrators involved in the throes of the new era of collective bargaining was how they may establish appropriate behavior patterns which will satisfy the expectations of both school board and teachers' organizations. To the degree that school administrators are able to establish a behavior pattern which is acceptable to both the school board and the teachers' organization, to that degree will the presence of conflict be minimized.⁷⁶

How the president views the role of the community college sheds some light on how he views his role.

In his research on the role of public junior colleges in Texas, as viewed by their presidents and board members, it was noted by Weynand that there appeared to be no single, all-inclusive or unifying role of the public junior colleges in Texas.⁷⁷ He concluded in his findings

⁷⁵Rolf Ondeck Ronning, "A Study of the Leadership Role Behaviors of the College Presidents at Selected Institutions of Higher Education in New York State" (Ph.D. dissertation, State University of New York at Albany, 1973), pp. 96-99.

⁷⁶David R. Cave, "A Critical Study of the Leader Behavior of School Administrators in Conflict with Teacher's Unions" (Ph.D. dissertation, Michigan State University, 1967), p. 3.

⁷⁷Jerome Francis Weynand, "The Role of Public Junior Colleges in Texas as Viewed by their Presidents and Board Members" (Ph.D. dissertation, University of Texas, 1963), p. 145.

that there were certain broad role features based on the consensus of respondents including: 1) servicing the educational needs of the local district by providing low-cost, post secondary education accessible to students at home; 2) adherence to no set pattern or stereotype of organization of programs because of individual community needs and 3) the favoring of additional local and state efforts to aid in the development of educational programs and facilities, as opposed to federal aid.

Mackey, with a fifteen item questionnaire in 1974, studied the administrative activities, related to decision making and communicating, of the chief executive officers (CEOs) of approximately 170 public community junior colleges.⁷⁸ He found that the CEOs perceived the activity areas connected with staff personnel, curriculum and instruction and community relations to be most important. Furthermore, Mackey reported that CEOs perceived future-oriented activities such as planning, budgeting and public relations to be more important than past-oriented activities.

Regarding CEO decision making, Mackey reported that: 1) vice-presidents/deans were first in influence on the president; 2) the governing board was second in influence; 3) the faculty were third in influence; 4) the division/department chairman were fourth in influence and 5) the students were lowest in influence.

Regarding CEO communicating activities, Mackey reported that keeping the organization informed and maintaining staff relations

⁷⁸Miles Danley Mackey, "Perceptions of Chief Executive Officers of Public Community Junior Colleges Regarding Selected Administrative Activities," (Ph.D. dissertation, Arizona State University, 1974), pp. 82-84.

were the most important activities.

Gilli concluded, as a result of his study of present and former presidents, that former presidents perceived themselves as having been more influential than present presidents.⁷⁹

Deloache found, in his study of faculty and presidents of seven junior colleges in Oklahoma, that presidents had higher expectations of the office than faculty members.⁸⁰

Task Related Research

In 1961, LaVire, University of Florida, in his doctoral dissertation, identified a list of eight major task clusters in which, he concluded, there was substantial agreement between state and national administrators. These were:

1. pupil personnel,
2. community-school leadership,
3. staff personnel,
4. school plant management,
5. school transportation,
6. school organization and structure,
7. school finance and business management and
8. curriculum development and instruction.⁸¹

Eisenbise, for his 1963 doctoral dissertation, studied the roles of community and junior college administrators in California and concluded that although clear-cut job descriptions for all employees was recommended by the administrators surveyed, there was gross overlapping

⁷⁹Gilli, Presidency, p. 182.

⁸⁰Dan Franklin Deloache, "Attitudes and Opinions of Faculty Members and Junior College Presidents Toward Selected Descriptions of the Office of College Presidents" (Ph.D. dissertation, Oklahoma University, 1969), p. 136.

⁸¹Willis Alvin LaVire, "The Critical Tasks for the Public Junior College Administrators" (Ph.D. dissertation, University of Florida, 1961), pp. 117-121.

of some administrative duties resulting in general confusion and undesirable conflict. Despite this, there was little evidence to indicate that steps were being taken to develop precise job descriptions. He also found that identical job titles did not indicate identical duties, but that the duties varied substantially within and among colleges.⁸²

Shannon, in 1968, in his study of the community college president found that presidents spent most of their time in matters of staff, public relations, finances and students. However, they preferred to work with staff, curriculum development, public relations and students. Furthermore, Shannon found that presidents believed that the most neglected areas were alumni, legislation, students and professional activities. Presidents also believed their role to be that of educational leader both on campus and in the community.⁸³

Hellyer studied sixteen activities performed by the Iowa community college presidents. He found that: 1) the board-president relationship was the most important activity and occupies a considerable amount of the president's time; 2) the presidents were highly involved in community affairs and 3) the presidents did not spend a desirable amount of time in institutional planning. Hellyer concluded that activities viewed as more important by the presidents were usually performed primarily by them and those which they ranked of lesser

⁸²Merlin Edwin Eisenbise, "Administrative Organization and Operational Patterns in Junior Colleges of California" (Ph.D. dissertation, University of Connecticut, 1963), pp. 198-201.

⁸³William George Shannon, "The Community College President: A Study of the Role of President of the Public Community Junior College" (Ph.D. dissertation, Columbia University, 1962), pp. 96-98.

importance were primarily delegated or shared. However, the activities perceived as being more important were not necessarily the activities that occupied the larger amounts of the president's time.⁸⁴

According to Mintzberg, studies showed that managers work at an unrelenting pace, their encounters are varied, brief and without continuity and they are action rather than reflective oriented. They perform a number of regular duties which include ceremonies, rituals and negotiations. They also regularly process information to disseminate to important others. Managers strongly favor use of the verbal media. All managers are vested with formal authority over an organizational unit for which they make decisions and invent strategies.⁸⁵

A manager, Leavitt contended, is a solver of unprogrammed problems because he deals largely with unknowns instead of knowns; also because his problems have a greater change quality than the more static quality of lower level problems. His tasks include information-gathering and problem-defining functions. He may choose to delegate or execute a program. He must use information he is privy to, to make decisions and carry them through.⁸⁶

Bailey, a former university president, believed that inattention to the non-traditional student, little attention to junior colleges, allowing for faculty and students to make administrative decisions, lack of forcefulness in requiring corporate support and lack of

⁸⁴Lyle Adrian Hellyer, "An Inquiry Into the Professional Activities of the Iowa Community College President," (Ph.D. dissertation, Drake University, 1975), pp. 215-219.

⁸⁵Mintzberg, Work, p. 59.

⁸⁶Leavitt, Psychology, p. 243.

forcefulness in seeking cooperative mergers with competing institutions led to his downfall.⁸⁷

Summary of Chapter II

The researcher, in the review of the literature, found that the number of studies dealing with the role of the community college president far outweighed the number of those in which it was attempted to disclose the tasks or activities performed by them. The researcher also found ample literature on the roles of persons filling leadership positions similar to those of the community junior college president, such as roles of chief executives of other institutions/organizations, top level managers and administrators; however, those which the researcher chose to use were selected because they seemed pertinent regarding this study. It is also important to note that terminology often overlaps, as do the four categories dividing this chapter. This is, in part, a result of varied methods used to define a president.

It is also evident that many researchers had not clearly delineated between role and task. Some authors used these terms interchangeably while others made a distinction and then proceeded to use such words as activity or responsibility. Usually, however, what a manager, administrator, chief executive, president, supervisor does was stated in very broad, general terms. Ample information of this sort was available, but the actual "tangible" tasks were seldom mentioned or the lists were incredibly incomplete. The actual tasks performed by a college president, in general, and a community junior college president, in particular, were left to the imagination. No

⁸⁷Bailey, Confessions, p. 25.

studies were found which had been conducted to explore the task performance of Michigan community college presidents. Even Gilli's study, which explored the role of the community college president, did not include Michigan because no one from Michigan responded to the questionnaire. This lack of information was also evidenced by the many authors who indicated a need for a greater data base in the area of task performance.

The literature review revealed that the role of president is in a state of flux and different from the early days of the community college. More government intervention was predicted, particularly in fiscal affairs. It was also predicted that the role of president would become more managerial in nature.

The literature concerned with role expectancies by relevant others was conflicting, as illustrated by the Upton study and the Stamm study; however, it appeared that the president and the board were usually in agreement regarding the president's role.

The authorities who spoke about the president as a change agent agreed that a president who attempted to initiate much change was in danger of losing his position.

The writers generally seemed to agree that the community junior college president is a conflict resolver, pace setter, hard worker, administrator, decision-maker, fund raiser, grievance handler, disseminator of information, chief representative of the board of trustees, public relations handler (which includes articulating the mission of the organization), holds a status position and integrates the efforts of many into a common goal. His duties, however, are seldom formally defined. The report on the experiment with the

committee which substituted for president indicated that a president is needed for planning, grievance handling and accountability. Also, the literature indicated that the president should be ethical, up-to-date and flexible.

Some of the authors referred to the term "president" and "leader" synonymously although some authorities differentiated. Most agreed that a president should be a leader and if he is a leader he will have an additional set of attributes and take on new roles, in particular, as creator, planner, innovator and futurist.

CHAPTER III

METHODOLOGY

Introduction

This chapter contains a discussion of the method by which data were obtained and analyzed. The arrangement of the topics generally corresponds with the sequence in which activities were performed.

In this chapter, the population of the study is identified; the questionnaire and the twelve open questions discussed; the selection of the stratified sample and the interview explained; and the data collection, tabulation and comparisons described.

Population

The population of this study consisted of the presidents from twenty-nine Michigan community colleges. Six presidents were randomly selected as a stratified sample representing large, medium and small institutions.

The Questionnaire and Twelve Open Questions

All of the presidents contacted agreed to be interviewed and were given a questionnaire to complete, in order to obtain factual data for use in answering the questions posed by the researcher, and all responded to twelve open questions which were designed to provide information which would give additional insight into why the presidents

do what they do.

The Questionnaire

Sarbin indicates that questionnaires can be used effectively to study role expectations.¹

An initial task list was developed by the researcher based upon both a review of the literature and personal knowledge acquired as a result of his close professional association with two community college presidents, as Dean of Instruction and Vice President for Academic Affairs. An administrator task inventory was particularly helpful.² A panel of experts, referred to later in this chapter, familiar with the community college presidency and/or the principles of task analysis validated the tasks, the division of tasks into clusters and the instrument design.

The tasks were divided into clusters of similarity to eliminate confusion, insure for greater speed in completing the questionnaire, and to allow for the presidents to offer comments to each total task cluster. The comments were noted and references made to them in the study.

Each task cluster was printed on an individual sheet of paper. The number of tasks per cluster ranged from six to twenty-five with a total of 152 tasks. Two additional tasks were added to the questionnaire by the first president interviewed and two tasks were revised, resulting

¹Theodore R. Sarbin, "Role Theory," in Handbook of Social Psychology, ed. Gardner Lindzey, 2 vols. (Reading, Massachusetts: Addison Wesley Publishing Co., 1954), I, Part II, p. 227.

²The Center for Vocational Education, Ohio State University, "Administrator Task Inventory," Columbus, Ohio, n.d. (Mimeographed.)

in four new tasks. All presidents responded to the additions and/or revisions. Please see Appendix B for a sample questionnaire used in this study and Appendix C for the four additional tasks. Ten task clusters were identified as appropriate for this study. The task clusters and number of tasks per cluster are listed in Appendix D.

The questionnaire included an importance scale, patterned after a typical Likert Scale, whereby the presidents could indicate the importance of each task by checking the most appropriate of five responses. In addition, the questionnaire was designed to allow the presidents to indicate whether they actually performed the tasks listed.

The Twelve Open Questions

Following the completion of the questionnaire the researcher read to each president a series of twelve questions, intended to provide further insight into why or why not the presidents perform the way they do. The presidents responded verbally to the questions. This ended the interview. Please see Appendix E for the twelve questions.

Kahn and Cannell indicate the advantages of the open question technique (as applied by the researcher in this study):

The basic principle here is that the closed question tends to be most successful when the interviewer's objective is to "classify" the respondent, that is, to lead the respondent to express agreement or disagreement with some stated point of view. If the interviewer's objective goes beyond the classification of the respondent and includes the wish to learn something of the respondent's frame of reference or the process by which he has arrived at a particular point of view, an open question is likely to be more appropriate than a single closed question or even a combination of closed questions.³

Kahn and Cannell discuss further the applicability of the open

³Kahn and Cannell, Interviewing, p. 132.

question:

The open question appears to be more appropriate when our objective is not only to discover the respondent's attitude toward some issue, but also to learn something about his level of information, the structure or basis on which he has formed his opinion, the frame of reference within which he answers the questions, and the intensity of his feelings on the topic.⁴

Selection of the Stratified Sample

Classification of Institutions

The twenty-nine Michigan community colleges were divided into three strata, according to their size, based upon full-year equated students (FYES). Classification by this method, is common practice in Michigan, especially by the legislature, which bases its funding of the community colleges on the FYES. The breakdown 0-2000 FYES, 2001-5000 FYES and 5001 and over FYES, was chosen because natural breaks in FYES counts were located at these points and because three strata of colleges with approximately the same number of colleges in each stratum could be established.

The division of the colleges into three strata allowed for the researcher to explore the differences among three strata, in preference to exploring the differences between only two strata. Further, the three strata breakdown prevented the possible selection of six randomly selected colleges of approximately the same number of students as would be possible with a two strata breakdown. The third stratum, or middle stratum, caused for a separation between the larger and the smaller strata.

It was known that the number of colleges falling within each

⁴Ibid., p. 135.

stratum differed; however, it was recognized that the research of a disproportional stratified sampling maintains validity as long as an equal number of cases are drawn from each stratum. The number of colleges and sample size within each stratum are illustrated in Table 3.1.

TABLE 3.1
STRATIFIED SAMPLE SUMMARY

Stratum	College Size in FYES	Number of Colleges	Sample Size
I	Under 2000	12	2
II	2001-5000	09	2
III	Over 5000	08	2
Total		29	6

A table of random numbers was used to select two community colleges from each stratum. Glass and Stanley indicate that "the best method of achieving random sampling available to the practitioner of statistics is use of a table of random numbers."⁵

These authors conclude:

One never knows whether the sample one has chosen is representative. If it is a random sample, the most that can be said is that it is randomly representative of the population in all respects.⁶

⁵Gene Glass and Julian Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 213.

⁶Ibid., p. 242.

Panel of Experts

Following the initial development of the questionnaire, Dr. Stephen Yelon, Assistant Director, Learning Evaluation Service, Michigan State University, reviewed the questionnaire and suggested some changes in the questionnaire design and in the wording of the task statements.

Dr. Herbert Stoutenburg, a former Michigan community college president, who was Assistant Secretary of the Michigan Community College Association, and Dr. Philip Ward, President, Glen Oaks Community College, reviewed the questions and suggested additions and deletions to the task inventory.

The Interview

The two forms of inquiry used to collect information for this study were a questionnaire and twelve open-ended questions administered during an interview.

Kerlinger describes the interview as follows:

The interview is a face-to-face interpersonal role situation in which one person, the interviewer, asks a person being interviewed, the respondent, questions which are designed to obtain answers pertinent to the purposes of the research problem.⁷

Maccoby and Maccoby list a number of additional reasons for using the interview as a technique for gathering research data. Five reasons were given:

1. The interview technique for data gathering is more personal.
2. The personal contact technique forces the interviewer to

⁷Fred Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1965), p. 269.

concentrate on the questions being asked, establishing continuity for the investigation.

3. The meaning of words or of questions tends to be eliminated by an interview.

4. The interview allows for a more complete introduction and explanation of the study being undertaken.

5. The interview facilitates the flow of precise data with a minimum of recording errors.⁸

The interviewer conducted a standardized interview in which the procedures for conducting each interview were similar and in which the presidents responded to written questionnaires. Maccoby and Maccoby advance three arguments in support of the standardized interview:

1. This method incorporates a basic principle of measurement: that of making information comparable from case to case.

2. This method is more reliable.

3. This method minimizes error in question wording.⁹

This researcher, and other researchers as well, feared the possibility of the interview being biased by the researcher, causing unreliable results. The arguments set forth here by Maccoby and Maccoby indicate that the standardized interview lessens opportunities for a study to be affected by bias. Kahn and Cannell address themselves to bias in the interview:

In reviewing some of the research on bias and error in the interview, we have considered the major sources of bias as derived from three factors: (1) background characteristics; (2) psychological attributes; and (3) behavior in the interview itself. The results of such research do not add up to a complete explanation of the dynamics of bias nor to a clear set of

⁸Eleanor Maccoby and Nathan Maccoby, "The Interview: A Tool of Social Science," Handbook of Social Psychology (Cambridge: Addison and Wesley Publishing Company, 1954), p. 483.

⁹Ibid.

instructions for eliminating it.¹⁰

To reduce the possibility of biasing the results of the interviews, the questionnaire and the twelve questions were pilot tested previous to the interviews. During the discussion of the questionnaire directions with the respondents, the researcher emphasized the importance of providing complete and accurate responses rather than providing responses which would tend to make the researcher's study "come out right" or which might result in repercussions for them. In addition, complete anonymity was assured to allay fear of repercussions. During the interview, the researcher refrained from pressuring any president with suggestions that he "speed-up," be more articulate or expressive, or that he continue to converse on a topic when it was clear that he was ready to proceed to the next topic, question, or phase of the interview. Lastly, the researcher requested that the presidents allow him to use a tape recorder during the interview in order that the researcher not lose valuable input or later distort what was really said because of the failure to remember some important details.

The directions and definitions, necessary for response to the questionnaire, were discussed with the presidents prior to their responses. Please see Appendix F for the questionnaire directions and definitions. The questionnaire was administered with the understanding that the president could choose to comment immediately on any task as to why he did it, why he administered its execution or why he did not do it, or he could comment at the end of some of the clusters. The

¹⁰Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing (New York: John Wiley and Sons, Inc., 1957), p. 193.

clusters were administered one at a time and in the same order for all presidents. Please see Appendix B for a copy of the questionnaire administered to all of the presidents interviewed.

Interview Schedule

The interviews were scheduled and conducted within the framework of the following guidelines:

1. Interviews were scheduled by telephone;
2. The interviews were scheduled to take place within a two week time period;
3. The interview length ranged between one and one-half hour and three hours; and
4. A letter of appreciation was sent to the presidents following the interviews. Please see Appendix G.

Data Collection

The data were obtained during personal interviews of the community college presidents. A questionnaire and a tape recorder were used to collect the written and the verbal responses.

The interviews for this study ranged from approximately one and one-half to three hours in length. Each interview began with the interviewer giving an overview of his goals and stating the role of the responding president in the accomplishment of the study. The ten task clusters were described as the areas into which all of the tasks were divided.

Tabulation and Comparison of Data

The tape recorded comments of each community college president were transcribed. Frequency charts were constructed to illustrate the presidents' performance of each task as noted from the questionnaires.

Tables were developed to display the presidents' task performance. The researcher described the results of both the questionnaires and the typed comments, noting differences and similarities in task performance within clusters and between clusters and inserting the presidents' verbal comments throughout the description, where pertinent, in order to provide insight into why the president does what he does.

The mean score of each task and the composite mean for the tasks within each cluster, were calculated. The tasks and clusters were ranked according to their mean to aid in determining the general overall importance of the tasks and clusters.

To determine how the tasks varied as a function of the different structural characteristics only those tasks which were, or which were not, performed by both presidents, within a given group, were considered for comparison with the other groups. The two presidents in each group checking either "I Do It" or "I Administer It" were, in this case, considered as a president performing the task.

The six presidents who agreed to the interview were assured anonymity from the outset, initially to obtain their cooperation and later to encourage openness, accuracy and a stress-free setting.

CHAPTER IV

TASK PERFORMANCE/TASK IMPORTANCE

Introduction

This chapter contains a report on those tasks which were performed by the presidents themselves, those which they executed through others and those they did not do. Also, there is information on how the presidents' perceived importance of the tasks performed varied according to five selected structural differences of the colleges:

1. The number of full-year equated students (FYES);
2. The number of full-time administrators;
3. The number of total faculty;
4. The length of the presidents' term in office; and
5. The duration of the collective bargaining agreement.

Task performance was reported according to the number of presidents who performed the various tasks: those tasks performed by all six presidents; those tasks performed by five presidents; those tasks performed by four presidents; etc. The tasks and the clusters were discussed. Detailed data for the rank of tasks per cluster, according to perceived importance of task performance have been placed in the appendices. The importance of task performance according to the various structural differences was reported in

tabular form in Appendices J1, J2, J3, and J4.

To indicate how the presidents' perceived importance of the tasks varied with select structural differences the researcher described the perceived importance of tasks according to each individual structural difference noted above. Data to achieve the descriptions were extracted from Appendices H1, H2, H3, J1, J2, and J3.

During the interview the researcher, to enhance the findings, explored with the college presidents why or why not they chose to do specific tasks. The answers were often unexpected because the responses differed from those forwarded by the Panel of Experts. Also, the replies varied among the participating presidents.

Task Performance by Select Presidents

Tasks Performed or Administered by All Six Presidents

There were 156 tasks included on the questionnaire. None of these was performed directly by all six presidents, and all six presidents did not administer the accomplishment of any one of the tasks. However, twenty-seven tasks were carried out by a mixture of both direct performance and administration by all six presidents. Those twenty-seven tasks performed and/or administered by six presidents are listed in Table 4.1.

Fourteen of the twenty-seven tasks were accomplished by five of the six presidents with one president administering the performance. Further analysis of the questionnaire disclosed that the same president was the exception in each case. That president was identified as being from the largest college, based on FYES, total number of administrators and total number of faculty. One of his comments was significant:

TABLE 4.1

THE TWENTY-SEVEN TASKS PERFORMED OR ADMINISTERED
BY SIX PRESIDENTS WITHIN EACH CLUSTER

Task	Cluster No.	I Do It	I Ad- minister It
Recommend financial policies	3	5	1
Recommend program policies to the administration and board	4	5	1
Evaluate administrator performance	5	5	1
Approve administrator leaves, vacations and sabbaticals	5	5	1
Guide the administrators on legal matters which affect college programs	5	5	1
Develop and maintain professional relation- ships with other college presidents	8	5	1
Develop and maintain professional relation- ships with state department of education personnel	8	5	1
Develop and maintain professional relation- ships with administrators	8	5	1
Participate in professional organizations	8	5	1
Develop policy and commendation statements	8	5	1
Participate in community organizations	9	5	1
Participate in public presentations on college programs and activities	9	5	1
Evaluate informal feedback about the college	9	5	1
Participate in meetings for district superintendents	9	5	1
Develop agenda for board meetings	4	4	2
Coordinate implementation of board and administrative policies	4	4	2

TABLE 4.1-Continued

Task	Cluster No.	I Do It	I Ad- minister It
Coordinate the development of long-range college goals	4	4	2
Coordinate the revision of annual college goals	4	4	2
Write official administrator evaluations	4	4	2
Conduct staff meetings	5	4	2
Approve and submit renovation and alteration plans to the board	6	4	2
Approve cooperative agreements with other agencies	9	4	2
Guide bond issues	3	3	3
Develop long-range budgets based on total program requirements	3	3	3
Evaluate the public relations program	9	3	3
Coordinate bond issues	3	2	4
Coordinate obtainment of local, state and federal services and resources for program development	4	2	4

I happen to see my job from the standpoint that--I delegate; however, I find a way to monitor, but I don't need to spend a lot of time monitoring. I get a feel for what's going on through meeting once a month or so. A president has to be able to observe what's going on.

The twenty-seven tasks were scattered within six of the ten clusters established for the 156 tasks. The names of the clusters and total number of tasks in each cluster may be found in Table 4.2. Seven of the twenty-seven tasks were in the cluster named "Institutional Program Planning Development and Evaluation;" six were in the cluster

TABLE 4.2

CLUSTER IDENTIFICATION AND NUMBER
OF TASKS PER CLUSTER

Cluster Number	Cluster Name	No. of Tasks/ Cluster
1	Instructional Management	14
2	Student Services Management	9
3	Business and Financial Management	18
4	Institutional Program Planning Development and Evaluation	25
5	Personnel Management	18
6	Facilities and Equipment Management	19
7	Staff Development	8
8	Professional Relations and Self Development	13
9	School and Community Relations	25
10	Collective Bargaining	6

named "School and Community Relations;" and five were in the cluster named "Professional Relations and Self Development." Those three clusters contained a total of eighteen out of the twenty-seven tasks. The other nine tasks were found in three clusters as follows:

"Business and Financial Management"	4 tasks
"Personnel Management"	4 tasks
"Facilities and Equipment Management"	1 task

Tasks Performed or Administered by Five Presidents

The thirty-four tasks performed and/or administered by five of the six presidents are listed in Table 4.3. Three of the tasks

TABLE 4.3

THE TASKS WITHIN EACH CLUSTER PERFORMED OR
ADMINISTERED BY FIVE PRESIDENTS

Task	Cluster No.	I Do It	I Ad- minister It
Recruit and interview potential administrators	5	5	-
Approve administrator work loads	5	5	-
Participate, upon request, in doctoral studies and other surveys	9	5*	-
Approve requests to state or federal authorities for vocational education funds	1	4	1
Oversee the activities of the Dean of Student Services	2	4	1
Guide millage issues	3	4	1
Oversee the activity of the business manager	3	4	1
Write official support-staff evaluations	4	4	1
Analyze staffing requirements	5	4	1
Guide staff regarding professional development needs	7	4	1
Develop and maintain relationships with personnel in professional organizations	7	4	1
Conduct informational programs for the public	9	4	1
Participate on radio/television programs	9	4	1
Develop collective bargaining strategy with the board	10	4	1
Guide the activities of the Dean(s) for Instruction	1	3	2
Coordinate millage issues	3	3	2
Locate sources of funds for program development and operation	3	3	2

TABLE 4.3-Continued

Task	Cluster No.	I Do It	I Ad- minister It
Develop and regulate capital improvement budgets	3	3	2
Coordinate development of board agenda	4	3	2
Prepare and recommend personnel policies	5	3	2
Approve job descriptions	5	3	2
Recommend employment of administrators and faculty to board	5	3	2
Develop long-range facilities and equipment plans	6	3	2
Direct architectural planning	6	3	2
Recommend acceptance of new building	6	3	2
Develop and maintain professional relationships with the faculty	8	3	2
Coordinate management by objectives with personnel work assignments	8	3	2
Coordinate a plan for promoting good public relations	9	3	2
Develop and recommend public relations and communications policies	9	3	2
Oversee other administrators in response to grievances at step 1 and 2	10	3	2
Coordinate an on-going college evaluation scheme	4	2	3
Develop staff selection and recruitment procedures	5	2	3
Direct self-appraisal for regional accreditation	4	1	4

TABLE 4.3-Continued

Task	Cluster No.	I Do It	I Ad- minister It
Guide institutional program planning consistent with pertinent legislation and manpower data	4	1	4

*The president of one community college, although normally delegating this task, did personally participate in this study.

were performed directly by five presidents and the rest were accomplished by a combination of performance and/or administration.

These five presidents performed and/or administered seven tasks from cluster five, "Personnel Management;" five tasks each from cluster three, "Business and Financial Management;" cluster four, "Institutional Program Planning Development and Evaluation;" and cluster nine, "School and Community Relations;" and three tasks from cluster six, "Facilities and Equipment Management."

Tasks Performed or Administered by Four Presidents

The fifteen tasks performed and/or administered by four presidents are listed in Table 4.4

Five of the fifteen tasks were performed directly by four presidents, and three tasks were administered by all four presidents. The remainder were accomplished by a combination of performance and/or administration. These four presidents performed and/or administered the four tasks each from cluster five, "Personnel Management" and cluster nine, "School and Community Relations." Three tasks were performed and/or administered from cluster ten, "Collective Bargaining."

TABLE 4.4

THE TASKS WITHIN EACH CLUSTER PERFORMED OR
ADMINISTERED BY FOUR PRESIDENTS

Task	Cluster No.	I Do It	I Ad- minister It
Write job descriptions	5	4	-
Conduct orientation programs for administrators	9	4	-
Participate as back-up team member during collective bargaining	10	4	-
Develop collective bargaining parameters with board	10	4	-
Prepare responses to grievance at step 3 (Presidents level)	10	4	-
Analyze the need for physical activities	6	3	1
Participate in local millage issues	9	3	1
Guide program development and improvement consistent with pertinent institutional research results	4	2	2
Coordinate communication schemes designed to keep staff informed	5	2	2
Coordinate workshops and other in-service programs for professional personnel	7	1	3
Coordinate informational programs for the public, e.g., open house, career awareness, etc.	9	1	3
Prepare cooperative agreements with other agencies	9	1	3
Prepare and coordinate program budgets	3	-	4
Analyze and apply affirmative action laws and regulations	5	-	4
Analyze and apply labor laws and regulations	5	-	4

Only one task was performed by all four presidents from clusters three, four, six and seven.

Tasks Performed or Administered by Three Presidents

The twenty-two tasks performed and/or administered by three presidents are listed in Table 4.5.

Two of the twenty-two tasks performed and/or administered by three presidents were performed directly by three presidents and eight tasks were administered by all three presidents. The remaining tasks were accomplished by a combination of performance and/or administration.

The three presidents performed and/or administered five tasks from cluster four, "Institutional Program Planning Development and Evaluation;" and four tasks from cluster six, "Facilities and Equipment Management." The remaining thirteen tasks were from clusters one (2), three (3), five (3), seven (1), eight (2) and nine (2).

Tasks Performed or Administered by Two Presidents

The eighteen tasks performed and/or administered by two presidents are listed in Table 4.6.

Three of the eighteen tasks performed and/or administered by two presidents, were performed by the two presidents, ten tasks were administered and the remaining five tasks were accomplished by a combination of direct performance and administration with one doing it and one administering it.

The two presidents performed and/or administered four tasks in cluster two, "Student Services Management" and four tasks in cluster

TABLE 4.5

THE TASKS WITHIN EACH CLUSTER PERFORMED OR
ADMINISTERED BY THREE PRESIDENTS

Task	Cluster No.	I Do It	I Ad- minister It
Participate in the development of state and/or federal plans for vocational education	8	3	-
Participate in the development of vocational education legislation	8	3	-
Approve establishment of instructional program entry (prerequisites) and completion requirements	1	2	1
Analyze the cost of operating various instructional programs	3	2	1
Approve instructional program goals	4	2	1
Recruit and interview potential faculty	5	2	1
Recommend the selection of an architect	6	2	1
Conduct recognition programs for students, staff and community supporters	9	2	1
Guide the integration and articulation of vocational programs with the total educational programs	1	1	2
Direct institutional research studies	4	1	2
Recommend building sites	6	1	2
Develop emergency plans for fire and disasters	6	1	2
Evaluate staff development programs	7	1	2
Conduct public hearings and meetings on college issues	9	1	2
Coordinate the investment of surplus funds	3	-	3
Prepare local, state and federal reports	3	-	3
Approve student services program goals	4	-	3

TABLE 4.5-Continued

Task	Cluster No.	I Do It	I Ad- minister It
Coordinate plans for evaluating student services	4	-	3
Prepare proposals for funding new programs and improving existing programs	4	-	3
Prepare and maintain a personnel handbook	5	-	3
Oversee the application of licensing and certification regulations	5	-	3
Conduct land and facility feasibility studies	6	-	3

nine, "School and Community Relations." Three tasks were accomplished by the two presidents from cluster four, "Institutional Program Planning Development and Evaluation."

Tasks Performed or Administered by One President

The sixteen tasks performed or administered by one president are listed in Table 4.7.

Of the sixteen tasks performed and/or administered by one president five tasks were performed and eleven administered. The presidents performed and/or administered three tasks in cluster one, "Instructional Management;" cluster four "Institutional Program Planning Development and Evaluation;" and cluster six, "Facilities and Equipment Management." No tasks were performed by one president from cluster two, "Student Services Management;" cluster five, "Personnel Management;" and cluster ten, "Collective Bargaining."

TABLE 4.6

THE TASKS WITHIN EACH CLUSTER PERFORMED OR
ADMINISTERED BY TWO PRESIDENTS

Task	Clus- ter No.	I Do It	I Ad- minister It
Approve student loans and grant programs	2	2	-
Approve selection of student service equipment/supplies	2	2	-
Approve selection of business office equipment/supplies	3	2	-
Develop requests to state or federal authorities for vocational education funds	1	1	1
Approve addition and deletion of courses	4	1	1
Oversee the construction of facilities	6	1	1
Oversee in-service programs for support personnel	7	1	1
Write articles and materials for journals and other professional media	8	1	1
Coordinate student recruitment activities	2	-	2
Coordinate the establishment of student rules and policies such as attendance and discipline	2	-	2
Coordinate implementation of board and administrative policies	4	-	2
Coordinate instructional program goals	4	-	2
Direct review of safety programs	6	-	2
Oversee preservice programs for administrators	7	-	2
Write news releases for college and area media	9	-	2
Conduct orientation programs for faculty	9	-	2
Conduct orientation programs for faculty	9	-	2
Conduct alumni relations program	9	-	2

TABLE 4.7

THE TASKS WITHIN EACH CLUSTER PERFORMED OR
ADMINISTERED BY ONE PRESIDENT

Task	Cluster No.	I Do It	I Ad- minister It
Teach class(es)	1	1	-
Write institutional research studies	4	1	-
Develop a staff learning resources center	7	1	-
Develop and implement administrator and/or faculty appraisal of president	8	1	-
Develop and coordinate the activities of a community advisory council	9	1	-
Guide the establishment of lay advisory committees to identify new vocational/ technical programs and course needs	1	-	1
Develop lay advisory committees to identify new vocational/technical programs and course needs	1	-	1
Oversee the implementation of an appropriate financial accounting system	3	-	1
Develop and maintain a petty cash fund	3	-	1
Coordinate plans for evaluating instructional programs	4	-	1
Coordinate the selection of instruments for evaluating the instructional programs	4	-	1
Analyze building and equipment contract bids	6	-	1
Develop and oversee a security program	6	-	1
Schedule community's use of facilities	6	-	1
Coordinate staff exchanges with business and industry	7	-	1
Write script for local radio/television programs	9	-	1

Tasks Neither Performed Nor Administered by Responding Presidents

The twenty-four tasks, of the 156 total, that were neither performed nor administered by any of the six presidents are listed in Table 4.8.

Of the twenty-four tasks not performed and/or administered by any president, clusters one and six, "Instructional Management," and "Facilities and Equipment Management," had five tasks each and cluster two, "Student Services Management" had four tasks. The ten remaining tasks were spread among seven clusters with anywhere from zero to two tasks per cluster.

Task Performance and Structural Differences

Five measures of structural differences were used in this study. The task performancy by presidents according to full-year equated students, full-time administrators, total faculty, length of president's term in office and the duration of the collective bargaining agreement is indicated in Tables 4.9, 4.10, 4.11, and 4.12. Pertinent observations regarding the data are noted.

FYES

The number of tasks that were performed or administered by the college presidents according to FYES are listed in Table 4.9.

The presidents of institutions with the largest FYES performed or administered a significantly fewer number of tasks (41) than the other presidents (64) (82). Further, both presidents in the "5001 and Over" stratum performed significantly fewer tasks (18) than did both presidents in the other two strata (/) (1).

TABLE 4.8

THE "I DO NOT DO IT" TASKS WITHIN EACH CLUSTER

Task	Cluster Number	Number of Presidents Not Performing Tasks
Approve the master schedule of course offerings	1	6
Coordinate the development of a master schedule of course offerings	1	6
Approve purchase orders for instructional equipment	1	6
Approve purchase orders for instructions materials	1	6
Guide teaching staff in selecting and using effective instructional strategies, e.g., individualized instruction	1	6
Coordinate school admission services	2	6
Coordinate student job placement and follow-up services	2	6
Coordinate extracurricular organizations and activities	2	6
Coordinate work-study programs	2	6
Coordinate purchasing and payment procedures	3	6
Approve work orders	3	6
Write student services program goals	4	6
Write official teacher classroom evaluations	4	6
Oversee the daily maintenance and upkeep of grounds	6	6
Oversee the daily maintenance and upkeep of facilities	6	6
Oversee college cafeteria services	6	6

TABLE 4.8-Continued

Task	Cluster Number	Number of Presidents Not Performing Tasks
Coordinate equipment inventories	6	6
Locate vending services	6	6
Oversee preservice programs for faculty	7	6
Participate in the sabbatical program for professional personnel	8	6
Develop and coordinate the activities of the vocational advisory committees	9	6
Conduct orientation programs for students	9	6
Participate as chief negotiator during collective bargaining	10	6
Participate at the table as negotiator during collective bargaining	10	6

TABLE 4.9

TASK PERFORMANCE BY PRESIDENTS AND NUMBER
OF FULL-YEAR EQUATED STUDENTS (FYES)

Task Performance	FYES		
	0-2000	2001-5000	5001 and Over
All presidents perform task	64	82	41
One president does not perform task	24	12	36
Two presidents do not perform tasks	7	1	18

Full-Time Administrators

The number of tasks that were performed or administered by the college presidents, as analyzed according to full-time administrators, are noted in Table 4.10.

It is noted that the number of tasks performed varied little between the president with the largest number of full-time administrators (48) and the smallest number of full-time administrators (56). However, they did vary between the president with the medium number of full-time administrators (79) and the other two strata of presidents (56) (48).

TABLE 4.10

TASK PERFORMANCE BY PRESIDENTS AND NUMBER OF FULL-TIME ADMINISTRATORS

Task Performance	Full-Time Administrators		
	0-25	26-50	51 and Over
All presidents perform task	56	79	48
One president does not perform task	24	9	43
Two presidents do not perform task	12	4	1
Total	92	92	92

Total Faculty

The number of tasks that were performed or administered by the college presidents as analyzed according to the total faculty are illustrated in Table 4.11.

TABLE 4.11

TASK PERFORMANCE BY PRESIDENTS AND
NUMBER OF TOTAL FACULTY

Task Performance	Total Faculty		
	0-225	226-500	501 and Over
All presidents perform task	56	104	41
One president does not perform task	32	4	47
Two presidents do not perform task	20	0	20
Total	108	108	108

It is noted that task performance varied greatly between the presidents with "500 and Over" (41) faculty and the other two strata (56) (104). The number of tasks performed and/or administered also varied greatly between the "226-500" stratum (104) and the other two strata (56) (41). This later difference, although important, is less important when considering that only one president occupies the "226-500" stratum of faculty. It should be noted, however, that Table 4.11 further substantiates the discovery that the presidents from the colleges with the larger number of total faculty did fewer tasks (41) than those presidents in categories with fewer faculty (56) (104).

Length of Presidents' Term in Office

The number of tasks that were performed or administered by the college presidents as analyzed according to the length of the presidents' term in office are noted in Table 4.12.

It is noted that the number of tasks performed varied little between the presidents with "8 and Over" (42) years in office and the

TABLE 4.12

TASK PERFORMANCE BY LENGTH OF
PRESIDENTS' TERM IN OFFICE

Task Performance	Length of Presidents' Term in Office		
	0-2	3-7	8 and Over
All presidents perform task	-	51	42
One president does not perform task	-	12	20
Two presidents do not perform task	-	2	3
Total		65	65

presidents with "3-7" (51) years in office. It was also indicated earlier in this study that those who had served as president for a longer period of time, delegated more tasks to others and simply did not perform or administer them.

Duration of Collective Bargaining Agreement

The researcher was unable to analyze how the tasks varied with the duration of the collective bargaining agreement's length. At the time of data collection, two of the six colleges were still engaged in the collective bargaining process for the 1977-78 college year. Both colleges had been negotiating well over a year, and had been without a collective bargaining agreement during the 1977-78 college year. The presidents were pessimistic about a settlement in the near future. Both colleges had functioned under two-year agreements. Therefore, because these two colleges were without collective bargaining agreements, it was not possible to classify the presidents.

The researcher found that none of the presidents had served

either as chief negotiator during collective bargaining or had participated at the table as negotiator during collective bargaining. The presidents' commentary on this cluster of tasks was emphatic. See Chapter V, Question 9: Task Performance and the Collective Bargaining Agreement, for the commentary of the presidents relating to collective bargaining during the administration of the twelve open questions.

Much of the commentary, by the presidents throughout the study, referred to the divisiveness of collective bargaining. They indicated that controversy of that nature was not good for the president's image.

Task Importance and Structural Differences

To indicate how the importance of task performance varied with the four select college structural characteristics the extreme limits of the various strata were determined and then each college was classified accordingly. The number of presidents falling within each stratum according to each of the four college structural differences is provided in Table 4.13.

As noted in Table 4.13, the number of presidents per strata varied with the different structural differences ranging from zero presidents per strata to four presidents per strata. Although the colleges were divided, according to common practice in the State of Michigan, by FYES (0-2000, 2001-5000 and 5001 and Over), they were divided according to the greatest natural breaks in numbers for the remaining three differences. This resulted in the variance in number of presidents per stratum.

The respondents were asked to indicate how important it was to the role of president that the president perform the tasks. The

TABLE 4.13

CLASSIFICATION OF SIX PRESIDENTS ACCORDING TO
EACH OF THE COLLEGE STRUCTURAL CHARACTERISTICS

Structural Characteristic	No. of Strata	No. of Presidents Per Strata		
		Smaller ^a	Medium ^b	Larger ^c
Number of full-year equated students	3	2	2	2
Number of full-time administrators	3	3	2	1
Number of total faculty	3	3	1	2
Tenure of president's term in office	2	0	4	2

Legend: ^a = Presidents with the fewest number of FYES, full-time administrators, total faculty and years in office.

^b = Presidents with the medium number of FYES, full-time administrators, total faculty and years in office.

^c = Presidents with the most number of FYES, full-time administrators, total faculty and years in office.

researcher applied a Likert Scale to measure the intensity of the respondents opinions as follows:

Major importance = 5

Important = 4

Importance undecided = 3

Little importance = 2

No importance = 1

The researcher computed a mean score for all six presidents, for each task, according to the following formula:

$$\frac{MI(f) + I(f) + U(f) + LI(f) + NI(f)}{6}$$

Where: MI=5; I=4; U=3; LI=2; and NI=1

The tasks were ranked in task mean score order within each cluster. For each structural difference analyzed, the researcher deleted those tasks from further study which were not performed and/or administered by all of the presidents within at least one of the strata. A composite strata mean score of the recorded (remaining) task mean scores was calculated.

To determine whether the perceived importance of task performance varied between the strata of presidents within each structural characteristic the researcher compared the similarities and/or differences in the composite mean scores of the tasks between the three strata and the differences and/or similarities in individual mean scores of the tasks between the three strata.

Importance of Task Performance According to Full-Year Equated Students

To determine the importance of task performance according to full-year equated students (FYES), the presidents were divided into three strata of two presidents each, representing colleges with enrollments of: "0-2000," "2001-5000" and "5001 and Over" respectively.

Ninety-five tasks were identified by selecting, from the total task list of 156 tasks, those tasks which were performed or administered by both presidents in any of the three strata, i.e., if a task was performed or administered by the two presidents in the 0-2000 FYES strata the task was recorded for further analysis. If at least one of the presidents in a stratum did not perform or administer the task, the task mean score was not recorded for that stratum.

The data indicating the perceived importance of task performance according to FYES was presented in Appendix J1. The composite task mean scores for the three strata were 3.34, 3.89 and 2.04 for the small, medium and large size colleges respectively. Noting the differences in the composite mean scores, it was concluded that there was a great difference in perceived importance of task performance between those presidents with FYES over 5000 and those presidents with FYES under 5000. However, there was little difference between the perceived importance of task performance between the presidents with 0-2000 FYES and 2001-5000 FYES.

The perceived importance of the task performance of the ninety-five tasks was further illustrated by noting the similarities and differences in the mean scores of the tasks between strata. The following similarities and differences were noted:

1. Of the twenty-seven tasks performed by all presidents, ten tasks had no mean score differences and seventeen tasks did have differences.

NOTE: The following statements are also noted and are exclusive of the twenty-seven tasks performed by all of the presidents:

2. Of the eleven tasks mutually performed by the presidents in the "5001 and Over" and the "2001-5000" strata, there were differences in the mean scores of six tasks and no differences in six tasks.

3. One task was mutually performed by the presidents in the "5001 and Over" and the "0-2000" strata and there was a difference in the mean score.

4. Of the twenty-five tasks mutually performed by the

presidents in the "2001-5000" and the "0-2000" strata, there were differences in the mean scores of seventeen tasks and no differences in eight tasks.

5. Thirty of the ninety-five tasks were performed by both presidents in one stratum only with the presidents in the "2001-5000" stratum performing the most (18) and the "5001 and Over" the least (1).

Importance of Task Performance According to the Number of Full-Time Administrators

To determine the importance of task performance according to the number of full-time administrators, the six presidents were divided into three strata by separating the presidents at the two greatest natural breaks in the number of full-time administrators employed by the six community colleges.

Ninety-two tasks were identified by selecting, from the total task list of 156 tasks, those tasks which were performed or administered by all presidents in any of the three strata, i.e., if a task was performed or administered by the president in the "51-Over" stratum (there was only one president in this group) the task was recorded for further analysis. If at least one of the presidents in a stratum did not perform or administer the task, the task mean score was not recorded for that stratum.

The data indicating the perceived importance of task performance according to full-time administrators is presented in Appendix J2. The composite task mean scores for the strata were 2.84, 3.95 and 2.42 for the small, medium and large number of administrators respectively. Noting the small difference in the composite task mean scores,

between the presidents with the greatest number of full-time administrators (2.42) and the presidents with the lowest number of full-time administrators (2.84) it was concluded that the perceived importance of the tasks between these strata varied little according to full-time administrators. The perceived importance between the presidents with a medium number of administrators (3.95) and the other two strata (2.84) (2.42), varied greatly.

The perceived importance of the task performance of the ninety-two tasks was further illustrated by noting the similarities and differences in the mean scores of the tasks between strata. The following similarities and differences were noted:

1. Of the twenty-seven tasks performed by all presidents ten had no mean score differences and seventeen tasks did have differences.

NOTE: The following statements are also noted and exclusive of twenty-seven tasks performed by all of the presidents:

2. Of the fifteen tasks mutually performed by the presidents in the "51-Over" and the "26-50" strata, there were differences in the mean scores of six tasks and no differences in nine tasks.

3. There was only one task mutually performed by the presidents in the "51-Over" and the "0-25" strata and there was no difference in the mean score.

4. Of the twenty-one tasks mutually performed by the presidents in the "26-50" and the "0-25" strata, there were differences in the mean scores of fifteen tasks and no differences in six tasks.

5. Twenty-eight of the ninety-two tasks were performed by the presidents in one stratum only with the presidents in the "26-50"

stratum performing the most (16) and the "51-Over" the least (5).

Importance of Task Performance According to the Number of Total Faculty

To aid in determining the perceived importance of task performance according to the number of total faculty, the six presidents were divided into three strata by separating the presidents at the two greatest natural breaks in the number of total faculty employed by the six community colleges.

One hundred-eight tasks were identified by selecting, from the total list of 156 tasks, those tasks which were performed or administered by all presidents in any one of the three strata, i.e., if a task was performed or administered by all of the presidents in the "0-225" stratum (there were three presidents in this stratum) the task was recorded for further analysis. If at least one of the presidents in a group did not perform or administer the task, the task mean score was not recorded for that stratum.

The data indicating the perceived importance of task performance according to total faculty is presented in Appendix J3. The composite task mean scores for the strata were 2.47, 4.47 and 1.81 for the small, medium and large number of total faculty respectively. Noting the small difference in the composite task mean scores between the presidents with the largest number of total faculty (1.81) and the presidents with the fewest number of total faculty (2.47), it was concluded that the perceived importance of the tasks between these strata of presidents varied little according to total faculty. The "226-500" stratum composite mean task score (4.47) was significantly different from the largest (1.81) and the smallest (2.47) strata

task mean scores.

The perceived importance of the task performance of the one hundred-eight tasks was further illustrated by noting the similarities and differences in the mean scores of the tasks between strata. The following similarities and differences were noted:

1. Of the twenty-seven tasks performed by all presidents ten had no mean score difference and seventeen tasks did have differences.

NOTE: The following statements are also noted and are exclusive of the twenty-seven tasks performed by all of the presidents:

2. There were no tasks performed mutually by the presidents in both the "501-Over" and the "0-225" strata.

3. Of the twenty-five tasks mutually performed by the presidents in the "226-500" and the "0-225" strata, there were differences in the mean scores of eighteen tasks and no differences in seven tasks.

4. Forty-two of the one hundred-eight tasks were performed by the presidents in one stratum only with the president in the "226-500" stratum performing the most (38) and the "501-Over" the least (0).

Importance of Task Performance According to the Length of the Presidents' Term in Office

To aid in determining the importance of task performance according to the length of the presidents' term in office with their current employer, three categories were established: "0-2 yrs.," intended to contain those presidents of short duration or probationary status; "3-7 yrs.," intended to contain the presidents who had passed

through probation and were working toward attainment of the average Michigan community college presidents' term in office of 6.8 years; and those presidents with "8-Over" years experience in the office of president. No presidents fell into the "0-2" year category. Four of them were clustered between five and six years and two of them had ten or more years experience. Consequently, there were no presidents occupying the "0-2" years stratum, four presidents in the "3-7" year stratum and two presidents in the "8-Over" stratum.

Sixty-five tasks were identified by selecting, from the total list of 156 tasks, those tasks which were performed or administered by all presidents in any one of the three strata, i.e., if a task was performed or administered by all of the presidents in the "3-7" stratum (there were four presidents in this stratum) the task was recorded for further analysis. If at least one of the presidents in a stratum did not perform or administer the task, the task mean score was not recorded for that stratum.

The data indicating the perceived importance of the task performance according to the length of the presidents' term in office is presented in Appendix J4. The composite mean task scores for the strata were 3.77 and 3.00 for the "3-7" year stratum and the "8-Over" stratum respectively.

The perceived importance of the task performance of the sixty-five tasks were further illustrated by noting the similarities and differences between the mean scores of the tasks between strata. The following similarities and differences were noted:

1. Of the twenty-seven tasks performed by all presidents, which represented strata "3-7" and "8-Over", thirteen had no mean

score differences and fourteen tasks did have differences.

2. Thirty-eight tasks were performed by the presidents in only one stratum. Twenty-four were performed by the presidents from the "3-7" stratum and fourteen were performed by the "8-Over" stratum.

Importance of Task Performance According to the Length of the Collective Bargaining Agreement

This structural characteristic could not be properly analyzed because of the impossibility of collecting adequate data. Two of the colleges were engaged in collective bargaining for the 1977-78 college year with no anticipation for a settlement in the near future. It should be noted, however, that the presidents' commentary regarding the importance of the duration of the collective bargaining agreement may be found in Chapter V, Question 9: Task Performance and the Collective Bargaining Agreement.

Summary

Task Performance

1. There were no tasks either performed directly by all six presidents or administered by all six presidents.

2. There were twenty-seven tasks of the 156 total, that were accomplished by the presidents through direct performance or administration.

3. Thirty-four tasks were performed or administered by five presidents, fourteen tasks were performed and/or administered by four presidents, twenty-two tasks were performed or administered by three presidents, eighteen tasks were performed or administered by two presidents, sixteen tasks were performed or administered by

one president, and twenty-four tasks were neither performed nor administered by any of the six presidents.

Task Performance and Structural Differences

1. Based upon the strata divisions using natural breaks, Table 4.13, the number of tasks performed by the president decreased as the number of FYES, full-time administrators and total faculty increased. See Table 4.14.

2. One president from the "5001-Over" stratum (FYES), and the "8-Over" stratum (Length of Presidents' Term in Office), performed only one task himself while another president from the "0-2000" stratum (FYES) and the "3-7" stratum (Length of Presidents' Term in Office), administered only two tasks.

3. The presidents from the two largest colleges, with size based upon FYES, full-time administrators and total faculty, directly performed the least number of tasks; the presidents from the two middle-sized colleges, using the same basis for size, performed more tasks; and the presidents from the two smallest colleges, using the same basis for size, performed the most tasks and administered the least tasks.

4. When considering FYES as a structural difference the fewest tasks (41) were mutually performed between those presidents from the "5001-Over" stratum. See Table J1.

5. When considering FYES as a structural difference the most tasks (82) were mutually performed between those presidents from the "2001-5000" stratum (Presidents A1 and S2), performed and/or administered fewer tasks than those presidents from the other strata. See Table 4.14.

TABLE 4.14

PERFORMANCE AND ADMINISTRATION OF TASKS
ACCORDING TO STRUCTURAL DIFFERENCES

			Rank According to Structural Differences			
			FYES ^a	No. of Full-Time Adminis- trators	No. of Total Faculty	Term in Office
Presidents Performance	Administered	Totals				
A1 ^b	I Do It	1	1	1	1	1
	I Admin- ister It	47				
		48				
A2	I Do It	44	2	3	2	6
	I Admin- ister It	40				
		88				
B1	I Do It	60	3	2	3	4
	I Admin- ister It	44				
		104				
B2	I Do It	51	4	4	4	2
	I Admin- ister It	54				
		105				
C1	I Do It	70	5	5	5	4
	I Admin- ister It	2				
		72				
C2	I Do It	75	6	6	6	4
	I Admin- ister It	74				
		99				

LEGEND: ^a = Full-Year Equated Students

^b = Symbol identifying president but maintaining anonymity

6. When considering the number of Full-Time Administrators as a structural difference the fewest tasks (48) were mutually performed between those presidents from the "51-Over" stratum. See Table J2.

7. When considering the number of Full-Time Administrators as a structural difference the most tasks (79) were mutually performed between those presidents from the "26-50" stratum. See Table J2.

8. When considering the number of Total Faculty as a structural difference the fewest tasks (41) were mutually performed between those presidents from the "501-Over" stratum. See Table J3.

9. When considering the number of Total Faculty as a structural difference the most tasks (104) were mutually performed between those presidents from the "226-500" stratum. See Table J3.

10. When considering the Length of Term in Office as a structural difference those presidents, who had filled the office of president longest, delegated more than their colleagues with less time in the office of the presidency.

Task Importance and Structural Differences

1. Some presidents scored the importance of the task high, even though they did not perform or administer the task. They were quoted as saying, "I don't do it, but it's important to my role that it be done," "I don't do it, but I would like to do it and probably should do it, so I'm ranking it higher in importance."

2. There was a direct relationship between the number of tasks performed and the perceived importance of task performance of the

presidents regardless of the structural difference considered.

3. When considering FYES as a structural difference there was a difference in the perceived importance of task performance between those presidents from the "5000-Over" stratum and those presidents from the strata "under 5000."

4. When considering FYES as a structural difference there was little difference in the perceived importance of task performance between those presidents from the "0-2000" stratum and "2001-5000" stratum.

5. When considering Full-Time Administrators as a structural difference there was little difference in the perceived importance of task performance between those presidents from the "0-25" stratum and the "51-Over" stratum.

6. When considering Full-Time Administrators as a structural difference there was a difference in the perceived importance of task performance between those presidents from the "26-50" stratum and those presidents from the "0-25" and "51-Over" strata.

7. When considering the number of Total Faculty as a structural difference there was little difference in the perceived importance of task performance between those presidents from the "0-225" strata and the presidents from the "501-Over" stratum.

8. When considering the number of Total Faculty as a structural difference there was a great difference in the perceived importance of task performance between those presidents from the "226-500" stratum and those presidents from the "0-225" and "501-Over" strata.

9. When considering the Length of Term in Office as a structural difference there was little difference in the perceived importance of task performance between those presidents from the "3-7" stratum and those from the "8-Over" stratum.

10. When considering the Length of Term in Office as a structural difference of the task mutually performed by the presidents in both strata ("3-7" and "8-Over"), there were fourteen tasks with mean score differences and thirteen tasks without differences.

Tasks and Clusters

The importance of the ten clusters according to select criteria may be noted in Table 4.15. The following observations are noted:

1. Six clusters contained the twenty-seven tasks performed and/or administered by all six presidents. These six clusters were: 1) Business and Financial Management; 2) Institutional Program Planning, Development and Evaluation; 3) Personnel Management; 4) Facilities and Equipment Management; 5) Professional Relations and Self Development; and 6) School and Community Relations.

2. Three of the four clusters having the lowest composite mean scores also ranked lowest according to the percent of tasks accomplished by all six presidents in each cluster and lowest according to the most tasks accomplished by six presidents in each cluster. The three clusters with the lowest mean scores were: "Staff Development," "Instructional Management," and "Student Services Management." The cluster which was the exception was "Collective Bargaining." It is very important to note that during

TABLE 4.15

THE IMPORTANCE OF THE TEN CLUSTERS ACCORDING TO SELECT CRITERIA

Name of Cluster	Criteria of Importance					
	Clusters By Composite Means Scores of Tasks Within Each Cluster		Cluster By Percent of Tasks Accomplished By All Six Presidents In Each Cluster		Clusters Containing the Most Tasks Accomplished By Six Presidents	
	Rank	Composite Mean Score	Rank	Percent of Tasks	Rank	No. of Tasks Accomplished By Six Presidents
Instructional Management	9	2.70	8.5	0	8.5	0
Student Services Management	10	2.30	8.5	0	8.5	0
Business and Financial Management	6	3.57	4.5	22%	4.5	4
Institutional Program Planning, Development and Evaluation	3	3.83	2	28%	1	7
Personnel Management	1	4.32	4.5	22%	4.5	4
Facilities and Equipment Management	7	3.28	6	5%	6	1
Staff Development	8	3.02	8.5	0	8.5	0
Professional Relations and Self Development	2	3.92	1	38%	3	5
School and Community Relations	5	3.71	3	24%	2	6
Collective Bargaining	4	3.74	8.5	0	8.5	0

the interview, all of the presidents believed this cluster to be extremely important, however, in this rare exception the performance of tasks within a cluster does not increase with the importance of the cluster itself.

3. Four of the clusters, "Institutional Program Planning, Development and Evaluation," "Personnel Management," "Professional Relations and Self Development" and "School and Community Relations," ranked in the top five positions regardless of the criteria applied to establish cluster importance.

4. Two of the clusters, "Institutional Program Planning, Development and Evaluation," and "Professional Relations and Self Development" ranked in the top three positions regardless of the criteria applied to establish cluster importance.

5. Twenty-four of the 156 tasks identified by the presidents were not performed by any of the Michigan community college presidents.

6. Four of the clusters, "Instructional Management," "Student Services Management," "Staff Development" and "Collective Bargaining" had no tasks performed by six presidents.

CHAPTER V

THE TWELVE OPEN QUESTIONS

Introduction

The twelve open questions were a part of the interview and were posed following completion of the questionnaire. The presidents were allowed as much time as necessary in response to each question.

The twelve open questions: (1) provided an opportunity for the presidents to elaborate on "why" they perform or administer select tasks and (2) provided additional information, which could not be gathered with a questionnaire alone, that would give greater depth or greater insight into the president's task performance. See Appendix F for the twelve open questions.

The researcher chose to give the anonymous presidents "reader-identity" by recording each of their individual remarks and labeling the remarks with the same coding as was previously established in Chapter IV, Table 4.14, page 91. This enables the reader to become more familiar with a particular president whom he/she might find to be of interest. The responses to the questions and a summary of the responses to each question is recorded below.

Question 1: The Most Important Cluster(s)

"Disregarding the number of tasks that you checked in any particular cluster, is there any one cluster or are there two or more

clusters which are of greater importance than the rest?"

President C1:

President C1 saw two clusters as being the most important.

They were:

Institutional Program Planning Development and Evaluation and Personnel Management--getting people to do the things that you see as being important to quantitative and qualitative growth of the institution. If you can develop a plan and directions and means to achieve those and can get people to work with you in the achievement of those goals, you're probably making your greatest contribution as a college president.

President C2:

Two clusters were way out front of the others as far as he was concerned.

Professional Relations and Self Development. That's what makes it go or not because you can't administer if you don't have good professional relations and as soon as you let them deteriorate you have trouble administering.

President B1:

This president named centralized personnel functions and collective bargaining as the most important clusters. He also named professional activities and financial management as being important and as taking much of his time. He published, was a frequent program participant, and was active as a North Central Consultant, but he said that personnel and public relations take up most of his time. In public relations he included community relations, inter-institutional relations and inter-governmental relations. He spent little time "in instruction and even less in student affairs."

President B2:

He indicated that: Business and Financial Management, Institutional Program Planning Development and Evaluation, and Professional Relations and Self Development were the most important. "I have a deeper involvement in them and they impact upon the institution at a greater depth and breadth than the others."

President A1:

He enjoyed instruction, however he believed personal preference had much to do with the choice.

President A2:

He stressed a college's dependence on financial support and how students and community support all interrelate. He also believed that ". . . collective bargaining has become the very life of the institution and impinges upon every other area. Business and Financial Management, School and Community Relations and Collective Bargaining are the three."

Summary of Question 1

Clusters named as having major importance to the presidents are illustrated in Table 5.1.

The three clusters chosen most often as being of greatest importance were: Business and Financial Management (3); Professional Relations and Self Development (3) and Collective Bargaining (3). The two clusters not chosen as being of greatest importance by any president were Student Services Management and Facilities and Equipment Management. The "Collective Bargaining" cluster was named as most important by those three presidents from the larger colleges.

TABLE 5.1

MOST IMPORTANT CLUSTERS PER PRESIDENT

Name of Clusters	Most Important Clusters Per President						Total
	A1	A2	B1	B2	C1	C2	
Instructional Management	x	-	-	-	-	-	1
Student Services Management	-	-	-	-	-	-	0
Business and Financial Management	-	x	x	x	-	-	3
Institutional Program Planning, Development and Evaluation	-	-	-	x	x	-	2
Personnel Management	-	-	x	-	x	-	2
Facilities and Equipment Management	-	-	-	-	-	-	0
Staff Development	-	-	-	-	-	x	1
Professional Relations and Self Development	-	-	x	x	-	x	3
School and Community Relations	-	x	x	-	-	-	2
Collective Bargaining	x	x	x	-	-	-	3
Total	2	3	5	3	2	2	

LEGEND: x = Clusters having major importance

Question 2: Doing vs Administering

"Would you indicate your perceptions of why you would choose to do something yourself rather than administer it?"

President C1:

He says that the president may believe, because of his experience, his background, his concern for something and his general knowledge about it, that he can get it done better than anyone else.

I do certain things because the staff may not get to it and it's important. If there's an urgency, there are times I accept the primary responsibility when I probably shouldn't. Then secondly, all of us have a little bit of ego and think there are some things that we can do better than anybody else.

President C2:

He said that because of his background in financial affairs, he often does more in this area than other presidents. He also tried to spend more time meeting the community than formerly as a result of criticism. He daily picked up the college mail because he meets people and has immediate access to anything that may be pertinent should he go out-of-town for school business for in-school meetings. "I would probably choose to do it if I didn't think any other individual had access to as much information regarding it as I had, and probably should not have access to all of it."

President B1:

He attended to matters that concerned his staff personally and which, therefore, it was inappropriate for them to do, such as proposing salary increases. Also, if a project didn't fit into any job assignments of his staff, he did that. He also stressed that he did those projects in which he had a "keen personal interest, where I may be judged to have a unique expertise--and that's seldom, but sometimes there are those things I appropriately feel I can do, and can do perhaps, as well or better than others." He also said he sometimes does things to stress, for psychological reasons, their importance or because of an immediate need and because his staff is very occupied with other matters.

President B2:

He stressed that he must do those things for which the board holds him directly accountable. Further:

It's incumbent upon me to supervise the work of the people who report to me. Secondly, there are areas, particularly in board relationships, that cannot be delegated. Thirdly, elements of personal interest, personal style and personal expertise determine what I do.

President A1:

He performed tasks in those areas in which he had an interest and those tasks he enjoyed in addition to those he believed that it was important that he attend to personally, such as public relations.

President A2:

The first question that he asks himself is, "who can do it for me?" "I think the first law is to delegate everything you can." Then he does the tasks that only he can do or those for which the board expects him, finally, to be responsible. For example, the board held him responsible for recommending staff for hiring. Therefore, he was involved in the final interviews because he would not recommend anyone he knew little or nothing about and because he believed the people working for the institution were vital to the institution. He also said that he believed that one of his strengths was in "locating skilled people for a job, putting them to work and then turning them loose." However, he did believe in putting some "little strings on them--giving them a vision of what to do." On the other hand, although he believed staff development to be of major importance, he thought that this was one thing that he did not do well--"to take a person who is not skilled for a position, who somehow found his way into it, and turn a sow's

ear into a silk purse."

Summary of Question 2

The tasks a president chooses to do, based on the evidence presented by the six presidents interviewed, appeared to be determined by board expectations, by the fact that only he had all the pertinent information, by areas of personal interest, personal style, on whether or not a state of immediacy existed, a desire on the part of a president to stress its importance and an attempt to improve in an area because of post criticism.

Question 3: Task Importance

"In your judgement, what gives a task importance?"

President C1:

He believed that his answer to question 2 applied.

President C2:

A president has to keep up-to-date and often operate "out of his hip pocket," however, "if it's in the procedures handbook, it's important" because administrators, as a group, have recognized a high potential for problems there.

President B1:

He believed that his answer to question 2 applied.

President B2:

He believed that the task's "personal meaning or impact on something or its thrust--it's importance to the institution," is what gives a task importance.

President A1:

He reported that he did little else, for the last six months, than concentrate on passing a millage proposal.

If you set long-range goals and objectives, your tasks fall out pretty well in front of you. Usually they're program centered which means you're trying to meet student and community needs and from there on you have to get funds and the rest that goes with it.

President A2:

He answered this question by posing three others:

1. How does it relate to the entire institution? Tasks seem to loom out in importance in and of themselves when placed in the perspective of the entire institution and sometimes they fade in significance.

2. How important is it in the long term, rather than the immediate interests of the institution?

3. How does it relate to the governance--that is, to those who govern the institution and their priorities, because they are the ultimate setters of priorities. I may have a priority, but if it's in consonant with their priorities, in short time we're going to be out of step.

Summary of Question 3

A task was believed to be important based on its value to the institution, its presence in the procedures handbook, its value in satisfying long range goals and its position of priority with the members of the governing board.

Question 4: The Most Important Task(s)

"You have indicated those tasks which you believe to be of major importance. Are there any of these which stand out as being more important than the others?"

President C1:

He believed that, "those tasks that relate to achievement of an acceptable mission statement are those that are most important."

He also said,

So, even if your relationship with the board of trustees is great, if you aren't moving forward in terms of instruction and providing opportunities, it's not worth it. You know, that's the crux of the whole thing.

President C2:

This president believed that tasks with the element of communication were the most important. He went on,

As far as I'm concerned, I don't think there's any task in there (the questionnaire) that doesn't have importance to the institution or to the role of the presidency because no matter how you want to cut it, when the chips are all down, the buck stops right here.

President B1:

He thinks that any of the tasks that are of a "board relationship kind of task are terribly important." His priorities, in nearly every instance, was board relations because a president who cannot relate to his board and "maintain that very delicate balance of governance and administration is in trouble," and his institution also suffers. He included board developing, board nurturing, board counseling, and board guidance. He thought that a lot of presidents have failed "because they couldn't shift quickly enough." The board changes, the tone changes--even an absent board member or members can change an entire meeting significantly. Then, of course, there was "board turn-over." He groomed board members early, as soon as the petitions were filed. He groomed all candidates giving himself two months to prepare the two new board members. He takes them through all the programs and the mission of the college to enable them to speak knowledgeably to the public after they're seated. After all, "they're seated one night and may be making decisions the next."

President B2:

The tasks that came to this president's mind were:

Those of direct responsibility that I can't delegate, such as supervising those who report to me and the second is direct board relationships. . . .Also, those which have a ripple or chain effect on the rest of the institution. How I perform in my role would be an example.

President A1:

The tasks that are "primarily instructional."

President A2:

He seemed unable to choose any one or two, instead he reiterated the value of providing leadership in collective bargaining, recommending financial policies and budgets, coordinating annual and long-term institutional goals, staff development, public relations and coordinating a program and consistently participating and providing leadership.

Summary of Question 4

The tasks that were agreed upon for their major importance were those deemed necessary to achieve the mission of the institution and those that impinged upon president-board relationships.

Question 5: Task Performance and FYES

"Do you believe that the tasks you perform as a president will vary with the size of your college as measured in FYES?"

President C1:

This president believed that, "yes, with more students you can afford more highly qualified assistants to perform tasks with greater expertise."

President B1:

President B1 also stated, "yes, but because size triggers other things, like number of support staff to whom one can delegate."

President B2:

This president did not believe that his tasks would vary with college size. "Not much on a single campus, not at least in my style."

President A1:

President A1 concluded that, "no, except for more direct involvement for a president in a smaller college with fewer students, fewer administrators and less money." However often, but not always he believes, longer hours result.

President A2:

He says that the tasks he mentioned for question 4 won't vary but that the degree to which the president will be able to delegate will vary. "Tasks are similar in every institution, large or small. The degree to which a president can be involved in the tasks of course, diminishes the further up he moves in size of institution."

Summary of Question 5

A study of the answers given indicated general agreement that college size did not affect the number of tasks needing to be performed nor the tasks themselves, but rather the degree to which the president could delegate the tasks. More students, it was pointed out, often meant more support staff, less direct involvement by the president, more money, perhaps better qualified assistants with greater expertise, sometimes shorter hours for the president, but this varied because, as

was pointed out, there may be more public relations involvement.

Question 6: Task Performance and
Full-Time Administrators

"Do you believe that the tasks you perform as a president will vary with the number of full-time administrators?"

President C1:

This president stated:

Absolutely. I see this as a continuation. Increased enrollment generates additional dollars with which you can afford more specialized administrative staff and, hopefully, greater expertise and specialization; therefore, the president's tasks will change.

President C2:

President C2 agreed with President C1. "Yes. You can only give an individual so much that you have any right to expect to get accomplished and the more individuals you have, the more things can get done."

President B1:

He believed that his answer to question number five covered it.

President B2:

This president didn't think so because:

There are the same tasks to be done in an institution regardless of its size, it seems to me. If you have more administrators, it simply means that the breadth and depth may be greater, but I don't see where the president's role would change a lot. I don't think he removes himself completely from any more areas. I don't think it matters here if he has four or fourteen administrators.

President A1:

He believed that his answer to question number five relates here.

President A2:

He believed that "the major tasks won't vary."

Summary of Question 6

A study of the answers given indicated general agreement that the number of administrators did not affect the number of tasks needing to be performed nor the tasks themselves, but rather the degree to which the president could delegate the tasks. Therefore, the frequency of task performancy by the president could vary.

Question 7: Task Performance and Total Faculty

"Do you believe that the tasks you perform as a president will vary with the number of total faculty?"

President C1:

President C1 believed that:

Only a result of those greater numbers of faculty members resulting from greater enrollments--fundable enrollments. I see that as being the key, the resources that are available to the institution.

President C2:

This president did not believe that the tasks varied very much. "No, not much."

President B1:

The tasks may vary. "Only as total faculty relates to total size of the institution."

President B2:

The answer is, "no, I don't see any relationship."

President A1:

The tasks will not vary, "probably because there is less structure and formality in a smaller institution."

President A2:

He believes the major tasks will not vary because the more faculty the "more students, the more money, the more help, the more delegation and so on."

Summary of Question 7

The presidents indicated that the number of faculty had little impact on the tasks, other than as faculty number relates to the size of the institution, i.e., more faculty may mean more administrators and a larger student body. Again, more opportunity for delegating might then exist.

Question 8: Task Performance and
Years of Experience

"Do you believe that the tasks you perform as president will vary with the number of years experience as a community college president?"

President C1:

He believed that the tasks will change and adjust somewhat, based on experience as a president; however, he saw the expertise, knowledge, ability and competency he brought to bear on the tasks as a result of preparation and experience (in any role) as being a greater factor than tenure in the position. He seemed to believe that the preparation takes place prior to obtaining the position. He said that if you have to learn all the things you need to know in the office,

"you're probably not going to survive too long. You have to have that competency when you come in. Part of it is graduate preparation, the kinds of jobs and people you've worked with--your breadth of experience."

President C2:

He said yes because "you get to know the job" and to whom you can safely delegate specific responsibilities. Also, as apprehension passes, more confidence is acquired.

President B1:

He believed that they do vary because with experience you learn to know your staff and yourself better in regard to both capabilities and likes and dislikes. Therefore, you learn what to assign and what not to assign. He added that he believed that a president offers an institution just about all that he can within five to seven years unless the institution is only interested "in a continuation program or if the president is only interested in just keeping the wheels greased and letting it run." With that match, President B1 believed that a president will "stay there and the board will be satisfied."

President B2:

He noted that a newly employed president changes within the first few years and that his task performance will also change, but that after a number of years of experience little change takes place. "I think your philosophy, style, the way you do things from the time you get to be president aren't likely to change an awfully lot unless you're forced to change."

These changes, he believed, can be caused by changes in the board, by collective bargaining, or external forces; however, the

leadership pattern, he seemed to say, was basically set by the time one assumed a presidency.

President A1:

He said that "after the first five, I doubt it, but it depends upon the individual." This president made conscious effort to involve himself in learning situations to grow and also attempted to keep up-to-date.

President A2:

President A2 said that, "I think the longer one serves, the more one learns to delegate, but I don't believe it means you work less, but perhaps you do work a little more effectively.

Summary of Question 8

Although the leadership style or pattern seemed to be established when the president takes office, the presidents indicated that, initially, the tasks may change as the president learns more about his staff, himself and the institution and as he learns to delegate. However, they seemed to see little change in the tasks after these learning experiences had taken place.

Question 9: Task Performance and the
Collective Bargaining Agreement

"Do you believe that the tasks you perform as a president will vary with the duration of the collective bargaining agreement?"

President C1:

He believed that if these pressures were too frequent or constant they would change the tasks of the college president and in

a negative manner. "Yes."

The collective bargaining process impinges very heavily upon what takes place on a college campus and when there is an unsettled condition, of an unhappy situation, that brings pressures upon the president and all administrative staff, which are different from normal circumstances. Therefore, the duration of a collective bargaining agreement is of crucial importance.

President C2:

This president exclaimed, "yes!" This was his institution's first three year contract (rather than two) and he believed that as a result of this extended time period that there were more avenues of communication open. "There are more things that you can really get into without alienating someone or running into concerns about unfair labor practice, or something like that."

President B1:

This president believed that the tasks would vary. "Yes, I do."

President B2:

It didn't affect him because he was uninvolved in collective bargaining. Therefore, his answer was "no."

President A1:

He indicated that it was very time-consuming. "Collective bargaining is an attention-getting device. . . , it's going to cause a different time allocation on the part of the board as well as the faculty."

President A2:

He said that it took time away from other matters. "Yes--and you spend more time on it if you have a short term agreement."

Summary of Question 9

There was agreement, with one exception, that the duration of the collective bargaining agreement did cause a president's tasks to vary. The president who was the exception was not involved in collective bargaining. Collective bargaining, it was pointed out, was time-consuming and enervating both physically and emotionally.

Question 10: Task Performance and Other
Structural Characteristics

"Do you believe that the tasks you perform as a president will vary with another or other structural characteristics we haven't mentioned?"

President C1:

This president stated that, "the social climate in which we operate changes and so do the tasks of the president." He believed that the social climate is a structural characteristic and may play a role in task performance.

President C2:

President C2 named the community, its value system and level of involvement in the affairs of the college as additional structural characteristics which may have a bearing on task performance.

President B1:

He named style and personality of both the president and the institution as additional characteristics related to task performance. He believed that the "personality" of the institution "affects the president's perception of his job and therefore, ultimately, his tasks." Some institutions are "evolutionary and some fixed, some are designed and some outgrowths of people, situations and time." It all involves "how it started, when, location, previous administrations, faculty views, students, and so on." Then the president "tries to blend perceptions of himself into how he reacts and what he does."

President B2:

This president named socio-economic conditions, organizational structure, the composition of the board of trustees, multi-campus institution, and the competency of the other administrators as structural characteristics that could change presidential tasks.

President A1:

This president named administrative structure (pyramid, classical, decentralized or multi-campus) as an additional structural characteristic relating to task performance. He stressed that the philosophy of the board and the laws of the state also played a role in task performance.

President A2:

He pointed out that the college setting (rural or urban) could greatly influence the presidents role. "I think the socio-economic setting of the college has a great deal to do with the tasks performed." In addition, he named the type of board and the state laws as having

influence on how decisions were made and what was accomplished.

Summary of Question 10

Other structural characteristics named that can cause presidential tasks to vary were: socio-economic climate, cultural circumstances, the community, presidential style and personality, institutional style and personality, organizational structure, administrative competency of subordinates, composition of the board of trustees, philosophy of the board of trustees, state laws, and establishment of a multi-campus institution. Socio-economic climate was named or alluded to by four presidents and the board of trustees was named or alluded to by three presidents.

Question 11: External Forces

"Which external force(s) do you perceive as having the greatest impact upon your task performance?"

President C1:

He believed that "the involvement of the federal and state government in college operations--the level of federal funding," had the greatest impact on task performance.

President C2:

President C2 stated that "Lansing. . .state operations," had a great impact upon task performance.

President B1:

Vested interest groups in the community had a great impact on task performance. Examples cited were pro-ERA groups, anti-ERA groups pro and anti-abortion groups, and maintaining and providing neutrality

in such areas as proper balance of programming for women. "We're also being expected by the public to do more and more without monetary wherewithal and to do it better and better."

President B2:

Having great impact on task performance were:

Bureaucratic regulations at the state and federal levels. It isn't the legislature so much, but the bureaucracy. Also, increased competition from other institutions of higher education requiring more time directed to what others are doing--in Lansing, recruiting and the like.

President A1:

The impact of various teacher organizations on the state and its consequent dealings with the colleges was noted.

Long-range strategy of MEA, NEA, AFT, in relationship to their long-range goals for centralization. Their strategy will, and already has, impacted state laws, mediation, and fact-finding and it will probably have a more direct impact on the direction and autonomy of local institutions than anything we're probably going to do. Most time consuming and stressful is the adversarial position that Michigan's Democratic Labor Party imposes upon this state. I don't mean it negatively. Labor laws make it more difficult to be held accountable in this state than probably any state in the union.

President A2:

He cited taxonomies as an example. Also:

The state legislature with its various agencies. It not only provides the funds, which has a great deal to do with how well one can manage, but now it's beginning to establish the regulations and policies as well.

Summary of Question 11

All except one president mentioned the involvement of the government (state and/or federal) in college operations as impacting task performance. One referred to the effect teacher organizations had in

influencing the state, and the president who was the exception named vested interest groups as having great impact on task performance, and which he indicated were currently creating problems. Increased competition from other institutions of higher learning was also mentioned.

Question 12: Definition of Michigan
Community College President

"How would you define 'Michigan Community College President'?"

President C1:

He saw the president as playing a varied role, "depending upon where he is and where the institution is." If, for example, a president is new or the institution is adjusting its mission, his role would probably be different from how he presently views his role. "A good deal of a president's . . . responsibility is crisis resolvment."

He viewed his situation as that in which the institution had found its direction, was staffed with capable people who were moving forward in terms of established directions, but he continued to set long-range goals and move people toward reaching them.

President C2:

He said that you invariably "win a few and lose a few," but ultimately, he maintained it's all a matter of how well you can influence people, because you are "a manager" and "an educational leader." The president's role "still has to be to reflect the image of a good institution."

He has to be a lobbyist, in that he has to influence all areas of the institution that have impact on the institution--and that includes the board, staff, students, general public and the legislature. He has to be able to analyze a problem and try to define

the kinds of data that relate to it. Often the final decision is going to be an emotional decision. That's why I think the strains are so great in this kind of a job. It's because of the tremendous amount of emotional drain. . .because education is what we're in and it is built on hope and expectations that things are going to get better.

President B1:

He believed that the Michigan Community College President was more management oriented and less an educational leader (with exceptions). He saw him (there are no women) as more aggressive, assertive, and vain than the "typical president." He added that "most distinguished presidents are only distinguished because they are smart enough to surround themselves with able people and utilize them."

President B2:

He doesn't "think the president need be an academic leader anymore. That his chemistry fits in well with the board is more important," he believes. He needs some:

. . .human relations skills, alot of energy, resiliency--accept that collective bargaining is here. . ., can roll with the punches, because we'll have increased state and federal controls, has a good background in business, and is creative and imaginative in order to do more and more with less and less.

President A1:

Disturbed during the interview by an interruption, this final question was never really answered.

President A2:

He believes that it depends upon "to whom you are talking."

If you talk to someone out in the community, he may say he's the chief representative and defender of the college. We serve multiple publics, but I think, in this community and this institution (a heterogeneous community) that the answer is educational leader, and I say that rather sadly because I think that title's going to

be pass'e before long. I think it's going to be manager and I think that's what the trade is going to require. But I think that I am yet perceived here as educational leader--probably educational leader and manager.

Summary of Question 12

A wide variety of replies were given for a definition of Michigan community college president. One president compared community college presidents in Michigan to the "typical president," some described his attributes and some described his tasks or the role or perceptions of the role. Another stated that definitions varied depending upon numerous criteria, but, again, predictions of a managerial role for community college presidents, rather than that of educational leader, were advanced. Other commonalities involved the pressure filled job, that the president must be flexible, be able to influence people, and be able to find good people and use them effectively.

Summary of Chapter V

A number of conditions can cause a Michigan community college president's tasks to vary, but, based on the respondents' answers to the open questions, board expectations, i.e., the position of priority a task has with the governing board, heads the list. A president may choose to do something because of its institutional value, i.e., it figures in the achievement of the institution's mission or helps to satisfy long-range goals. His style may influence him, his personal interest, his expertise in an area or an immediate need may cause him to act.

A study of the answers indicated general agreement among the presidents that the degree to which a president could delegate varied with the number of administrators, the number of total faculty and/or

FYES. For this reason a president with more "help" might do fewer tasks himself; however, the presidents believed that all colleges, regardless of size, required that the same tasks be performed, differing only in the frequency, breadth and depth of their performance and in who performed them.

Experience as president, it was pointed out, impacted tasks initially, until the president learned to know his staff, himself, the institution and how to delegate. After that, there was little change.

The length of the collective bargaining agreement was believed by all but one president, who was not involved in the process, to have great impact on task variance. The presidents stated this adamantly and believed that the shorter the duration of the collective bargaining agreement, the more their tasks were adversely affected. It was clear that collective bargaining was often both physically and emotionally enervating.

The structural characteristics most frequently cited as causing presidential tasks to vary were socio-economic conditions and the board of trustees.

The external force having most impact was legislation.

Several of the presidents predicted a more managerial future role, rather than that of educational leader, for Michigan's community college presidents.

The Michigan Community College President is, according to the respondents, in a pressure-filled position which calls for flexibility, an ability to influence individuals and groups and the ability to find good people and utilize them.

The researcher believes, however, that the most outstanding

revelation of this chapter is the presidents' emphasis on the importance of a good president-board relationship. The strongly felt influence of the boards of trustees is clearly in evidence in the choices of tasks performed by the community college presidents.

Taking into consideration that these presidents were speaking "off the cuff," the researcher was tremendously impressed by their verbal fluency and the clarity of replies which, most of the time, seemed to have been well thought through even though there had been no advance prompting. The researcher believes that the presidents' willingness, in allowing the taping of this interview, speaks to their language mastery, self-confidence and astuteness; even perhaps, to their readiness to accept a bit of risk. They had no opportunity to look over what they had said in order to reword, revise or clarify.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

The researcher's main purpose in this study was to identify the tasks performed by the Michigan public community college presidents and to determine if their perceived importance of the tasks varied with such structural differences as size of institution, number of faculty, number of full-time administrators, the duration of the collective bargaining agreement or the length of the president's term in office.

Statement of the Problem

The absence of objective information about the task performance of Michigan community college presidents results in possible misinformation for decision-making by those persons charged with the responsibility for employment and training of people to fill presidential positions.

Many administration students, as well as employed administrators, who in the past aspired to the presidency of a community college, have not had the opportunity to become fully informed when they selected their educational programs or formulated their occupational goals because succinct and complete guidance information was not available for this career.

Various groups responsible for the employment or training of

leaders, such as presidential search committees and institutions of higher education have a continuous need to improve their search criteria and the institution's curriculum which forms the basis for employment and training of presidents. Without appropriate research, these improvements cannot be made.

In view of the problems which existed as a result of insufficient data regarding the position of Michigan community college president this study attempted to answer the following questions:

1. Which tasks are performed by select Michigan community college presidents?
2. Will the perceived importance of the tasks performed vary with:
 - a. the number of full-year equated students (FYES)?
 - b. the number of full-time administrators?
 - c. the number of total faculty?
 - d. the length of the president's term in office? and
 - e. the duration of the collective bargaining agreement?

Need for the Study

A review of the literature helped to determine a real need for this study. The task performance by those in supervisory positions was usually stated in very broad, general terms. The actual tasks were seldom mentioned or the lists were incredibly incomplete. The actual tasks performed by college presidents, in general, and community college presidents, in particular, were left to the imagination. No studies were found which had been conducted to explore the task performance of Michigan community college presidents, although many authors indicated a need for a greater data base in the area of task performance.

If it is true, as the literature indicates, that to be an effective manager, the manager has to know what to do, then these tasks and the information regarding them should be valuable to presidential appointment committees, to colleges of education and universities which have graduate programs in educational leadership and administration of higher education, and to institutions with similar programs. It should also be valuable to institutions which have professional development programs which are designed to update administrators at various levels including that of president.

Research Design and Procedure

The scope of this study was limited to six of the twenty-nine Michigan community college presidents. The presidents were from different size institutions. Using FYES, for example, two were from the largest colleges, two from the middle sized colleges and two from the smallest colleges.

The questionnaire, which included 156 task statements, and the twelve open questions were developed and used as the data gathering instruments for the study. The two instruments were administered to each president on an individual basis during a standardized interview. Procedurally, each interview was conducted in the same manner: 1) the respondent and interviewer discussed the nature of the project, the directions for the respondent's participation and the role of the interviewer; 2) the respondent responded in writing to the questionnaire, commenting when desirable; and 3) the respondent responded verbally to the twelve open questions which were read by the interviewer. The responses were recorded on magnetic tape for analysis at a later time.

SummaryReview of Literature

A review of the literature revealed that the president and the board were usually in agreement regarding the president's task performance. The authors of the literature pointed out that the role of president is pressure-filled and often lonely, that the president must be flexible, influential and be able to recognize capable people and use them effectively. Also, initiating too much change too quickly often placed the president's position in great jeopardy.

The college president, according to the literature, is a hard working individual, a conflict resolver, supervisor, pace setter, administrator, decision-maker, fund raiser, grievance handler, disseminator of information, planner, chief representative of the governing board, chief public relations handler (which includes articulating the mission of the organization), holds a status position and integrates the efforts of many into a common goal. His duties are seldom formally defined, he is expected to be up-to-date and to conduct himself professionally in accordance with right principles.

Most authors agreed that the community college president should be a leader, and if he is a leader he will have an additional set of attributes and take on other roles such as creator, planner, innovator and futurist. However, the authors agreed that the presidents' roles were in a state of flux, leaning toward a more managerial emphasis and away from that of educational leader, with legislation and collective bargaining often named as catalysts effecting the change.

Questionnaires: Performance of Tasks

An analysis of the responses on the questionnaires relative to task performance revealed the following:

1. There were no tasks performed directly by all six presidents nor administered by all six presidents;

2. Twenty-seven tasks of the 156 total were accomplished by all of the presidents, either through direct performance or administration. The twenty-seven tasks follow:

- a. Recommend financial policies
- b. Recommend program policies to the administration and board
- c. Evaluate administrator performance
- d. Approve administrator leaves, vacations and sabbaticals
- e. Guide the administrators on legal matters which affect college programs
- f. Develop and maintain professional relationships with other college presidents
- g. Develop and maintain professional relationships with state department of education personnel
- h. Develop and maintain professional relationships with administrators
- i. Participate in professional organizations
- j. Develop policy and commendation statements
- k. Participate in community organizations
- l. Participate in public presentations on college programs and activities
- m. Evaluate informal feedback about the college
- n. Participate in meetings for district superintendents
- o. Develop agenda for board meetings
- p. Coordinate implementation of board and administrative policies

- q. Coordinate the development of long-range college goals
- r. Coordinate the revision of annual college goals
- s. Write official administrator evaluations
- t. Conduct staff meetings
- u. Approve and submit renovation and alteration plans to the board
- v. Approve cooperative agreements with other agencies
- w. Guide bond issues
- x. Develop long-range budgets based on total program requirements
- y. Evaluate the public relations program
- z. Coordinate bond issues
- aa. Coordinate obtainment of local, state and federal services and resources for program development;

3. Twenty-four tasks of the 156 total were not accomplished by any of the six presidents. The twenty-four tasks follows:

- a. Approve the master schedule of course offerings
- b. Coordinate the development of a master schedule of course offerings
- c. Approve purchase orders for instructional equipment
- d. Approve purchase orders for instructions materials
- e. Guide teaching staff in selecting and using effective instructional strategies, e.g., individualized instruction
- f. Coordinate school admission services
- g. Coordinate student job placement and follow-up services
- h. Coordinate extracurricular organizations and activities
- i. Coordinate work-study programs
- j. Coordinate purchasing and payment procedures
- k. Approve work orders
- l. Write student services program goals

- m. Write official teacher classroom evaluations
- n. Oversee the daily maintenance and upkeep of grounds
- o. Oversee the daily maintenance and upkeep of facilities
- p. Oversee college cafeteria services
- q. Coordinate equipment inventories
- r. Locate vending services
- s. Oversee preservice programs for faculty
- t. Participate in the sabbatical program for professional personnel
- u. Develop and coordinate the activities of the vocational advisory committees
- v. Conduct orientation programs for students
- w. Participate as chief negotiator during collective bargaining
- x. Participate at the table as negotiator during collective bargaining

4. The number of tasks performed directly (I Do It), decreased as the number of FYES, full-time administrators and total faculty increased;

5. Of all the tasks performed, the fewest tasks were performed mutually by those presidents in the "5000 FYES-Over" stratum;

6. Of all the tasks performed, the most tasks were performed mutually by those presidents in the "2001-5000 FYES" stratum;

7. Of all the tasks performed, the fewest tasks were performed mutually by those presidents in the "51 FTA-Over" stratum;

8. Of all the tasks performed, the most tasks were performed mutually by those presidents in the "26-50 FTA" stratum;

9. Of all the tasks performed, the fewest tasks were performed mutually by those presidents in the "501 TF-Over" stratum;

10. Of all the tasks performed, the most tasks were performed mutually by those presidents in the "226-500 TF" stratum;

11. A pattern could not be discerned which indicated that the total number of tasks performed directly and administered by the presidents varied according to any structural difference; and

12. The presidents who had filled the office of president the longest delegated a larger percentage of tasks than those presidents with less time in the office of the presidency.

Questionnaires: Perceived Importance of Task Performance

An analysis of the responses on the questionnaires regarding the perceived importance of task performance disclosed the following:

1. The perceived importance of task performance varied greatly between those presidents from the "5000 Full-Year Equated Students (FYES)-Over" stratum and those presidents from the strata "under 5000 FYES."

2. The perceived importance of task performance varied little between those presidents from the "0-2000 FYES" stratum and "2001-5000 FYES" stratum.

3. The perceived importance of task performance varied little between those presidents in the "0-25 Full-Time Administrators (FTA)" stratum and the "51 FTA-Over" stratum.

4. The perceived importance of task performance varied greatly between those presidents in the "26-50 FTA" stratum and those presidents in the "0-25 FTA" and "51 FTA-Over" strata.

5. The perceived importance of task performance varied little between those presidents in the "0-225 Total Faculty (TF)" strata and the presidents in the "501 TF-Over" stratum.

6. The perceived importance of task performance varied greatly between those presidents in the "226-500 TF" stratum and those presidents in the "0-225 TF" and "501 TF-Over" strata.

7. The perceived importance of task performance varied little between those presidents in the "3-7 Years" stratum and those in the "8 Years-Over" stratum.

Questionnaires: Tasks and Clusters

There were ten task clusters identified for use in this study. During the analysis of the data it became apparent that some of the clusters were perceived to be of greater importance than the others. The following can be said about the clusters:

1. Six clusters contained the twenty-seven tasks performed and/or administered by all six presidents. These six clusters were: 1) Business and Financial Management; 2) Institutional Program Planning, Development and Evaluation; 3) Personnel Management; 4) Facilities and Equipment Management; 5) Professional Relations and Self Development; and 6) School and Community Relations.

2. Three of the four clusters having the lowest composite mean scores ranked lowest according to both the percent and the number of tasks accomplished by all six presidents in each cluster. The three clusters with the lowest mean scores were: "Staff Development," "Instructional Management," and "Student Services Management." The cluster which was the exception was "Collective Bargaining." It is important to note that during the interview, all of the presidents believed this cluster to be extremely important, however, in this exception, the performance of tasks within a cluster does not increase

with the importance of the cluster itself. Although the presidents believed the cluster of tasks to be very important, they also believed that they should not be active participants in the collective bargaining process.

3. Four of the clusters, "Institutional Program Planning, Development and Evaluation," "Personnel Management," "Professional Relations and Self Development" and "School and Community Relations," ranked in the top five positions regardless of the criteria applied to establish cluster importance.

4. Two of the clusters, "Institutional Program Planning, Development and Evaluation," and "Professional Relations and Self Development" ranked in the top three positions regardless of the criteria applied to establish cluster importance.

Twelve Open Questions

An analysis of the responses to the twelve open questions revealed that:

1. The governing boards influenced greatly the presidents' task performance. It was believed that the institutions' boards were the ultimate setters of priorities and consequently, "I may have a priority, but if it's inconsistent with their priorities, in a short time we're going to be out-of-step." Another president edited news releases because "it is board policy."

2. The choice in performing a task was greatly influenced by its institutional value, i.e., a task was performed if it assisted in the achievement of the institution's mission, helped to satisfy long and/or short range goals and if it filled an immediate need.

3. Interest and expertise in an area were influential factors in task performance. For example, one president helped coordinate strategy for student recruitment because he received, "a great deal of satisfaction" from it, while another president concentrated more on institutional finance than most presidents because he was a former business manager. One president professed that he "enjoys" instruction and was, consequently, more involved in this area than most presidents.

4. All presidents, with one exception, named legislation, both state and federal, as being the external force having the most influence on the president's task performance. More specifically, labor laws, bureaucratic regulations and funding legislation were named.

5. The performance level of subordinates, experience as a president and collective bargaining were the three internal forces named as factors having great influence on task performance.

6. A statistical analysis of the effects of the duration of the collective bargaining agreement was not possible because two colleges at the time of data collection were still negotiating their 1977-78 college year contracts. Nevertheless, all but one president (who was not involved in the collective bargaining process) stated, in various emphatic terms, that collective bargaining has great impact on task variance and that the performance of presidential tasks is adversely affected. The time element was most frequently cited as detrimental. These presidents were adamant in their belief that the shorter the duration of the collective bargaining agreement, the more their tasks were adversely affected.

It was clear that collective bargaining was viewed by the community college presidents as both physically and emotionally enervating.

7. The three presidents from the largest colleges, based on FYES, total number of administrators and total faculty, all named collective bargaining as one of the most important clusters (Table 5.1). None of the presidents served as chief negotiator nor participated at the table as negotiator during collective bargaining. All commented emphatically that they should not. It was felt that collective bargaining's divisiveness could place them in a controversial position, causing a negative reflection on them, "the image of the institution," and consequently, on the institution itself.

Composite of Findings

Based upon the data acquired in this study it was found that:

1. There were twenty-seven tasks accomplished by every president.
2. No task was performed directly by all six presidents nor administered by all six presidents.
3. The extent to which the presidents delegated their overall task load increased with the number of full-year equated students (FYES), full-time administrators and total faculty.
4. The most experienced presidents delegated tasks most frequently.
5. The presidents revealed that the length of their terms in office initially affected their tasks; until they learned to know their staff, themselves in their new role, the institution, and how to delegate.

6. All but one president (who was not involved in the collective bargaining process) stated that collective bargaining had great impact on task variance and affected task performance adversely. The time consumed and the stress associated with collective bargaining were most frequently cited as detrimental. The presidents believed that the shorter the duration of the collective bargaining agreement, the more their tasks were adversely affected.

7. The three presidents from the larger colleges all named the collective bargaining cluster as the most important cluster while those from the three smaller colleges did not name this cluster as being important.

8. There were differences between the stated importance of the task clusters and the ranking of the clusters' composite task mean scores.

9. The presidents believed, and the literature supported their belief, that their roles were in a state of flux and moving toward a managerial emphasis.

10. The presidents' harmony with the board was extremely important in task performance if job security was desired.

11. The presidents from the larger colleges mutually performed fewer of the same tasks than did the presidents from the smaller colleges based upon FYES, full-time administrators and total faculty.

12. The presidents believed that all tasks performed within the institution were important to their role as president even though they did not administer their execution or "do them." All

expressed, in various ways, this strong sense of "institution identification" and believed that they were responsible for the welfare of the institution. Belief that "the buck stops here" was stated as fact by all presidents.

13. As evidenced by the composite task mean scores, the perceived importance of task performance varied between presidents from the larger colleges and the other presidents. When considering full-year equated students, full-time administrators, total faculty, as well as the presidents term in office, in all cases the perceived importance of the tasks performed by the presidents from the larger colleges was lower than that of the presidents from the other colleges.

14. As the number of tasks performed by a particular stratum of college presidents increased, the perceived importance of task performance of the presidents increased, regardless of the structural difference considered.

15. Some presidents scored the importance of a task high, even though they did not perform or administer the task. They were quoted as saying, "I don't do it, but it's important to my role that it be done." "I don't do it, but I would like to do it and probably should do it, so I'm ranking it higher in importance."

Conclusions

1. There were twenty-seven tasks performed by all of the college presidents which governing boards, administration/leadership training institutions and potential presidential candidates can focus in their hiring and training criteria.

2. An institution's presidential needs will vary somewhat

according to its size.

3. Noting that the total number of tasks performed mutually by the presidents in the various strata were not directly proportional to size, regardless of how measured, it can be concluded that factors in addition to size have influence on task performance and/or their importance.

4. The more presidential experience, the greater the amount of task delegation. Presidents with more experience are more likely to depend upon their administrators for task performance.

5. If a governing board is seeking to employ a president who will delegate more often they should select a person with experience as a president.

6. Governing boards, administrations and faculties should strive for long-term collective bargaining agreements in an effort to alleviate the detrimental effects of collective bargaining on presidential task performance.

7. Governing boards and institutions of higher education should stress the importance of collective bargaining when employing and training a community college president.

8. Twenty-seven tasks were accomplished by all six presidents through a combination of performance and administration. It can be predicted with assurance that certain tasks will be accomplished by community college presidents if viewed under similar conditions as noted in this study.

9. Twenty-four tasks were not accomplished by any president, neither through performance nor administration. It can be predicted with assurance that certain tasks, accomplished within a college

setting, will not be accomplished by the community college president, if viewed under similar conditions as noted in this study.

10. The movement of the presidential role toward a management orientation has learning implications for presidential candidates, teaching implications for administration/leadership training institutions and implications for governing boards regarding presidential expectancies.

11. Presidents are moving away from collegiality. Faculties in Michigan community colleges should anticipate less voice in institutional governance.

12. Governing boards concerned with excessive top administrative turn-over must nurture harmony with their presidents.

13. Presidents interested in job security must nurture harmony with their governing boards.

14. If a board wishes to present a specific image, it should look for a president who has the personal characteristics conducive to presenting that desired image to the community.

15. A president from a larger community college has greater freedom of choice in task selection than a president from a smaller college.

16. A presidential candidate who perceives the most tasks to be important will likely perform the most tasks himself and delegate less.

17. Presidential background and interests are important factors affecting task performance; therefore, governing boards should explore and weigh these factors to predict where a president will

tend to focus his/her attention and efforts.

18. Presidential task performance is strongly influenced by the governing boards.

Recommendations for Further Study

1. It is recommended that studies similar to this one be conducted in different geo-political locations to further validate conclusions drawn from this study and, in general, to establish a more extensive data base.

2. It is recommended that a study be conducted to determine ways to lessen or eliminate divisiveness between administration and staff in the community college as a result of the collective bargaining process.

3. It is recommended that a guide be written for presidential appointment committees. Questions for board consideration should include:

- a. What do we want and expect from a college president?
- b. What do we need in a president?
- c. What should we want and expect from a president, based on his role as it fits the needs of the institution (education leader, crisis resolver, administrator, manager or combination of these)?
- d. What questions should a candidate be asked in order to conduct an appropriate and productive interview?
- e. What are the candidate's qualifications based on his/her knowledge of those tasks needing to be performed at our institution and his/her experience in performing

those tasks?

- f. How interested is the candidate in the position, in general, and in our institution, in particular?
- g. How would you predict his/her success rate in coping with loneliness and stress? How much risk is he/she willing or able to take?

Needs, of course, vary and interview questions should vary accordingly. It is vital that the committee knows and has reached a consensus upon institutional needs and wants in order that the interview be appropriate and productive. For this reason, it is also important that some guidelines concerning needs and cautions be included as well. If, for example, the board is aware of the divisiveness factor in collective bargaining and its negative affect upon the president who becomes "controversial" as a result of over-involvement, board members may choose that their president be, instead of a negotiator, a strategist or helpful in developing perimeters. Therefore, in the interview, rather than focusing on the candidate's possible performance as negotiator, the board will add pertinence to the interview by focusing on the candidate as a strategist.

With a little information and guidance, a presidential appointment committee can be helped to discover "What to Look for in a President."

4. A list of in-service topics for community college presidents should be set forth, based on information gleaned from this task analysis. Topic examples:

- a. "A Personal Task Analysis";
- b. "How Presidential Style Affects Tasks";
- c. "What Tasks are Important at My Institution?";

- d. "How the Board of Trustees Affects Presidential Tasks";
- e. "How the Board of Trustees Affects Presidential Tasks at My Institution" and
- f. "What Does the Board Expect from the President? What Should the Board Expect from the President?"

5. It is recommended that a career information guide be developed for all prospective candidates of top-level positions in education, but especially for community college presidents. It should include role expectations and information, outlook, tasks, perils and pitfalls, rewards and general career guidance information.

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APPENDICES

APPENDIX A

MICHIGAN PUBLIC COMMUNITY AND
JUNIOR COLLEGES

PLEASE NOTE:

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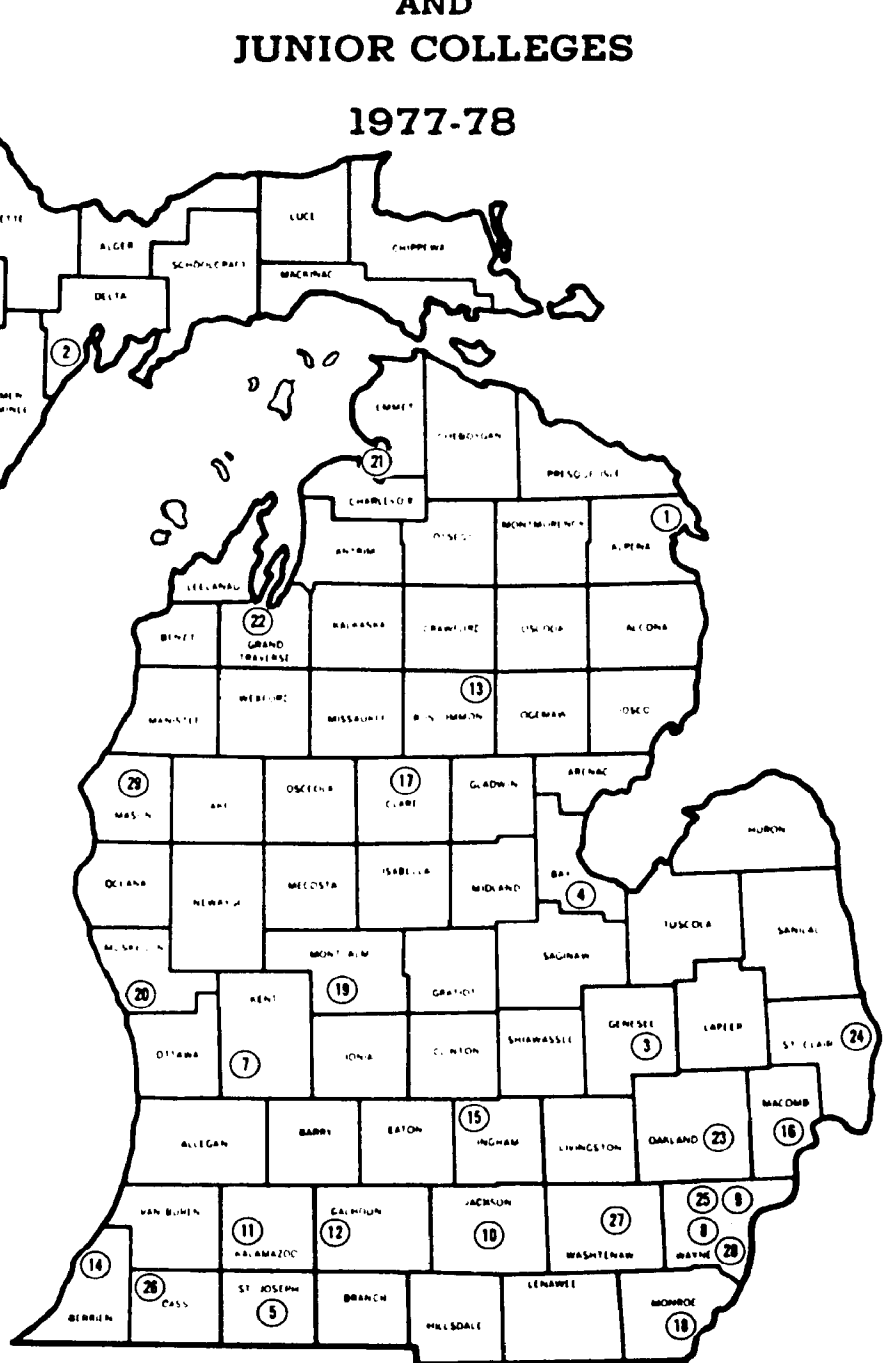
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APPENDIX A

MICHIGAN PUBLIC COMMUNITY AND JUNIOR COLLEGES

1977-78

- 1 Alpena Community College
Alpena
- 2 Bay de Noc Community College
Escanaba
- 3 Charles Stewart Mott Community College
Flint
- 4 Delta College
University Center
- 5 Glen Oaks Community College
Centreville
- 6 Gogebic Community College
Ironwood
- 7 Grand Rapids Junior College
Grand Rapids
- 8 Henry Ford Community College
Dearborn
- 9 Highland Park College
Highland Park
- 10 Jackson Community College
Jackson
- 11 Kalamazoo Valley Community College
Kalamazoo
- 12 Kellogg Community College
Battle Creek
- 13 Kirtland Community College
Roscommon
- 14 Lake Michigan College
Benton Harbor
- 15 Lansing Community College
Lansing
- 16 Macomb County Community College
District Offices, Warren
Center Campus, Mt. Clemens
South Campus, Warren
- 17 Mid-Michigan Community College
Harrison
- 18 Monroe County Community College
Monroe
- 19 Montcalm Community College
Sidney
- 20 Muskegon Community College
Muskegon
- 21 North Central Michigan College
Petoskey
- 22 Northwestern Michigan College
Traverse City
- 23 Oakland Community College
Central Office, Bloomfield Hills
Auburn Hills Campus, Auburn Heights
Highland Lakes Campus, Union Lake
Orchard Ridge Campus, Farmington
Southeast Campus Center, Oak Park
- 24 St. Clair County Community College
Port Huron
- 25 Schoolcraft College
Livonia
- 26 Southwestern Michigan College
Dowagiac
- 27 Washtenaw Community College
Ann Arbor
- 28 Wayne County Community College
Detroit
- 29 West Shore Community College
Scottville



APPENDIX B

THE QUESTIONNAIRE

APPENDIX
QUESTIONNAIRE

**THE TASKS OF SELECT MICHIGAN
COMMUNITY COLLEGE PRESIDENTS AND
HOW THEY VARY AS A FUNCTION OF
DIFFERENT STRUCTURAL CHARACTERISTICS
OF THE COMMUNITY COLLEGE**

A DISSERTATION
by
Rodger J. Eckhardt
1978
Michigan State University

INSTRUCTIONAL MANAGEMENT

PERFORMANCE SCALE			TASK	IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
I	AD- I	DO		MI	I	U	LI	NI
DO	IS- NOT	DO						
IT	TER	IT						
___	___	___	Guide the activities of the Dean(s) for Instruction.	5	4	3	2	1
___	___	___	Approve the master schedule of course offerings.	5	4	3	2	1
___	___	___	Coordinate the development of a master schedule of course offerings.	5	4	3	2	1
___	___	___	Approve requests to state or federal authorities for vocational education funds.	5	4	3	2	1
___	___	___	Develop requests to state or federal authorities for vocational education funds.	5	4	3	2	1
___	___	___	Analyze budget recommendations from faculty for budget development.	5	4	3	2	1
___	___	___	Approve purchase orders for instructional equipment.	5	4	3	2	1
___	___	___	Approve purchase orders for instructional materials.	5	4	3	2	1
___	___	___	Approve establishment of instructional program entry (prerequisites) and completion requirements.	5	4	3	2	1
___	___	___	Guide the integration and articulation of vocational programs with the total educational programs.	5	4	3	2	1
___	___	___	Guide teaching staff in selecting and using effective instructional strategies, eg., individualized instruction.	5	4	3	2	1
___	___	___	Teach class(es).	5	4	3	2	1
___	___	___	Guide the establishment of Lay Advisory Committees to identify new vocational/technical programs and course needs.	5	4	3	2	1
___	___	___	Develop Lay Advisory Committees to identify new vocational/technical programs and course needs.	5	4	3	2	1

STUDENT SERVICES MANAGEMENT

PERFORMANCE SCALE			TASK	IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
	I	AD- I		MI	I	U	LI	NI
I	MIN-	DO						
DO	IS-	NOT						
IT	TER	DO						
	IT	IT						
___	___	___	Oversee the activities of the Dean of Student Services.	5	4	3	2	1
___	___	___	Coordinate student recruitment activities.	5	4	3	2	1
___	___	___	Coordinate school admission services.	5	4	3	2	1
___	___	___	Coordinate student job placement and follow-up services.	5	4	3	2	1
___	___	___	Coordinate extracurricular organizations and activities.	5	4	3	2	1
___	___	___	Coordinate the establishment of student rules and policies such as attendance and discipline.	5	4	3	2	1
___	___	___	Approve student loans and grant programs.	5	4	3	2	1
___	___	___	Coordinate work-study programs.	5	4	3	2	1
___	___	___	Approve selection of student services equipment/supplies.	5	4	3	2	1

BUSINESS AND FINANCIAL MANAGEMENT

PERFORMANCE SCALE				IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
	I	AD- I						
	MIN-	DO						
I	IS-	NOT						
DO	TER	DO	TASK	MI	I	U	LI	NI
IT	IT	IT						
—	—	—	Guide millage and bond issues.	5	4	3	2	1
—	—	—	Coordinate millage and bond issues.	5	4	3	2	1
—	—	—	Locate sources of funds for program development and operation.	5	4	3	2	1
—	—	—	Oversee the activity of the Business Manager.	5	4	3	2	1
—	—	—	Recommend financial policies.	5	4	3	2	1
—	—	—	Coordinate purchasing and payment procedures.	5	4	3	2	1
—	—	—	Develop and regulate capital improvement budgets.	5	4	3	2	1
—	—	—	Develop long-range budgets based on total program requirements.	5	4	3	2	1
—	—	—	Oversee the implementation of an appropriate financial accounting system.	5	4	3	2	1
—	—	—	Analyze the cost of operating various instructional programs.	5	4	3	2	1
—	—	—	Approve selection of business office equipment/supplies.	5	4	3	2	1
—	—	—	Approve work orders.	5	4	3	2	1
—	—	—	Coordinate the investment of surplus funds.	5	4	3	2	1
—	—	—	Develop and maintain a petty cash fund.	5	4	3	2	1
—	—	—	Prepare local, state and federal reports.	5	4	3	2	1
—	—	—	Prepare and coordinate program budgets.	5	4	3	2	1

INSTITUTIONAL PROGRAM PLANNING DEVELOPMENT AND EVALUATION

PERFORMANCE SCALE			TASK	IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
I	AD-	I		MI	I	U	LI	NI
DO	IS-	DO						
IT	TER	DO						
IT	IT	IT						
___	___	___	Develop agenda for board meetings.	5	4	3	2	1
___	___	___	Coordinate development of board agenda.	5	4	3	2	1
___	___	___	Recommend program policies to the administration and board.	5	4	3	2	1
___	___	___	Coordinate implementation of board and administrative policies.	5	4	3	2	1
___	___	___	Coordinate the development of long-range college goals.	5	4	3	2	1
___	___	___	Coordinate the revision of annual college goals.	5	4	3	2	1
___	___	___	Direct self-appraisal for regional accreditation.	5	4	3	2	1
___	___	___	Coordinate an on-going college evaluation scheme.	5	4	3	2	1
___	___	___	Approve instructional program goals.	5	4	3	2	1
___	___	___	Coordinate instructional program goals.	5	4	3	2	1
___	___	___	Coordinate plans for evaluating instructional programs.	5	4	3	2	1
___	___	___	Coordinate the selection of instruments for evaluating the instructional programs.	5	4	3	2	1
___	___	___	Approve addition and deletion of courses.	5	4	3	2	1
___	___	___	Approve student services program goals.	5	4	3	2	1
___	___	___	Write student services program goals.	5	4	3	2	1
___	___	___	Coordinate plans for evaluating student services programs.	5	4	3	2	1
___	___	___	Write official administrator evaluations.	5	4	3	2	1
___	___	___	Write official teacher classroom evaluations.	5	4	3	2	1
___	___	___	Write official support-staff evaluations.	5	4	3	2	1
___	___	___	Coordinate obtainment of local, state and federal services and resources for program development.	5	4	3	2	1
___	___	___	Prepare proposals for funding new programs and improving existing programs.	5	4	3	2	1
___	___	___	Guide program planning consistent with pertinent legislation and manpower data.	5	4	3	2	1
___	___	___	Direct institutional research studies.	5	4	3	2	1
___	___	___	Write institutional research studies.	5	4	3	2	1
___	___	___	Guide program development and improvement consistent with pertinent institutional research results.	5	4	3	2	1

FACILITIES AND EQUIPMENT MANAGEMENT

PERFORMANCE SCALE			TASK	IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
I	MIN-	DO		MI	I	U	LI	NI
DO	IS-	NOT						
IT	TER	DO						
IT	IT	IT						
___	___	___	Analyze the need for physical facilities.	5	4	3	2	1
___	___	___	Develop long-range facility and equipment plans.	5	4	3	2	1
___	___	___	Recommend the selection of an architect.	5	4	3	2	1
___	___	___	Direct architectural planning.	5	4	3	2	1
___	___	___	Conduct land and facility feasibility studies.	5	4	3	2	1
___	___	___	Recommend building sites.	5	4	3	2	1
___	___	___	Analyze building and equipment contract bids.	5	4	3	2	1
___	___	___	Oversee the construction of facilities.	5	4	3	2	1
___	___	___	Recommend acceptance of new building.	5	4	3	2	1
___	___	___	Approve and submit renovation and alteration plans to the board.	5	4	3	2	1
___	___	___	Develop emergency plans for fire and disasters.	5	4	3	2	1
___	___	___	Direct reviews of safety programs.	5	4	3	2	1
___	___	___	Develop and oversee a security program.	5	4	3	2	1
___	___	___	Oversee the daily maintenance and upkeep of grounds.	5	4	3	2	1
___	___	___	Oversee the daily maintenance and upkeep of facilities.	5	4	3	2	1
___	___	___	Oversee college cafeteria services.	5	4	3	2	1
___	___	___	Coordinate equipment inventories.	5	4	3	2	1
___	___	___	Locate vending services.	5	4	3	2	1
___	___	___	Schedule community's use of facilities.	5	4	3	2	1

STAFF DEVELOPMENT

PERFORMANCE SCALE				IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
I	AD-	I		MI	I	U	LI	NI
DO	TER	DO	TASK					
IT	IT	IT						
___	___	___	Guide staff regarding professional development needs.	5	4	3	2	1
___	___	___	Coordinate workshops and other in-service programs for professional personnel.	5	4	3	2	1
___	___	___	Coordinate staff exchanges with business and industry.	5	4	3	2	1
___	___	___	Oversee preservice programs for administrators.	5	4	3	2	1
___	___	___	Oversee preservice programs for faculty.	5	4	3	2	1
___	___	___	Evaluate staff development programs.	5	4	3	2	1
___	___	___	Oversee in-service programs for support personnel.	5	4	3	2	1
___	___	___	Develop a staff learning resources center.	5	4	3	2	1

PROFESSIONAL RELATIONS AND SELF DEVELOPMENT

PERFORMANCE SCALE			TASK	IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
I	AD-	I		MI	I	U	LI	NI
MIN-	DO							
I	IS-	NOT						
DO	TER	DO						
IT	IT	IT						
—	—	—	Develop and maintain professional relationships with other college presidents.	5	4	3	2	1
—	—	—	Develop and maintain professional relationships with faculty.	5	4	3	2	1
—	—	—	Develop and maintain professional relationships with state department of education personnel.	5	4	3	2	1
—	—	—	Develop and maintain professional relationships with administrators.	5	4	3	2	1
—	—	—	Develop and maintain relationships with personnel in professional organizations.	5	4	3	2	1
—	—	—	Participate in professional organizations.	5	4	3	2	1
—	—	—	Participate in the development of state and/or federal plans for vocational education.	5	4	3	2	1
—	—	—	Participate in the development of vocational education legislation.	5	4	3	2	1
—	—	—	Develop policy and commendation statements.	5	4	3	2	1
—	—	—	Write articles and materials for journals and other professional media.	5	4	3	2	1
—	—	—	Coordinate management by objectives with personal work assignments.	5	4	3	2	1
—	—	—	Develop and implement administrator and/or faculty appraisal of president.	5	4	3	2	1
—	—	—	Participate in the sabbatical program for professional personnel.	5	4	3	2	1

SCHOOL AND COMMUNITY RELATIONS

PERFORMANCE SCALE			TASK	IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
I	AD-	I		MI	I	U	LI	NI
DO	IS-	DO						
IT	TER	DO						
IT	IT	IT						
___	___	___	Coordinate a plan for promoting good public relations.	5	4	3	2	1
___	___	___	Develop and recommend public relations and communications policies.	5	4	3	2	1
___	___	___	Evaluate the public relations program.	5	4	3	2	1
___	___	___	Develop and coordinate the activities of a community advisory council.	5	4	3	2	1
___	___	___	Develop and coordinate the activities of the vocational advisory committees.	5	4	3	2	1
___	___	___	Conduct informational programs for the public.	5	4	3	2	1
___	___	___	Coordinate informational programs for the public, eg., open house, career awareness, etc.	5	4	3	2	1
___	___	___	Participate, upon request, in doctoral studies and other surveys.	5	4	3	2	1
___	___	___	Participate on radio/television programs.	5	4	3	2	1
___	___	___	Write news releases for college and area media.	5	4	3	2	1
___	___	___	Write script for local radio/television programs.	5	4	3	2	1
___	___	___	Participate in community organizations.	5	4	3	2	1
___	___	___	Participate in public presentations on college programs and activities.	5	4	3	2	1
___	___	___	Conduct public hearings and meetings on college issues.	5	4	3	2	1
___	___	___	Participate in local millage issues.	5	4	3	2	1
___	___	___	Approve cooperative agreements with other agencies.	5	4	3	2	1
___	___	___	Prepare cooperative agreements with other agencies.	5	4	3	2	1
___	___	___	Evaluate informal feedback about the college.	5	4	3	2	1
___	___	___	Conduct orientation programs for faculty	5	4	3	2	1
___	___	___	Conduct recognition programs for students, staff, and community supporters.	5	4	3	2	1
___	___	___	Conduct orientation programs for students.	5	4	3	2	1
___	___	___	Conduct orientation programs for administrators.	5	4	3	2	1
___	___	___	Conduct orientation programs for faculty.	5	4	3	2	1
___	___	___	Conduct alumni relations program.	5	4	3	2	1
___	___	___	Participate in meetings for district superintendents.	5	4	3	2	1

COLLECTIVE BARGAINING

PERFORMANCE SCALE			TASK	IMPORTANCE SCALE				
Check <u>one</u>				Circle <u>one</u> Response				
	I AD- I							
I	MIN-	DO						
DO	IS-	NOT						
IT	TER	DO						
	IT	IT						
—	—	—	Participate as chief negotiator during collective bargaining.	5	4	3	2	1
—	—	—	Participate at the table as negotiator during collective bargaining.	5	4	3	2	1
—	—	—	Participate as back-up team member during collective bargaining.	5	4	3	2	1
—	—	—	Develop collective bargaining strategy with board.	5	4	3	2	1
—	—	—	Oversee other administrators in response to grievance at step 1 and 2 (president level).	5	4	3	2	1
—	—	—	Prepare response to grievance at step 3 (president level).	5	4	3	2	1

APPENDIX C

QUESTIONNAIRE ADDITIONS

APPENDIX C

QUESTIONNAIRE ADDITIONS

Business and Financial Management	Guide bond issues. Coordinate bond issues.
Personnel Management	Write job descriptions.
Collective Bargaining	Develop collective bargaining parameters with board.

APPENDIX D

TASK CLUSTERS

APPENDIX D

TASK CLUSTERS AND NUMBER OF TASKS PER CLUSTER

Cluster Number	Cluster Title	No. of Tasks Per Cluster
1	Instructional Management	14
2	Student Services Management	9
3	Business and Financial Management	18
4	Institutional Program Planning Development and Evaluation	25
5	Personnel Management	18
6	Facilities and Equipment Management	19
7	Staff Development	8
8	Professional Relations and Self Development	13
9	School and Community Relations	25
10	Collective Bargaining	7
Total		156

NOTE: A total of four tasks were added to clusters 3, 5 and 10 during the first interview, making the task total 156 instead of the 152 shown on the questionnaire.

APPENDIX E

TWELVE OPEN QUESTIONS

APPENDIX E

TWELVE OPEN QUESTIONS

Question Number	Question
1.	Disregarding the number of tasks that you checked in any particular cluster, is there any one <u>cluster</u> or are there two or more clusters which are of greater importance than the rest?
2.	Would you indicate your perceptions of <u>why</u> you would choose to do something yourself rather than administer it?
3.	In your judgement what gives a task importance?
4.	You have indicated those tasks which you believe to be of major importance. Are there any of these which stand out as being more important than the others?
5.	Do you believe that the tasks you perform as a president will vary with the size of your college as measured in FYES?
6.	Do you believe that the tasks you perform as a president will vary with the number of full-time administrators?
7.	Do you believe that the tasks you perform as a president will vary with the number of total faculty?
8.	Do you believe that the tasks you perform as a president will vary with the number of years experience as a community college president?
9.	Do you believe that the tasks you perform as a president will vary with the duration of the collective bargaining agreement?
10.	Do you believe that the tasks you perform as a president will vary with another or other structural characteristics which we haven't mentioned?
11.	Which external force(s) do you perceive as having the greatest impact upon your task performance?
12.	How would you define "Michigan Community College President"?

APPENDIX F

QUESTIONNAIRE DIRECTIONS AND DEFINITIONS

APPENDIX F

DIRECTIONS AND DEFINITIONS

DIRECTIONS FOR COMPLETING THE TASK CLUSTER QUESTIONNAIRE

This questionnaire contains tasks, grouped into clusters which might be performed by you as a community college president. You are requested to:

1. Place an (X) in the space provided at the left of each task to indicate your performance.
2. Circle the appropriate number provided at the right of each task to indicate the task importance.

PERFORMANCE SCALE

I DO IT. (I do it myself or with others)

I ADMINISTER IT. (I manage or supervise its execution through others)

I DO NOT DO IT.

IMPORTANCE SCALE

THIS SCALE IS USED TO INDICATE HOW IMPORTANT IT IS THAT THE PRESIDENT PERFORM THE TASKS.

- | | | |
|--------|----------------------|--|
| 5 (MI) | Major Importance | The task performance is of major importance to the role of president. |
| 4 (I) | Important | The task performance is important to the role of president. |
| 3 (U) | Importance Undecided | |
| 2 (LI) | Little Importance | The task performance is of little importance to the role of president. |
| 1 (NI) | No Importance | The task performance is of no importance to the role of president. |

DIRECTIONS UPON COMPLETION OF A CLUSTER

Upon completion of each task cluster, please comment on the overall cluster and suggest the addition of any task(s) you deem necessary to finalize the cluster's comprehensiveness.

APPENDIX G

LETTER OF APPRECIATION

APPENDIX G

LETTER OF APPRECIATION

Route 4, Diana Drive
Sturgis, Michigan 49091
June 26, 1978

The data for completing the task analysis of the Michigan community college presidents have been collected and are currently being analyzed.

Your contribution to the development of the data base will be a tremendous asset to future research work and to universities responsible for training administrators and top college executives. Many people - administrators, faculty, students, the public, and even some college board members have wondered: "What does the community college president do?" Your responses to the questionnaire/interview will help answer this question.

I hope my dissertation will be of the caliber that will induce you to believe that your time with me was well spent. Upon completion of the dissertation I will send you a summary of the results.

Thank you for your patience and assistance.

Sincerely yours,

Rodger Eckhardt

RE:jw

APPENDIX H

DISTRIBUTION OF TASKS ACCORDING TO PERFORMANCE

APPENDIX H

DISTRIBUTION OF TASKS ACCORDING TO PERFORMANCE

TABLE H1.--RANK ORDER OF "I DO IT" TASKS BY CLUSTER, ACCORDING TO THE NUMBER OF PRESIDENTS PERFORMING TASKS

Tasks	Cluster Number	No. of Presidents Performing Task
Recommend financial policies	3	5
Recommend program policies to the administration and board	4	5
Recruit and interview potential administrators	5	5
Evaluate administrator performance	5	5
Approve administrator work loads	5	5
Approve administrator leaves, vacations and sabbaticals	5	5
Guide the administrators on legal matters which affect college programs	5	5
Develop and maintain professional relationships with other college presidents	8	5
Develop and maintain professional relationships with state department of education personnel	8	5
Develop and maintain professional relationships with administrators	8	5
Participate in professional organizations	8	5

TABLE H1-Continued

Tasks	Cluster Number	No. of Pre- sidents Per- forming Task
Develop policy and commendation statements	8	5
Participate, upon request, in doctoral studies and other surveys	9	5
Participate in community organizations	9	5
Participate in public presentations on college programs and activities	9	5
Evaluate informal feedback about the college	9	5
Participate in meetings for district superintendents	9	5
<hr/>		
Approve requests to state or federal authorities for vocational education funds	1	4
Oversee the activities of the Dean of Student Services	2	4
Guide millage issues	3	4
Oversee the activity of the Business Manager	3	4
Develop agenda for Board meetings	4	4
Recommend program policies to the administration and board	4	4
Coordinate the development of long-range college goals	4	4
Coordinate the revision of annual college goals	4	4

TABLE H1-Continued

Tasks	Cluster Number	No. of Pre- sidents Per- forming Task
Write official administrator evaluations	4	4
Write official support-staff evaluations	4	4
Conduct staff meetings	5	4
Analyze staffing requirements	5	4
Write job descriptions	5	4
Approve and submit renovation and alteration plans to the board	6	4
Guide staff regarding professional development needs	7	4
Develop and maintain relationships with personnel in professional organizations	8	4
Conduct informational programs for the public	9	4
Participate on radio/television programs	9	4
Approve cooperative agreements with other agencies	9	4
Conduct orientation programs for administrators	9	4
Participate as back-up team member during collective bargaining	10	4
Develop collective bargaining strategy with board	10	4
Develop collective bargaining parameters with board	10	4

TABLE H1-Continued

Tasks	Cluster Number	No. of Pre- sidents Per- forming Task
Prepare response to grievance at step 3 (President level)	10	4
Guide the activities of the Dean(s) for Instruction	1	3
Guide bond issues	3	3
Coordinate millage issues	3	3
Locate sources of funds for program development and operation	3	3
Develop and regulate capital improvement budgets	3	3
Develop long-range budgets based on total program requirements	3	3
Coordinate development of board agenda	4	3
Prepare and recommend personnel policies	5	3
Approve job descriptions	5	3
Recommend employment of administrators and faculty to board	5	3
Analyze the need for physical facilities	6	3
Develop long-range facility and equipment plans	6	3
Direct architectural planning	6	3

TABLE H1-Continued

Tasks	Cluster Number	No. of Pre- sidents Per- forming Task
Recommend acceptance of new building	6	3
Develop and maintain professional relationships with faculty	8	3
Participate in the development of state and/or federal plans for vocational education	8	3
Participate in the development of vocational education legislation	8	3
Coordinate management by objectives with personal work assignments	8	3
Coordinate a plan for promoting good public relations	9	3
Develop and recommend public relations and communications policies	9	3
Evaluate the public relations program	9	3
Participate in local millage issues	9	3
Oversee other administrators in response to grievance at step 1 and 2	10	3

Approve establishment of instructional program entry (prerequisites) and completion requirements	1	2
Approve student loans and grant programs	2	2
Approve selection of student services equipment/supplies	2	2

TABLE H1-Continued

Tasks	Cluster Number	No. of Pre- sidents Per- forming Task
Coordinate bond issues	3	2
Analyze the cost of operating various instructional programs	3	2
Approve selection of business office equipment/supplies	3	2
Coordinate an on-going college evaluation scheme	4	2
Approve instructional program goals	4	2
Coordinate obtainment of local, state and federal services and resources for program development	4	2
Guide program development and improvement consistent with pertinent institutional research results	4	2
Coordinate communication schemes designed to keep staff informed	5	2
Develop staff selection and recruitment procedures	5	2
Recruit and interview potential faculty	5	2
Recommend the selection of an architect	6	2
Conduct recognition programs for students, staff, and community supporters	9	2

TABLE H1-Continued

Tasks	Cluster Number	No. of Pre- sidents Per- forming Task
Develop requests to state or federal authorities for vocational education funds	1	1
Analyze budget recommendations from faculty for budget development	1	1
Guide the integration and articulation of vocational programs with the total educational programs	1	1
Teach class(es)	1	1
Direct self-appraisal for regional accreditation	4	1
Approve addition and deletion of courses	4	1
Guide program planning consistent with pertinent legislation and man power data	4	1
Direct institutional research studies	4	1
Write institutional research studies	4	1
Recommend building sites	6	1
Oversee the construction of facilities	6	1
Develop emergency plans for fire and disasters	6	1
Coordinate workshops and other in-service programs for professional personnel	7	1

TABLE H1-Continued

Tasks	Cluster Number	No. of Pre- sidents Per- forming Task
Evaluate staff development programs	7	1
Oversee in-service programs for support personnel	7	1
Develop a staff learning resources center	7	1
Write articles and materials for journals and other professional media	8	1
Develop and implement administrator and/or faculty appraisal of president	8	1
Develop and coordinate the activities of a community advisory council	9	1
Coordinate information programs for the public, e.g., open house, career awareness, etc.	9	1
Conduct public hearings and meetings on college issues	9	1
Prepare cooperative agreements with other agencies	9	1

TABLE H2.--RANK ORDER OF "I ADMINISTER IT" TASKS, BY CLUSTER, ACCORDING TO THE NUMBER OF
PRESIDENTS PERFORMING TASKS

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Coordinate Bond Issue	3	4
Prepare and coordinate program budgets	3	4
Direct self-appraisal for regional accreditation	4	4
Coordinate obtainment of local, state and federal services and resources for program development	4	4
Guide program planning consistent with pertinent legislation and manpower data	4	4
Analyze and apply affirmative action laws and regulations	5	4
Analyze and apply labor laws and regulations	5	4

Analyze budget recommendations from faculty for budget development	1	3
Guide Bond Issue	3	3
Develop long-range budgets based on total requirements	3	3
Coordinate the investment of surplus funds	3	3
Prepare local, state and federal reports	3	3

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Coordinate an on-going college evaluation scheme	4	3
Approve student services program goals	4	3
Coordinate plans for evaluating student services programs	4	3
Prepare proposals for funding new programs and improving existing programs	4	3
Prepare and maintain a personnel handbook	5	3
Develop staff selection and recruitment procedures	5	3
Oversee the application of licensing and certification regulations	5	3
Conduct land and facility feasibility studies	6	3
Coordinate workshops and other in-service programs for professional personnel	7	3
Evaluate the public relations program	9	3
Coordinate informational programs for the public, e.g., open house, career awareness, etc.	9	3
Prepare cooperative agreements with other agencies	9	3

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Guide the activities of the Dean(s) for Instruction	1	2
Guide the integration and articulation of vocational programs with the total educational program	1	2
Coordinate student recruitment activites	2	2
Coordinate the establishment of student rules and policies such as attendance and discipline	2	2
Coordinate millage issue	3	2
Locate sources of funds for program development and operation	3	2
Develop and regulate capital improvement budgets	3	2
Develop agenda for board meetings	4	2
Coordinate development of board agenda	4	2
Coordinate implementation of board and administrative policies	4	2
Coordinate the development of long-range college goals	4	2
Coordinate the revision of annual college goals	4	2
Coordinate instructional program goals	4	2
Write official administrator evaluations	4	2

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Direct institutional research studies	4	2
Guide program development and improvement consistent with pertinent institutional research results	4	2
Conduct staff meetings	5	2
Prepare and recommend personnel policies	5	2
Coordinate communication schemes designed to keep staff informed	5	2
Approve job descriptions	5	2
Recommend employment of administrators and faculty to board	5	2
Develop long-range facility and equipment plans	6	2
Direct architectural planning	6	2
Recommend building sites	6	2
Recommend acceptance of new building	6	2
Approve and submit renovation and alteration plans to the board	6	2
Develop emergency plans for fire and disasters	6	2
Direct reviews of safety programs	6	2

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Oversee preservice programs for administrators	7	2
Evaluate staff development programs	7	2
Develop and maintain professional relationships with faculty	8	2
Coordinate management by objectives with personal work assignments	8	2
Coordinate a plan for promoting good public relations	9	2
Develop and recommend public relations and communications policies	9	2
Write news releases for college and area media	9	2
Conduct public hearings and meetings on college issues	9	2
Approve cooperative agreements with other agencies	9	2
Conduct orientation programs for faculty	9	2
Conduct orientation programs for faculty	9	2
Conduct alumni relations program	9	2
Oversee other administrators in response to grievance at step 1 and 2	10	2

Approve requests to state or federal authorities for vocational

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
education funds	1	1
Develop requests to state or federal authorities for vocational education funds	1	1
Approve establishment of instructional program entry (prerequisites) and completion requirements	1	1
Guide the establishment of lay advisory committees to identify new vocational/technical programs and course needs	1	1
Develop lay advisory committees to identify new vocational/technical programs and course needs	1	1
Oversee the activities of the Dean of Student Services	1	1
Guide millage issues	3	1
Oversee the activity of the Business Manager	3	1
Recommend financial policies	3	1
Oversee the implementation of an appropriate financial accounting system	3	1
Analyze the cost of operating various instructional programs	3	1
Develop and maintain a petty cash fund	3	1

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Recommend program policies to the administration and board	4	1
Approve instructional program goals	4	1
Coordinate plans for evaluating instructional programs	4	1
Coordinate the selection of instruments for evaluating the instructional programs	4	1
Approve addition and deletion of courses	4	1
Write official support staff evaluations	4	1
Analyze staffing requirements	5	1
Recruit and interview potential faculty	5	1
Evaluate administrator performance	5	1
Approve administrator leaves, vacations and sabbaticals	5	1
Guide the administrators on legal matters which affect college programs	5	1
Analyze the need for physical facilities	6	1
Recommend the selection of an architect	6	1
Analyze building and equipment contract bids	6	1

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Oversee the construction of facilities	6	1
Develop and oversee a security program	6	1
Schedule community's use of facilities	6	1
Guide staff regarding professional development needs	7	1
Coordinate staff exchanges with business and industry	7	1
Oversee in-service programs for support personnel	7	1
Develop and maintain professional relationships with other college presidents	8	1
Develop and maintain professional relationships with state department of education personnel	8	1
Develop and maintain professional relationships with administrators	8	1
Develop and maintain relationships with personnel in professional organizations	8	1
Participate in professional organizations	8	1
Develop policy and commendation statements	8	1
Write articles and materials for journals and other professional media	8	1

TABLE H2-Continued

Tasks	Cluster Number	No. of Presidents Administer- ing Tasks
Conduct informational programs for the public	9	1
Participate in radio/television programs	9	1
Write script for local radio/television programs	9	1
Participate in community organizations	9	1
Participate in public presentations on college programs and activities	9	1
Participate in local millage issues	9	1
Evaluate informal feedback about the college	9	1
Conduct recognition programs for students, staff and community supporters	9	1
Participate in meetings for district superintendents	9	1
Develop collective bargaining strategy with the board	10	1

TABLE H3.--RANK ORDER OF "I DO NOT DO IT" TASKS, BY CLUSTER, ACCORDING TO THE NUMBER OF PRESIDENTS PERFORMING TASKS

Tasks	Cluster Number	No. of Presidents Not Administering Tasks
Approve the master schedule of course offerings	1	6
Coordinate the development of a master schedule of course offerings	1	6
Approve purchase orders for instructional equipment, etc.	1	6
Approve purchase orders for instructional materials	1	6
Guide teaching staff in selecting and using effective instructional strategies, e.g., individualized instruction	1	6
Coordinate school admission services	2	6
Coordinate student job placement and follow-up services	2	6
Coordinate extracurricular organizations and activities	2	6
Coordinate work-study programs	2	6
Coordinate purchasing and payment procedures	3	6
Approve work orders	3	6
Write student services program goals	4	6
Write official teacher classroom evaluations	4	6
Oversee the daily maintenance and upkeep of grounds	6	6

TABLE H3-Continued

Tasks	Cluster Number	No. of Pre- sidents Not Administer- ing Tasks
Oversee the daily maintenance and upkeep of facilities	6	6
Oversee college cafetoria services	6	6
Coordinate equipment inventories	6	6
Locate vending services	6	6
Oversee preservice programs for faculty	7	6
Participate in the sabbatical program for professional personnel	8	6
Develop and coordinate the activities of the vocational advisory committees	9	6
Conduct orientation programs for students	9	6
Participate as chief negotiator during collective bargaining	10	6
Participate at the table as negotiator during collective bargaining	10	6
<hr/>		
Teach class(es)	1	5
Guide the establishment of lay advisory committees to identify new vocational/technical programs and course needs	1	5

TABLE H3-Continued

Tasks	Cluster Number	No. of Presidents Not Administering Tasks
Develop lay advisory committees to identify new vocational/technical programs and course needs	1	5
Oversee the implementation of an appropriate financial accounting system	3	5
Develop and maintain a petty cash fund	3	5
Coordinate plans for evaluating instructional programs	4	5
Coordinate the selection of instruments for evaluating the instructional programs	4	5
Write institutional research studies	4	5
Analyze building and equipment contract bids	6	5
Develop and oversee a security program	6	5
Schedule community's use of facilities	6	5
Coordinate staff exchanges with business and industry	7	5
Develop a staff learning resources center	7	5
Develop and implement administrator and/or faculty appraisal of president	8	5
Develop and coordinate the activities of a community advisory council	9	5

TABLE H3-Continued

Tasks	Cluster Number	No. of Pre- sidents Not Administer- ing Tasks
Write script for local radio/television programs	9	5
Develop requests to state or federal authorities for vocational education funds	1	4
Coordinate student recruitment activities	2	4
Coordinate the establishment of student rules and policies such as attendance and discipline	2	4
Approve student loans and grant programs	2	4
Approve selection of student services equipment/supplies	2	4
Approve selection of business office equipment/supplies	3	4
Coordinate instructional program goals	4	4
Approve addition and deletion of courses	4	4
Oversee the construction of facilities	6	4
Direct reviews of safety programs	6	4
Oversee preservice programs for administrators	7	4
Oversee in-service programs for support personnel	7	4

TABLE H3-Continued

Tasks	Cluster Number	No. of Pre- sidents Not Administer- ing Tasks
Write articles and materials for journals and other professional media	8	4
Write news releases for college and area media	9	4
Conduct orientation programs for faculty	9	4
Conduct alumni relations program	9	4
<hr/>		
Approve establishment of instructional program entry (prerequisites) and completion requirements	1	3
Guide the integration and articulation of vocational programs with the total educational programs	1	3
Analyze the cost of operating various instructional programs	3	3
Coordinate the investment of surplus funds	3	3
Prepare local, state and federal reports	3	3
Approve instructional program goals	4	3
Approve student services program goals	4	3
Coordinate plans for evaluating student services programs	4	3
Prepare proposals for funding new programs and improving existing programs	4	3

TABLE H3-Continued

Tasks	Cluster Number	No. of Pre- sidents Not Administer- ing Tasks
Direct institutional research studies	4	3
Prepare and maintain personnel handbook	5	3
Recruit and interview potential faculty	5	3
Oversee the application of licensing and certification regulations	5	3
Recommend the selection of an architect	6	3
Conduct land and facility feasibility studies	6	3
Recommend building sites	6	3
Develop emergency plans for fire and disasters	6	3
Evaluate staff development programs	7	3
Participate in the development of state and/or federal plans for vocational education	8	3
Participate in the development of vocational education legislation	8	3
Conduct public hearings and meetings on college issues	9	3
Conduct recognition programs for students, staff and community supporters	9	3

TABLE H3-Continued

Tasks	Cluster Number	No. of Pre- sidents Not Administer- ing Tasks
Analyze budget recommendations from faculty for budget development	1	2
Prepare and coordinate program budgets	3	2
Guide program development and improvement consistent with pertinent institutional research results	4	2
Coordinate communication schemes designed to keep staff informed	5	2
Write job descriptions	5	2
Analyze and apply affirmative action laws and regulations	5	2
Analyze and apply labor laws and regulations	5	2
Analyze the need for physical facilities	6	2
Coordinate workshops and other in-service programs for professional personnel	7	2
Coordinate informational programs for the public, e.g., open house, career awareness, etc.	9	2
Participate in local millage issues	9	2
Prepare cooperative agreements with other agencies	9	2
Conduct orientation programs for administrators	9	2

TABLE H3-Continued

Tasks	Cluster Number	No. of Presidents Not Administering Tasks
Participate as back-up team member during collective bargaining	10	2
Develop collective bargaining parameters with board	10	2
Prepare response to grievance at step 3 (President level)	10	2
<hr/>		
Guide the activities of the Dean(s) for Instruction	1	1
Approve requests to state or federal authorities for vocational education funds	1	1
Oversee the activities of the Dean of Student Services	2	1
Guide millage issues	3	1
Coordinate millage issues	3	1
Locate sources of funds for program development and operation	3	1
Oversee the activity of the Business Manager	3	1
Develop and regulate capital improvement budgets	3	1
Coordinate development of board agenda	4	1
Direct self-appraisal for regional accreditation	4	1

TABLE H3-Continued

Tasks	Cluster Number	No. of Presidents Not Administering Tasks
Coordinate an on-going college evaluation scheme	4	1
Write official support-staff evaluations	4	1
Guide program planning consistent with pertinent legislation and manpower data	4	1
Prepare and recommend personnel policies	5	1
Analyze staffing requirements	5	1
Approve job descriptions	5	1
Develop staff selection and recruitment procedures	5	1
Recruit and interview potential administrators	5	1
Recommend employment of administrators and faculty to board	5	1
Approve administrator work loads	5	1
Develop long-range facility and equipment plans	6	1
Direct architectural planning	6	1
Recommend acceptance of new building	6	1
Guide staff regarding professional development needs	7	1

TABLE H3-Continued

Tasks	Cluster Number	No. of Pre- sidents Not Administer- ing Tasks
Develop and maintain professional relationships with faculty	8	1
Develop and maintain professional relationships with personnel in professional organizations	8	1
Coordinate management by objectives with personal work assignments	8	1
Coordinate a plan for promoting good public relations	9	1
Develop and recommend public relations and communications policies	9	1
Conduct informational programs for the public	9	1
Participate, upon request, in doctoral studies and other surveys	9	1
Participate on radio/television programs	9	1
Develop collective bargaining strategy with board	10	1
Oversee other administrators in response to grievance at step 1 and 2 (President level)	10	1

APPENDIX I

RANK OF TASKS, PER CLUSTER, ACCORDING
TO PERCEIVED IMPORTANCE
OF TASK CLUSTER

APPENDIX I

RANK OF TASKS, PER CLUSTER, ACCORDING TO PERCEIVED IMPORTANCE OF TASK PERFORMANCE

TABLE II.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: INSTRUCTIONAL
MANAGEMENT CLUSTER

Task	Mean Score	Rank
Guide the activities of the Dean(s) for Instruction	4.33	1
Approve requests to state or federal authorities for vocational education funds	4.17	2.5
Approve establishment of instructional program entry (prerequisites) and completion requirements	4.17	2.5
Guide the integration and articulation of vocational programs with the total educational programs	3.83	4
Analyze budget recommendations from faculty for budget development	3.67	5
Develop requests to state or federal authorities for vocational education funds	2.67	6
Guide teaching staff in selecting and using effective instructional strategies, e.g., individualized instruction	2.33	7
Approve the master schedule of course offerings	2.17	8.5
Coordinate the development of a master schedule of course offerings	2.17	8.5
Guide the establishment of Lay Advisory Committees to identify new vocational/technical programs and course needs	2.00	10

TABLE 11-Continued

Task	Mean Score	Rank
Teach class(es)	1.83	11.5
Develop Lay Advisory Committees to identify new vocational/technical programs and course needs	1.83	11.5
Approve purchase orders for instructional equipment	1.33	13.5
Approve purchase orders for instructional materials	1.33	13.5

NOTE: Mean score for tasks was calculated using the following formula:

$$\frac{MI(f) + I(f) + U(f) + LI(f) + NI(f)}{6} : \text{ where } MI=5; I=4; U=3; LI=2; \text{ and } NI=1.$$

TABLE 12.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: STUDENT SERVICES
MANAGEMENT CLUSTER

Task	Mean Score	Rank
Oversee the activities of the Dean of Student Services	4.17	1
Coordinate student recruitment activities	3.33	2
Coordinate the establishment of student rules and policies such as attendance and discipline	2.67	3
Approve student loans and grant programs	2.50	4
Approve selection of student services equipment/supplies	2.00	5
Coordinate extracurricular organizations and activities	1.83	6
Coordinate student job placement and follow-up services	1.67	7
Coordinate school admission services	1.33	8
Coordinate work-study programs	1.17	9

TABLE I3.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: BUSINESS AND FINANCIAL MANAGEMENT CLUSTER

Task	Mean Score	Rank
Recommend financial policies	5.00	1
Develop long-range budgets based on total program requirements	4.83	2
Guide bond issues	4.67	3
Coordinate bond issues	4.50	5
Locate sources of funds for program development and operation	4.50	5
Develop and regulate capital improvement budgets	4.50	5
Guide millage issues	4.33	7.5
Oversee the activity of the Business Manager	4.33	7.5
Coordinate millage issues	4.17	9
Prepare and coordinate program budgets	3.83	10
Analyze the cost of operating various instructional programs	3.67	11
Coordinate the investment of surplus funds	3.17	12.5
Prepare and coordinate program budgets	3.17	12.5
Oversee the implementation of an appropriate financial accounting system	2.67	14
Approve selection of business office equipment/supplies	2.50	15

TABLE 13-Continued

Task	Mean Score	Rank
Coordinate purchasing and payment procedures	2.17	16
Develop and maintain a petty cash fund	1.17	17
Approve work orders	1.00	18

TABLE 14.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: INSTITUTIONAL PROGRAM
PLANNING DEVELOPMENT AND EVALUATION CLUSTER

Task	Mean Score	Rank
Develop agenda for board meetings	5.00	4
Recommend program policies to the administration and board	5.00	4
Coordinate implementation of board and administrative policies	5.00	4
Coordinate the development of long-range college goals	5.00	4
Coordinate the revision of annual college goals	5.00	4
Coordinate an on-going college evaluation scheme	5.00	4
Write official administrator evaluations	5.00	4
Direct self-appraisal for regional accreditation	4.83	8
Coordinate obtainment of local, state and federal services and resources for program development	4.50	9.5
Guide program planning consistent with pertinent legislation and manpower data	4.50	9.5
Coordinate development of board agenda	4.33	11.5
Guide program development and improvement consistent with pertinent institutional research results	4.33	11.5
Write official support-staff evaluations	3.83	13.5
Direct institutional research studies	3.83	13.5

TABLE I4-Continued

Task	Mean Score	Rank
Approve instructional program goals	3.50	15
Approve student services program goals	3.33	16.5
Prepare proposals for funding new programs and improving existing programs	3.33	16.5
Coordinate plans for evaluating student services programs	3.17	18
Coordinate plans for evaluating instructional programs	3.00	19.5
Approve addition and deletion of courses	3.00	19.5
Coordinate instructional program goals	2.83	21
Write official teacher classroom observations	2.50	22
Write institutional research studies	2.33	23
Coordinate the selection of instruments for evaluating the instructional programs	2.17	24
Write student services program goals	1.33	25

TABLE 15.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: PERSONNEL MANAGEMENT CLUSTER

Task	Mean Score	Rank
Recruit and interview potential administrators	5.00	1.5
Evaluate administrator performance	5.00	1.5
Conduct staff meetings	4.83	4
Prepare and recommend personnel handbook	4.83	4
Analyze staffing requirements	4.83	4
Develop staff selection and recruitment procedures	4.67	6.5
Approve administrator work loads	4.67	6.5
Approve job descriptions	4.50	8.5
Guide the administrators on legal matters which affects college programs	4.50	8.5
Coordinate communications schemes designed to keep staff informed	4.33	10.5
Write job descriptions	4.33	10.5
Recommend employment of administrators and faculty to board	4.17	13
Approve administrator leaves, vacations and sabbaticals	4.17	13
Analyze and apply affirmative action laws and regulations	4.17	13
Analyze and apply labor laws and regulations	4.00	15

TABLE 15-Continued

Task	Mean Score	Rank
Recruit and interview potential faculty	3.50	16
Prepare and maintain personnel handbook	3.33	17
Oversee the application of licensing and certification regulations	3.00	18

TABLE 16.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: FACILITIES AND EQUIPMENT MANAGEMENT CLUSTER

Task	Mean Score	Rank
Develop long-range facility and equipment plans	4.83	1
Recommend acceptance of new building	4.67	2.5
Approve and submit renovation and alteration plans to the board	4.67	2.5
Direct architectural planning	4.50	4
Analyze the need for physical facilities	4.33	5
Recommend building sites	3.67	6
Recommend the selection of an architect	3.50	7
Conduct land and facility feasibility studies	3.33	9
Oversee the construction of facilities	3.33	9
Develop emergency plans for fire and disasters	3.33	9
Schedule community's use of facilities	2.83	11
Analyze building and equipment contract bids	2.67	13
Direct reviews of safety programs	2.67	13
Develop and oversee a security program	2.67	13
Oversee the daily maintenance and upkeep of grounds	2.33	16.5

TABLE I6-Continued

Task	Mean Score	Rank
Oversee the daily maintenance and upkeep of facilities	2.33	16.5
Oversee college cafeteria services	2.33	16.5
Coordinate equipment inventories	2.33	16.5
Locate vending services	2.00	19

TABLE I7.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: STAFF DEVELOPMENT CLUSTER

Task	Mean Score	Rank
Guide staff regarding professional development needs	4.67	1
Coordinate workshops and other in-service programs for professional personnel	3.83	2
Oversee preservice programs for administrators	3.17	3.5
Evaluate staff development programs	3.17	3.5
Oversee in-service programs for support personnel	2.83	5
Coordinate staff exchanges with business and industry	2.67	6
Develop a staff learning resources center	2.33	7
Oversee preservice programs for faculty	1.50	8

TABLE 18.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: PROFESSIONAL RELATIONS
AND SELF DEVELOPMENT CLUSTER

Task	Mean Score	Rank
Develop and maintain professional relationships with administrators	5.00	1
Develop and maintain professional relationships with other college presidents	4.83	3
Develop and maintain professional relationships with faculty	4.83	3
Develop policy and commendation statements	4.83	3
Participate in professional organizations	4.50	5
Develop and maintain professional relationships with state department of education personnel	4.33	6.5
Coordinate management by objectives with personal work assignments	4.33	6.5
Develop and maintain relationships with personnel in professional organizations	3.67	8
Participate in the development of state and/or federal plans for vocational education	3.50	9
Participate in the development of vocational education legislation	3.33	10
Participate in the sabbatical program for professional personnel	3.00	11
Write articles and materials for journals and other professional media	2.67	12
Develop and implement administrator and/or faculty appraisal of president	2.17	13

TABLE 19.--RANK OF TASKS ACCORDING TO IMPORTANCE OF PERFORMANCE: SCHOOL AND COMMUNITY RELATIONS CLUSTER

Task	Mean Score	Rank
Coordinate a plan for promoting good public relations	5.00	2
Develop and recommend public relations and communications policies	5.00	2
Participate in community organizations	5.00	2
Evaluate the public relations program	4.83	5
Participate in public presentations on college programs and activities	4.83	5
Evaluate informal feedback about the college	4.83	5
Conduct orientation programs for administrators	4.33	7.5
Participate in meetings for district superintendents	4.33	7.5
Approve cooperative agreements with other agencies	4.17	9
Conduct informational programs for the public	3.83	11
Coordinate informational programs for the public, e.g., open house, career awareness, etc.	3.83	11
Conduct alumni relations program	3.83	11
Participate on radio/television programs	3.67	13.5
Participate in local millage issues	3.67	13.5

TABLE I9-Continued

Task	Mean Score	Rank
Participate, upon request, in doctoral studies and other surveys	3.50	15.5
Conduct recognition programs for students, staff and community supporters	3.50	15.5
Prepare cooperative agreements with other agencies	3.33	17
Conduct public hearings and meetings on college issues	3.17	18
Develop and coordinate the activities of a community advisory council	2.83	20
Write news releases for college and area media	2.83	20
Conduct orientation programs for faculty	2.83	20
Write script for local radio/television programs	2.67	22.5
Conduct orientation programs for faculty	2.67	22.5
Develop and coordinate the activities of the vocational advisory committees	2.33	24
Conduct orientation programs for students	2.00	25

TABLE I10.--RANK OF TASKS ACCORDING TO IMPORTANCE OF TASK PERFORMANCE: COLLECTIVE BARGAINING CLUSTER

Task	Mean Score	Rank
Oversee other administrators in response to grievance at step 1 and 2 (president level)	4.83	1
Develop collective bargaining strategy with board	4.33	2.5
Prepare response to grievance at step 3 (president level)	4.33	2.5
Develop collective bargaining parameters with board	4.17	4
Participate as back-up team member during collective bargaining	4.00	5
Participate as chief negotiator during collective bargaining	2.33	6
Participate at the table as negotiator during collective bargaining	2.17	7

APPENDIX J

IMPORTANCE OF TASK PERFORMANCE ACCORDING TO VARIOUS STRUCTURAL DIFFERENCES

APPENDIX J

IMPORTANCE OF TASK PERFORMANCE ACCORDING TO VARIOUS STRUCTURAL DIFFERENCES

TABLE J1.--IMPORTANCE OF TASK PERFORMANCE ACCORDING TO FULL-YEAR EQUATED STUDENTS

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a Mean	2001-5000 ^b Mean	5001 and Over ^c Mean
<u>Instructional Management Cluster:</u>				
Guide the activities of the Dean(s) for Instruction	4.33	*	4.5	5.0
Approve requests to state or federal authorities for vocational education funds	4.17	5.0	3.5	*
Analyze budget recommendations from faculty for budget development	3.67	4.5	*	*

LEGEND: * = One president neither performed nor administered this task.
 ** = Two presidents neither performed nor administered this task.
 a = Two presidents responding.
 b = Two presidents responding.
 c = Two presidents responding.

NOTE: If one or more president(s) within a stratum did not perform and/or administer a task, no task mean score was calculated or recorded for that task.

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a Mean	2001-5000 ^b Mean	5001 and Over ^c Mean
<u>Student Services Management Cluster:</u>				
Oversee the activities of the Dean of Student Services	4.17	*	4.5	5.0
Approve student loans and grant programs	2.50	4.0	**	**

<u>Business and Financial Management Cluster:</u>				
Recommend financial policies	5.00	5.0	5.0	5.0
Develop long-range budgets based on total program requirements	4.83	5.0	4.5	5.0
Guide bond issues	4.67	4.5	4.5	5.0
Coordinate bond issues	4.50	4.5	4.0	5.0
Locate sources of funds for program development and operation	4.50	4.5	4.0	*
Develop and regulate capital improvement budgets	4.50	5.0	4.0	*
Guide millage issues	4.33	*	5.0	5.0

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a Mean	2001-5000 ^b Mean	5001 and Over ^c Mean
Oversee the activity of the business manager	4.33	*	5.0	5.0
Coordinate millage issues	4.17	*	4.5	5.0
Prepare and coordinate program budgets	3.83	*	5.0	*
Analyze the cost of operating various instructional programs	3.67	5.0	*	**
Coordinate the investment of surplus funds	3.17	**	3.5	*
Prepare local, state and federal reports	3.17	*	4.5	**

Institutional Program Planning Development and Evaluation Cluster:

Develop agenda for board meeting	5.00	5.0	5.0	5.0
Recommend program policies to the administration and board	5.00	5.0	5.0	5.0
Coordinate implementation of board and administrative policies	5.00	5.0	5.0	5.0
Coordinate the development of long-range college goals	5.00	5.0	5.0	5.0

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		<u>0-2000^a</u> Mean	<u>2001-5000^b</u> Mean	<u>5001 and Over^c</u> Mean
Coordinate the revision of annual college goals	5.00	5.0	5.0	5.0
Coordinate an on-going college evaluation scheme	5.00	5.0	5.0	*
Write official administrator evaluations	5.00	5.0	5.0	5.0
Direct self-appraisal for regional accreditation	4.83	5.0	4.5	*
Coordinate obtainment of local, state and federal services and resources for program development	4.50	5.0	4.0	4.5
Guide program planning consistent with pertinent legislation and manpower data	4.50	5.0	4.5	*
Coordinate development of board agenda	4.33	*	5.0	5.0
Guide program development and improvement consistent with pertinent institutional research results	4.33	5.0	4.5	**
Write official support staff evaluations	3.83	*	3.5	5.0
Approve instructional program goals	3.50	5.0	*	**

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		<u>0-2000^a</u> Mean	<u>2001-5000^b</u> Mean	<u>5001 and Over^c</u> Mean
Approve student services program goals	3.33	**	4.0	*
Prepare proposals for funding new programs and improving existing programs	3.33	*	4.0	**
Coordinate plans for evaluating student services programs	3.17	*	4.0	**

Personnel Management Cluster:

Recruit and interview potential administrators	5.00	5.0	5.0	*
Evaluate administrator performance	5.00	5.0	5.0	5.0
Conduct staff meetings	4.83	5.0	4.5	5.0
Prepare and recommend personnel policies	4.83	5.0	5.0	*
Analyze staffing requirements	4.83	5.0	4.5	*
Develop staff selection and recruitment procedures	4.67	5.0	4.5	*
Approve administrator work loads	4.67	5.0	4.5	*

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a Mean	2001-5000 ^b Mean	5001 and Over ^c Mean
Approve job descriptions	4.50	5.0	4.5	*
Guide the administrators on legal matters which affect college programs	4.50	5.0	3.5	5.0
Coordinate communications schemes designed to keep staff informed	4.33	5.0	*	*
Write job descriptions	4.33	5.0	*	*
Recommend employment of administrators and faculty to board	4.17	5.0	*	4.5
Approve administrator leaves, vacations and sabbaticals	4.17	5.0	3.5	4.0
Analyze and apply affirmative action laws and regulations	4.17	*	4.5	*
Analyze and apply labor laws and regulations	4.00	*	4.5	*
Prepare and maintain a personnel handbook	3.33	*	4.0	**
Oversee the application of licensing and certification regulations	3.00	*	3.5	**

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a	2001-5000 ^b	5001 and Over ^c
		Mean	Mean	Mean
<u>Facilities and Equipment Management Cluster:</u>				
Develop long-range facility and equipment plans	4.83	5.0	5.0	*
Recommend acceptance of new building	4.67	5.0	4.5	*
Approve and submit renovation and alteration plans to the board	4.67	5.0	4.5	4.5
Direct architectural planning	4.50	5.0	4.0	*
Analyze the need for physical facilities	4.33	5.0	*	*
Conduct land and facility feasibility studies	3.33	*	4.5	**
Develop emergency plans for fire and disasters	3.33	5.0	*	**

Staff Development Cluster:

Guide staff regarding professional development needs	4.67	4.5	5.0	*
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TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a Mean	2001-5000 ^b Mean	5001 and Over ^c Mean
Coordinate workshops and other in-service programs for professional personnel	3.83	*	4.0	*
Evaluate staff development programs	3.17	*	3.5	**

Professional Relations and Self Development Cluster:

Develop and maintain professional relationships with administrators	5.00	5.0	5.0	5.0
Develop and maintain professional relationships with other college presidents	4.83	5.0	5.0	4.5
Develop and maintain professional relationships with faculty	4.83	*	4.5	5.0
Develop policy and commendation statements	4.83	5.0	4.5	5.0
Participate in professional organizations	4.50	4.5	5.0	4.0

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a Mean	2001-5000 ^b Mean	5001 and Over ^c Mean
Develop and maintain professional relationships with state department of education personnel	4.33	5.0	4.5	3.5
Coordinate management by objectives with personal work assignments	4.33	*	4.5	5.0
Develop and maintain relationships with personnel in professional organizations	3.67	3.5	5.0	*
Participate in the development of state and/or federal plans for vocational education	3.50	4.5	*	**
Participate in the development of vocational education legislation	3.33	4.5	*	**
<hr/>				
<u>School and Community Relations Cluster:</u>				
Coordinate a plan for promoting good public relations	5.00	5.0	5.0	*
Develop and recommend public relations and communications policies	5.00	5.0	5.0	*
Participate in community organizations	5.00	5.0	5.0	5.0

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		<u>0-2000^a</u> Mean	<u>2001-5000^b</u> Mean	<u>5001 and Over^c</u> Mean
Evaluate the public relations program	4.83	5.0	5.0	4.5
Participate in public presentations on college programs and activities	4.83	5.0	5.0	4.5
Evaluate informal feedback about the college	4.83	5.0	4.5	5.0
Conduct orientation programs for administrators	4.33	5.0	5.0	**
Participate in meetings for district superintendents	4.33	4.5	4.5	4.0
Approve cooperative agreements with other agencies	4.17	4.5	4.5	3.5
Conduct informational programs for the public	3.83	5.0	4.0	*
Coordinate informational programs for the public, e.g., open house, career awareness, etc.	3.83	5.0	4.0	**
Participate on radio/television programs	3.67	*	4.5	4.0
Participate in local millage issues	3.67	**	5.0	5.0

TABLE J1-Continued

Tasks By Clusters	Task Mean Scores	Size of College (FYES)		
		0-2000 ^a Mean	2001-5000 ^b Mean	5001 and Over ^c Mean
Participate, upon request, in doctrinal studies and other surveys	3.50	4.5	4.0	*
Prepare cooperative agreements with other agencies	3.33	*	3.5	*
Conduct public hearings and meetings on college issues	3.17	**	*	4.0
Conduct orientation programs for faculty	2.83	**	4.5	**
Conduct orientation programs for faculty	2.67	**	4.0	**

Collective Bargaining Cluster:

Oversee other administrators in response to grievance at step 1 and 2	4.83	5.0	5.0	*
Develop collective bargaining strategy with board	4.33	*	5.0	5.0
Prepare response to grievance at step 3 (president level)	4.33	5.0	*	*
Develop collective bargaining parameters with board	4.17	*	5.0	*

TABLE J1-Continued

Tasks By Cluster	Task Mean Scores	Size of College (FYES)		
		<u>0-2000^a</u> Mean	<u>2001-5000^b</u> Mean	<u>5001 and Over^c</u> Mean
Participate as back-up team member during collective bargaining	4.00	**	5.0	*
Composite Mean Tast Scores	4.23	3.34	3.89	2.04

TABLE J2.--IMPORTANCE OF TASK PERFORMANCE ACCORDING TO THE NUMBER OF FULL-TIME ADMINISTRATORS

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
<u>Instructional Management Cluster:</u>				
Guide the activites of the Dean(s) for Instruction	4.33	*	4.5	5.0
Approve requests to state or federal authorities for vocational education funds	4.17	4.3	4.5	*
Approve establishment of instructional program entry (prerequisites) and completion requirements	4.17	**	4.5	*
Analyze budget recommendations from faculty for budget development	3.67	*	4.5	*
Teach class(es)	1.83	**	**	4.0

Student Services Management Cluster:

LEGEND: * = One president neither performed nor administered this task.
 ** = Two presidents neither performed nor administered this task.
 c = Three presidents responding.
 b = Two presidents responding.
 a = One president responding.

NOTE: If one or more president(s) within a stratum did not perform and/or administer a task, no task mean score was calculated or recorded for that task.

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
Oversee the activities of the Dean of Student Services	4.17	*	4.5	5.0
Coordinate student recruitment activities	3.33	*	4.5	*
<u>Business and Financial Management Cluster:</u>				
Recommend financial policies	5.00	5.0	5.0	5.0
Develop long-range budgets based on total program requirements	4.83	5.0	4.5	5.0
Guide bond issues	4.67	4.7	5.0	5.0
Coordinate bond issues	4.50	4.7	4.5	5.0
Locate sources of funds for program development and operation	4.50	4.3	4.5	*
Develop and regulate capital improvement budgets	4.50	4.6	4.0	*
Guide millage issues	4.33	*	5.0	5.0
Oversee the activity of the business manager	4.33	*	5.0	5.0
Coordinate millage issues	4.17	*	5.0	5.0

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
Prepare and coordinate program budgets	3.83	*	5.0	*
Analyze the cost of operating various instructional programs	3.67	5.0	**	*
Coordinate the investment of surplus funds	3.17	**	5.0	*

Institutional Program Planning Development and Evaluation Cluster:

Develop agenda for board meeting	5.00	5.0	5.0	5.0
Recommend program policies to the administration and board	5.00	5.0	5.0	5.0
Coordinate implementation of board and administrative policies	5.00	5.0	5.0	5.0
Coordinate the development of long-range college goals	5.00	5.0	5.0	5.0
Coordinate the revision of annual college goals	5.00	5.0	5.0	5.0
Coordinate an on-going college evaluation scheme	5.00	5.0	5.0	*
Write official administrator evaluations	5.00	5.0	5.0	5.0
Direct self-appraisal for regional accreditation	4.83	4.6	5.0	*

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		<u>0-25^a</u> Mean	<u>26-50^b</u> Mean	<u>51-Over^c</u> Mean
Coordinate obtainment of local, state and federal services and resources for program development	4.50	4.6	4.0	5.0
Guide program planning consistent with pertinent legislation and manpower data	4.50	5.0	4.0	*
Coordinate development of board agenda	4.33	*	5.0	5.0
Guide program development and improvement consistent with pertinent institutional research results	4.33	5.0	*	*
Write official support staff evaluations	3.83	*	5.0	5.0
Direct institutional research studies	3.83	**	4.0	*
Approve instructional program goals	3.50	4.6	**	*
Approve student services program goals	3.33	**	*	5.0
<u>Personnel Management Cluster:</u>				
Recruit and interview potential administrators	5.00	5.0	5.0	*
Evaluate administrator performance	5.00	5.0	5.0	5.0
Conduct staff meetings	4.83	4.6	5.0	5.0

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
Prepare and recommend personnel policies	4.83	5.0	4.5	*
Analyze staffing requirements	4.83	4.6	5.0	*
Develop staff selection and recruitment procedures	4.67	4.6	5.0	*
Approve administrator work loads	4.67	4.6	5.0	*
Approve job descriptions	4.50	4.6	4.5	*
Guide the administrators on legal matters which affect college programs	4.50	4.0	5.0	5.0
Coordinate communications schemes designed to keep staff informed	4.33	*	*	5.0
Write job descriptions	4.33	*	5.0	4.0
Recommend employment of administrators and faculty to board	4.17	*	4.5	5.0
Approve administrator leaves, vacations and sabbaticals	4.17	4.0	5.0	3.0
Analyze and apply affirmative action laws and regulations	4.17	*	5.0	*
Analyze and apply labor laws and regulations	4.00	*	5.0	*

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
<u>Facilities and Equipment Management Cluster:</u>				
Develop long-range facility and equipment plans	4.83	5.0	5.0	*
Recommend acceptance of new building	.467	4.6	5.0	*
Approve and submit renovation and alteration plans to the board	4.67	4.6	5.0	4.0
Direct architectural planning	4.50	4.6	4.5	**
Analyze the need for physical facilities	4.33	5.0	*	*
Recommend building sites	3.67	**	5.0	*
Develop emergency plans for fire and disasters	3.33	4.6	**	*

<u>Staff Development Cluster:</u>				
Guide staff regarding professional development needs	4.67	4.6	4.5	*
Coordinate workshops and other in-service programs for professional personnel	3.83	*	4.5	*
Oversee preservice programs for administrators	3.17	**	4.0	*

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
<u>Professional Relations and Self Development Cluster:</u>				
Develop and maintain professional relationships with administrators	5.00	5.0	5.0	5.0
Develop and maintain professional relationships with other college presidents	4.83	5.0	5.0	4.0
Develop and maintain professional relationships with faculty	4.83	*	4.5	5.0
Develop policy and commendation statements	4.83	4.6	5.0	5.0
Participate in professional organizations	4.50	5.0	4.5	4.0
Develop and maintain professional relationships with state department of education personnel	4.33	5.0	4.0	4.0
Coordinate management by objectives with personal work assignments	4.33	*	5.0	5.0
Develop and maintain relationships with personnel in professional organizations	3.67	4.0	*	4.0
Write articles and materials for journals and other professional media	2.67	**	*	4.0

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
<u>School and Community Relations Cluster:</u>				
Coordinate a plan for promoting good public relations	5.00	5.0	5.0	*
Develop and recommend public relations and communications policies	5.00	5.0	5.0	*
Participate in community organizations	5.00	5.0	5.0	5.0
Evaluate the public relations program	4.83	5.0	5.0	4.0
Participate in public presentations on college programs and activities	4.83	5.0	5.0	4.0
Evaluate informal feedback about the college	4.83	5.0	4.5	5.0
Conduct orientation programs for administrators	4.33	5.0	*	*
Participate in meetings for district superintendents	4.33	4.6	4.0	4.0
Approve cooperative agreements with other agencies	4.17	4.3	4.0	4.0
Conduct informational programs for the public	3.83	4.6	4.5	*
Coordinate informational programs for the public, e.g., open house, career awareness, etc.	3.83	4.6	*	*

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		0-25 ^a Mean	26-50 ^b Mean	51-Over ^c Mean
Conduct alumni relations programs	3.83	**	3.5	*
Participate on radio/television programs	3.67	*	4.0	4.0
Participate in local millage issues	3.67	**	5.0	5.0
Participate, upon request, in doctrinal studies and other surveys	3.50	4.3	2.5	*
Conduct recognition programs for students, staff and community supporters	3.50	**	*	4.0
Prepare cooperative agreements with other agencies	3.33	*	4.0	*
Conduct public hearings and meetings on college issues	3.17	**	4.5	4.0
<hr/>				
<u>Collective Bargaining Cluster:</u>				
Oversee other administrators in response to grievance at step 1 and 2	4.83	5.0	5.0	*
Develop collective bargaining strategy with board	4.33	*	5.0	5.0
Prepare response to grievance at step 3 (president level)	4.33	*	5.0	*

TABLE J2-Continued

Tasks By Cluster	Task Mean Scores	No. of Full-Time Administrators		
		<u>0-25^a</u> Mean	<u>26-50^b</u> Mean	<u>51-Over^c</u> Mean
Develop collective bargaining parameters with board	4.17	*	5.0	*
Participate as back-up team member during collective bargaining	4.00	*	5.0	*
Composite Mean Task Scores	4.35	2.84	3.95	2.42

TABLE J3.--IMPORTANCE OF TASK PERFORMANCE ACCORDING TO THE NUMBER OF TOTAL FACULTY

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
<u>Instructional Management Cluster:</u>				
Guide the activities of the Dean(s) for Instruction	4.33	*	4.0	5.0
Approve requests to state or federal authorities for vocational education funds	4.17	4.3	4.0	*
Approve establishment of instructional program entry (prerequisites) and completion requirements	4.17	**	4.0	*
Analyze budget recommendations from faculty for budget development	3.67	*	4.0	*

LEGEND: * = One president neither performed nor administered this task.
 ** = Two presidents neither performed nor administered this task.
 a = Three presidents responding.
 b = One president responding.
 c = Two presidents responding.

NOTE: If one or more president(s) within a stratum did not perform and/or administer a task, no task mean score was calculated or recorded for that task.

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
<u>Student Services Management Cluster:</u>				
Oversee the activities of the Dean of Student Services	4.17	*	4.0	5.0
Coordinate student recruitment activities	3.33	**	5.0	*
Coordinate the establishment of student rules and policies such as attendance and discipline	2.67	**	4.0	**
<hr/>				
<u>Business and Financial Management Cluster:</u>				
Recommend financial policies	5.00	5.0	5.0	5.0
Develop long-range budgets based on total program requirements	4.83	5.0	4.0	5.0
Guide bond issues	4.67	4.7	4.0	5.0
Coordinate bond issues	4.50	4.3	4.0	5.0
Locate sources of funds for program development and operation	4.50	4.3	4.0	*
Develop and regulate capital improvement budgets	4.50	4.7	4.0	*
Guide millage issues	4.33	*	5.0	5.0

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
Oversee the activity of the business manager	4.33	*	5.0	5.0
Coordinate millage issues	4.17	*	5.0	5.0
Prepare and coordinate program budgets	3.83	*	5.0	*
Analyze the cost of operating various instructional programs	3.67	5.0	*	**
Coordinate the investment of surplus funds	3.17	**	5.0	*
Prepare local, state and federal reports	3.17	*	5.0	*
<hr/>				
<u>Institutional Program Planning Development and Evaluation Cluster:</u>				
Develop agenda for board meeting	5.00	5.0	5.0	5.0
Recommend program policies to the administration and board	5.00	5.0	5.0	5.0
Coordinate implementation of board and administrative policies	5.00	5.0	5.0	5.0
Coordinate the development of long-range college goals	5.00	5.0	5.0	5.0
Coordinate the revision of annual college goals	5.00	5.0	5.0	5.0

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
Coordinate an on-going college evaluation scheme	5.00	4.7	5.0	*
Write official administrator evaluations	5.00	5.0	5.0	5.0
Direct self-appraisal for regional accreditation	4.83	4.7	5.0	*
Coordinate obtainment of local, state and federal services and resources for program development	4.50	4.7	4.0	4.5
Guide program planning consistent with pertinent legislation and manpower data	4.50	5.0	4.0	*
Coordinate development of board agenda	4.33	*	5.0	5.0
Guide program development and improvement consistent with pertinent institutional research results	4.33	5.0	4.0	**
Direct institutional research studies	3.83	**	4.0	*
Write official support staff evaluations	3.83	*	5.0	5.0
Approve instructional program goals	3.50	4.7	*	*
Approve student services program goals	3.33	**	4.0	*
Prepare proposals for funding new programs and improving existing programs	3.33	*	4.0	**

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
Coordinate plans for evaluating student services programs	3.17	*	4.0	**
<u>Personnel Management Cluster:</u>				
Recruit and interview potential administrators	5.00	5.0	5.0	*
Evaluate administrator performance	5.00	5.0	5.0	5.0
Conduct staff meetings	4.83	4.7	5.0	5.0
Prepare and recommend personnel policies	4.83	5.0	5.0	*
Analyze staffing requirements	4.83	4.7	5.0	*
Develop staff selection and recruitment procedures	4.67	4.7	5.0	*
Approve administrator work loads	4.67	4.7	5.0	*
Approve job descriptions	4.50	4.7	5.0	*
Guide the administrators on legal matters which affect college programs	4.50	4.0	5.0	5.0
Coordinate communications schemes designed to keep staff informed	4.33	*	5.0	*

TABLE J3-Continued

		No. of Total Faculty		
		0-225 ^a	226-500 ^b	501 and Over ^c
		Mean	Mean	Mean
Write job descriptions	4.33	*	5.0	*
Recommend employment of administrators and faculty to board	4.17	*	5.0	4.5
Approve administrator leaves, vacations and sabbaticals	4.17	4.0	5.0	4.0
Analyze and apply affirmative action laws and regulations	4.17	*	5.0	*
Analyze and apply labor laws and regulations	4.00	*	5.0	*
Prepare and maintain a personnel handbook	3.33	*	4.0	**
Oversee the application of licensing and certification regulation	3.00	*	5.0	**
<hr/>				
<u>Facilities and Equipment Management Cluster:</u>				
Develop long-range facility and equipment plans	4.83	5.0	5.0	*
Recommend acceptance of new building	4.67	4.7	5.0	*
Approve and submit renovation and alteration plans to the board	4.67	4.7	5.0	4.5

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
Direct architectural planning	4.50	4.7	4.0	*
Analyze the need for physical facilities	4.33	5.0	*	*
Recommend building sites	3.66	**	5.0	*
Recommend the selection of an architect	3.50	**	5.0	*
Conduct land and facility feasibility studies	3.33	*	4.0	**
Develop emergency plans for fire and disasters	3.33	4.7	*	**
Schedule communities use for facilities	2.83	**	4.0	**
<hr/>				
<u>Staff Development Cluster:</u>				
Guide staff regarding professional development needs	4.67	4.7	5.0	*
Coordinate workshops and other in-service programs for professional personnel	3.83	*	4.0	*
Evaluate staff development programs	3.17	*	5.0	**
Oversee preservice programs for administrators	3.16	**	4.0	*
Oversee in-service programs for support personnel	2.83	**	4.0	**

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
<u>Professional Relations and Self Development Cluster:</u>				
Develop and maintain professional relationships with administrators	5.00	5.0	5.0	5.0
Develop and maintain professional relationships with other college presidents	4.83	5.0	5.0	4.5
Develop and maintain professional relationships with faculty	4.83	*	4.0	5.0
Develop policy and commendation statements	4.83	4.7	5.0	5.0
Participate in professional organizations	4.50	4.7	5.0	4.0
Develop and maintain professional relationships with state department of education personnel	4.33	5.0	4.0	4.5
Coordinate management by objectives with personal work assignments	4.33	*	5.0	5.0
Develop and maintain relationships with personnel in professional organizations	3.67	4.0	5.0	*
Participate in the development of state and/or federal plans for vocational education	3.50	*	4.0	**
Participate in the development of vocational education legislation	3.33	*	4.0	**

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		<u>0-225^a</u> Mean	<u>226-500^b</u> Mean	<u>501 and Over^c</u> Mean
Write articles and materials for journals and other professional media	2.67	**	5.0	*
<u>School and Community Relations Cluster:</u>				
Coordinate a plan for promoting good public relations	5.00	5.0	5.0	*
Develop and recommend public relations and communications policies	5.00	5.0	5.0	*
Participate in community organizations	5.00	5.0	5.0	5.0
Evaluate the public relations program	4.83	5.0	5.0	4.5
Participate in public presentations on college programs and activities	4.83	5.0	5.0	4.5
Evaluate informal feedback about the college	4.83	5.0	4.0	5.0
Conduct orientation programs for administrators	4.33	5.0	5.0	**
Participate in meetings for district superintendents	4.33	4.7	4.0	4.0
Approve cooperative agreements with other agencies	4.17	4.3	5.0	3.5

TABLE J3-Continued

Tasks By Cluster	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
Conduct informational programs for the public	3.83	4.7	4.0	*
Coordinate informational programs for the public, e.g., open house, career awareness, etc.	3.83	4.7	4.0	**
Conduct alumni relations program	3.83	**	4.0	*
Participate on radio/television programs	3.67	*	4.0	4.0
Participate in local millage issues	3.67	**	5.0	5.0
Participate, upon request, in doctrinal studies and other surveys	3.50	4.3	4.0	*
Conduct recognition programs for students, staff and community supporters	3.50	**	5.0	*
Prepare cooperative agreements with other agencies	3.33	*	5.0	*
Conduct public hearings and meetings on college issues	3.17	**	5.0	4.0
Conduct orientation programs for faculty	2.83	**	5.0	**
Write news releases for college and area media	2.83	**	5.0	**
Conduct orientation programs for faculty	2.67	**	4.0	**

TABLE J3-Continued

Tasks By Clusters	Task Mean Scores	No. of Total Faculty		
		0-225 ^a Mean	226-500 ^b Mean	501 and Over ^c Mean
Write script for local radio/television programs	2.67	**	5.0	**
<u>Collective Bargaining Cluster:</u>				
Oversee other administrators in response to grievance at step 1 and 2	4.83	5.0	5.0	*
Develop collective bargaining strategy with board	4.33	*	5.0	5.0
Prepare response to grievance at step 3 (president level)	4.33	*	5.0	*
Develop collective bargaining parameters with board	4.17	*	5.0	*
Participate as back-up team member during collective bargaining	4.00	*	5.0	*
Composite Mean Task Scores	4.12	2.47	4.47	1.81

TABLE J4.--IMPORTANCE OF TASK PERFORMANCE ACCORDING TO THE LENGTH OF THE PRESIDENTS' TERM
IN OFFICE

Tasks By Cluster	Task Mean Scores	Term in Office		
		0-2 yrs. ^a	3-7 yrs. ^b	8 and Over ^c
		Mean	Mean	Mean
<u>Instructional Management Cluster:</u>				
Guide the activities of the Dean(s) for Instruction	4.33	--	*	5.0
Approve requests to state or federal authorities for vocational education funds	4.17	--	4.8	*
Analyze budget recommendations from faculty for budget development	3.67	--	4.5	**

LEGEND: * = One president neither performed nor administered this task.

** = Two or more presidents neither performed nor administered this task.

a = No presidents responding.

b = Four presidents responding.

c = Two presidents responding.

NOTE: Term in office measured in years.

If one or more president(s) within a stratum did not perform and/or administer a task,
no task mean score was calculated or recorded for that task.

TABLE J4-Continued

Tasks By Cluster	Task Mean Scores	Term in Office		
		0-2 yrs. ^a Mean	3-7 yrs. ^b Mean	8 and Over ^c Mean
<u>Student Services Management Cluster:</u>				
Oversee the activities of the Dean of Student Services	4.17	--	*	5.0
<hr/>				
<u>Business and Financial Management Cluster:</u>				
Recommend financial policies	5.00	--	5.0	5.0
Develop long-range budgets based on total program requirements	4.83	--	4.8	5.0
Guide bond issues	4.67	--	4.5	5.0
Coordinate bond issues	4.50	--	4.5	4.5
Locate sources of funds for program development and operation	4.50	--	4.5	*
Develop and regulate capital improvement budgets	4.50	--	4.5	*
Guide millage issues	4.33	--	*	5.0
Oversee the activity of the business manager	4.33	--	*	5.0
Coordinate millage issues	4.17	--	*	4.5

TABLE J4-Continued

Tasks By Cluster	Task Mean Scores	Term in Office		
		0-2 yrs. ^a Mean	3-7 yrs. ^b Mean	8 and Over ^c Mean
<u>Institutional Program Planning Development and Evaluation Cluster:</u>				
Develop agenda for board meeting	5.00	--	5.0	5.0
Recommend program policies to the administration and board	5.00	--	5.0	5.0
Coordinate implementation of board and administrative policies	5.00	--	5.0	5.0
Coordinate the development of long-range college goals	5.00	--	5.0	5.0
Coordinate the revision of annual college goals	5.00	--	5.0	5.0
Coordinate an on-going college evaluation scheme	5.00	--	5.0	*
Write official administrator evaluations	5.00	--	5.0	5.0
Direct self-appraisal for regional accreditation	4.83	--	5.0	*
Coordinate obtainment of local, state and federal services and resources for program development	4.50	--	4.5	4.5

TABLE J4-Continued

Tasks By Cluster	Task Mean Scores	Term in Office		
		<u>0-2 yrs.^a</u> Mean	<u>3-7 yrs.^b</u> Mean	<u>8 and Over^c</u> Mean
Guide program planning consistent with pertinent legislation and manpower data	4.50	--	4.5	*
Coordinate development of board agenda	4.33	--	*	5.0
Write official support staff evaluations	3.83	--	*	3.5
Approve student services program goals	3.33	--	**	4.5

Personnel Management Cluster:

Recruit and interview potential administrators	5.00	--	5.0	*
Evaluate administrator performance	5.00	--	5.0	5.0
Conduct staff meetings	4.83	--	5.0	4.5
Prepare and recommend personnel policies	4.83	--	4.8	*
Analyze staffing requirements	4.83	--	5.0	*
Develop staff selection and recruitment procedures	4.67	--	5.0	*
Approve administrator work loads	4.67	--	5.0	*
Approve job descriptions	4.50	--	4.8	*

TABLE J4-Continued

Tasks By Cluster	Task Mean Scores	Term in Office		
		0-2 yrs. ^a Mean	3-7 yrs. ^b Mean	8 and Over ^c Mean
Guide the administrators on legal matters which affect college programs	4.50	--	5.0	3.5
Write job descriptions	4.33	--	5.0	**
Recommend employment of administrators and faculty to board	4.17	--	4.8	*
Approve administrator leaves, vacations and sabbaticals	4.17	--	5.0	2.5
<hr/>				
<u>Facilities and Equipment Management Cluster:</u>				
Develop long-range facility and equipment plans	4.83	--	5.0	*
Approve and submit renovation and alteration plans to the board	4.67	--	5.0	4.0
Direct architectural planning	4.50	--	4.8	*
<hr/>				
<u>Staff Development Cluster:</u>				
Guide staff regarding professional development needs	4.67	--	4.5	*

TABLE J4-Continued

Tasks By Cluster	Task Mean Scores	Term in Office		
		0-2 yrs. ^a	3-7 yrs. ^b	8 and Over ^c
		Mean	Mean	Mean
<u>Professional Relations and Self Development Cluster:</u>				
Develop and maintain professional relationships with administrators	5.00	--	5.0	5.0
Develop and maintain professional relationships with other college presidents	4.83	--	5.0	4.5
Develop and maintain professional relationships with faculty	4.83	--	*	5.0
Develop policy and commendation statements	4.83	--	5.0	4.5
Participate in professional organizations	4.50	--	4.5	4.5
Develop and maintain professional relationships with state department of education personnel	4.33	--	3.8	4.5
Coordinate management by objectives with personal work assignments	4.33	--	*	4.5
Develop and maintain relationships with personnel in professional organizations	3.67	--	*	4.5

TABLE J4-Continued

Tasks By Cluster	Task Mean Scores	Term in Office		
		0-2 yrs. ^a Mean	3-7 yrs. ^b Mean	8 and Over ^c Mean
<u>School and Community Relations Cluster:</u>				
Coordinate a plan for promoting good public relations	5.00	--	5.0	*
Develop and recommend public relations and communications policies	5.00	--	5.0	*
Participate in community organizations	5.00	--	5.0	5.0
Evaluate the public relations program	4.83	--	5.0	4.5
Participate in public presentations on college programs and activities	4.83	--	5.0	4.5
Evaluate informal feedback about the college	4.83	--	4.8	5.0
Participate in meetings for district superintendents	4.33	--	4.3	4.5
Approve cooperative agreements with other agencies	4.17	--	4.3	4.0
Conduct informational programs for the public	3.83	--	4.8	*
Participate on radio/television programs	3.67	--	*	4.5
Participate in local millage issues	3.67	--	**	5.0

TABLE J4-Continued

Tasks By Cluster	Task Mean Scores	Term in Office		
		<u>0-2 yrs.^a</u> Mean	<u>3-7 yrs.^b</u> Mean	<u>8 and Over^c</u> Mean
Participate, upon request, in doctrinal studies and other surveys	3.50	--	3.5	*
<u>Collective Bargaining Cluster:</u>				
Oversee other administrators in response to grievance at step 1 and 2	4.83	--	5.0	*
Develop collective bargaining strategy with board	4.33	--	*	5.0
Prepare response to grievance at step 3 (president level)	4.33	--	5.0	**
Composite Mean Task Scores	4.53	--	3.77	3.00

APPENDIX K

RANK OF CLUSTERS ACCORDING
TO IMPORTANCE

APPENDIX K

RANK OF CLUSTERS ACCORDING TO IMPORTANCE

TABLE K1.--RANK OF THE CLUSTERS ACCORDING TO THEIR IMPORTANCE AS DETERMINED BY THE COMPOSITE MEAN SCORES OF TASKS WITHIN THE CLUSTERS

Cluster	Composite Task Mean Scores	Number of Tasks/Cluster	Rank
Personnel Management	4.32	18	1
Professional Relations and Self Development	3.92	13	2
Institutional Program Planning, Development and Evaluation	3.83	25	3
Collective Bargaining	3.74	7	4
School and Community Relations	3.71	25	5
Business and Financial Management	3.57	18	6
Facilities and Equipment Management	3.28	19	7
Staff Development	3.02	8	8
Instructional Management	2.70	14	9

TABLE K1-Continued

Cluster	Composite Task Mean Scores	Number of Tasks/ Cluster	Rank
Student Services Management	2.30	9	10
Total		156	