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Selection processes and career paths of chief academic officers in Michigan community colleges

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SELECTION PROCESSES AND CAREER PATHS OF CHIEF ACADEMIC

OFFICERS IN MICHIGAN COMMUNITY COLLEGES

By

Patricia Ann Esmond

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ABSTRACT

SELECTION PROCESSES AND CAREER PATHS OF CHIEF ACADEMIC OFFICERS IN MICHIGAN COMMUNITY COLLEGES

By

Patricia Ann Esmond

This study was designed to identify and analyze selected factors related to the career paths and selection processes of chief academic officers in Michigan public community colleges. The factors were studied for their perceived importance in the selection process and compared over two time periods--1960 to 1974 and 1975 to the present. The comparisons were:

1. Perceptions of chief academic officers employed 1960 to 1974 and 1975 to the present.

2. Perceptions of public community college presidents employed 1960 to 1974 and 1975 to the present.

3. Perceptions of chief academic officers employed 1960 to 1974 with presidents employed during the same period.

4. Perceptions of chief academic officers employed 1975 to the present with presidents employed during the same period.

5. Career paths of chief academic officers employed 1960 to 1974 and 1975 to the present.

The comparison was made to determine whether trends were developing in the selection process and career paths. All

Patricia Ann Esmond

individuals (92 chief academic officers/82 presidents) who have been (since 1966) or are now a president or chief academic officer at one of the 29 Michigan community colleges were sent a questionnaire. The return rate of completed questionnaires was 71.9% for chief academic officers employed before 1974, 76.3% for chief academic officers employed after 1974, 61% for presidents employed before 1974, and 97% for presidents employed after 1974.

Thirty-two factors relating to the selection process and seven career-path models were used on the questionnaire. Those factors deemed important/not important by the chief academic officers and presidents employed before 1974 were essentially the same factors perceived as important/not important by those employed after 1974.

A comparison of the career paths between chief academic officers employed before 1974 and after 1974 indicated that the majority started in a K-12 setting or as faculty before 1974. The majority after 1974 were in the model of full-time faculty, to department/division chair, to dean or vice-president.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

As the turnover of top-management personnel in public community colleges increases, the means by which chief academic officers achieve their positions is assuming more importance to potential candidates.   Many administrators who started in public community colleges during the expansion years of the 1960s are now reaching retirement age. To add to this already large turnover, Michigan has added incentives to its retirement package so that administrators and faculty may opt for early retirement.

Currently, very little information is available concerning the community college chief academic officer.   Moore, Salimbere, Marlier, and Bragg (1983) summarized the state of the literature on the position of dean in colleges and universities as:

> The literature on the academic dean position is equally encumbered with a large number of personal or prescriptive accounts. The demographic or analytical accounts that do exist are dated, narrowly focused on a single kind (e.g., education deans, deans of graduate schools), or emphasize the role dilemmas and practical tasks of deans. Few works attempt to describe or analyze the academic dean position as part of the larger administrative career structure or to place it within an occupational or academic labor market context. (p. 504)

In view of the likelihood that there will be a significant turnover in both academic and administrative personnel in the

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public community colleges in the near future, it is important that potential candidates for chief academic officer positions have accurate information on the skills, knowledge, and career experiences that are viewed as important in their selection.

Statement of the Problem

With the need for the replacement of a number of chief academic officers in public community colleges as a result of projected retirements in the next few years, it is important that the factors associated with their career paths and selection processes be studied. This study was designed to provide information on the criteria (qualifications and career preparation) used by Michigan public community colleges to hire their chief academic officers, the mode of recruitment (the sources used to disseminate position openings), and the selection processes used in hiring for the position. The areas being examined in the study--the chief academic officers' career paths and selection-process factors--analyze the importance/unimportance of factors in the selection process and whether over time--1960 to 1974 and 1975 to the present--these factors have changed.

One of the assumptions underlying this study was that there is a relationship between the many social and economic changes that have occurred since the mid-1970s and the current preparation and means of selection of chief academic officers. The year 1974, in fact, was chosen as the point separating the older from the newer administrators surveyed in the study because of the federal

legislation related to discrimination. It was also chosen because Michigan experienced a recession at that time that resulted in a loss of revenue to its community colleges and caused them to move from a period of rapid growth to a period of stabilization and, in some cases, a period of decline.

Purpose of the Study

The purpose of this study was to determine the perceptions of public community college presidents and chief academic officers with respect to the factors associated with the career paths and selection processes used in the appointment of chief academic officers. Such findings would be particularly helpful to persons aspiring to achieve the position of chief academic officer in a public community college. A paucity of research exists in this area to date; therefore, the findings of this study will be helpful in delineating both successful career paths and selection processes as viewed by chief academic officers and presidents.

This study will also assist in the understanding of whether and how career paths and selection processes have changed over time by comparing and contrasting the perceptions of presidents and chief academic officers.

Research Questions

A number of research questions were posed to assist in the development of this study.

1. Do chief academic officers perceive a difference in the factors influential in the selection of chief academic officers

before 1974 as compared to after 1974, and what are the factors perceived as important/not important in the selection process?

2. Do public community college presidents perceive a difference in the factors influential in the selection of chief academic officers before 1974 as compared with after 1974, and what are the factors perceived as important/not important in the selection process?

3. Is there a difference between the perceptions of chief academic officers and public community college presidents who were employed before 1974 with respect to the factors that were influential in the selection of chief academic officers?

4. Is there a difference between the perceptions of chief academic officers and public community college presidents who were employed after 1974 with respect to the factors that were influential in the selection of chief academic officers?

5. Is there a difference in the career paths of chief academic officers employed before 1974 and after 1974, as reported by the chief academic officers?

Factors that were considered include degree, previous administrative experience, noneducational experience, sex, race, age, internal candidate, external candidate, teaching experience, scholarly activity, and community college experience (see Appendix A for position vacancy description summaries).

Methodology

Population

The population for this study comprised all persons who have held or are now holding the position of either chief academic officer or president in a Michigan public community college since 1960 (see Appendix B for a list of colleges involved in the study). This population consisted of 218 individuals, and for the purposes of this study, these individuals were divided into four groups: (a) those chief academic officers employed between 1960 and 1974, which included 34 individuals; (b) those chief academic officers who were employed after 1974, which included 58 individuals; (c) those presidents who were employed between 1960 and 1974, which included 42 individuals; and (d) those presidents who were employed after 1974, which included 40 individuals. (Three presidents were hired before 1974 and are still public community college presidents. These individuals were included in the group of presidents employed after 1974 because it is likely that they will have employed a chief academic officer since that time.) Eleven presidents and three chief academic officers were deceased, and the status and/or addresses of 12 public community college presidents and 18 chief academic officers were unknown (see Appendix C for letters to obtain mailing lists).

Research Hypotheses

The research questions were formulated into research hypotheses for purposes of determining if, in fact, there were differences

between the perceptions of chief academic officers and public

community college presidents in the areas under scrutiny.

> Hypothesis 1: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by chief academic officers.

> Hypothesis 2: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by college presidents.

> Hypothesis 3: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed pre-1974 and by chief academic officers employed pre-1974.

> Hypothesis 4: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed post-1974 and by chief academic officers employed post-1974.

> Hypothesis 5: There will be no difference in the career paths of the chief academic officers selected pre-1974 and post-1974, as reported by the chief academic officers.

Collection of the Data

To collect data on the perceptions of the chief academic

officers and the public community college presidents, the researcher

developed two questionnaires to elicit responses from the two groups

for the areas under study. The researcher also incorporated the

model (modified to fit this study) used by Arman (1986) into the

questionnaire to investigate that part of the study dealing with

career paths of the chief academic officers.

Methods of Analysis

The data obtained from the questionnaires were reported descriptively, in terms of frequency and percentages. The research hypotheses were tested statistically by the use of the t-test for independent means and/or frequency and percentages.

Importance of the Study

In 1982, Bowker wrote that the academic deanship is the least studied of all the major academic positions. Enarson (1962) prepared a description of academic deans based on a review of the limited literature and personal observation. He concluded:

> The academic dean is not "trained" in any sense of the job. He may have served an apprenticeship as assistant to the president; more commonly he will have been a successful departmental chairman or dean of the college. In any event, he is picked because it is felt, always on the basis of too little evidence, that he has administrative ability. (p. 122)

The literature contains few studies that have been conducted in the areas of recruitment and selection methods for the chief academic officer position in public community colleges or on the type of career preparation individuals need to be hired for such a position. The absence of a high priority on research and writing for publication at community colleges has contributed to the lack of data in this area. However, there has been limited research in these areas for four-year colleges and universities, and their studies are duly noted in the review of literature in Chapter II.

The results of this study and the dissemination of the results will provide information on the criteria (qualifications and career preparation) used by Michigan public community colleges to hire

their chief academic officers, the mode of recruitment (the sources used to disseminate position openings), and the selection processes used in hiring for the position.

Improved understanding of the career ladder will be helpful to graduate students who are interested in college administration as a career and to middle-management personnel in public community colleges who have the goal of becoming chief academic officers. These individuals need to have an understanding of the current recruitment/selection process to make themselves as marketable as possible.

The study findings will also be useful in planning training programs sponsored by public community colleges and related associations to assist individuals in acquiring the knowledge and skills needed for high-level administrative positions. It is also important to the faculty members of public community colleges and to members of selection committees to know what qualifications are being used to hire individuals who will be providing the leadership and direction for the academic areas of their colleges.

In a preliminary analysis of the qualifications required by public community colleges throughout the country, it appears that changes are occurring in the skills, knowledge, and experience of individuals being hired for this position. (See Appendix A for position vacancy description summaries.) College and university graduate programs will be able to use the results of this study in ongoing and future graduate curricula.

Delimitations, Limitations, and Generalizability

This study was delimited to the 29 public community colleges in Michigan. It was further delimited to only those chief academic officers and presidents who were holding or had held these positions at some point from 1960 to 1987.

Every effort was made to contact and encourage these officers to become involved in the study. However, the study was limited in that some officers declined to participate by not returning the questionnaire despite a second mailing with a reminder and a questionnaire. Also due to the extensive period of time involved, several of the officers had died, whereas the addresses of others were lost because of changes in employment positions.

The results of this study were also limited in that inaccurate responses to the questions on the questionnaire may have been given because, over time, memories might have become unclear.

There is no reason to assume that Michigan public community colleges are atypical of other public community colleges throughout the United States that have similar governance systems. It is thus likely, but not conclusive, that the findings of this study can be generalized to other public community colleges.

Definitions of Terms

The following terms are defined in the context in which they are used in this dissertation.

Academic area refers to the area of the college that provides instruction and learning services.

Chief academic officer refers to the senior administrative officer responsible for the direction of the academic program of the institution. He/she usually reports directly to the president and, depending on the size of the college and its structure, may be called by a variety of titles.

Community, junior, and technical colleges are institutions that offer associate degrees and occupational certificates to their students. They are usually two-year institutions. Twenty-nine such institutions are located in Michigan, with approximately 1,250 throughout the United States.

Federal guidelines are the legal requirements governing the recruitment and selection process.

Position vacancy notices are the advertisements colleges send out to fill open positions within the college.

Preparation refers to the skills, knowledge, and experience necessary to be hired for a position.

President is that individual who is responsible for the operation of the college and who is appointed by and responsible to the board of trustees.

Public community colleges are those colleges supported by state and local millage, as well as federal and private funds.

Recruitment refers to the strategies an institution employs to secure applicants/candidates for positions in the college.

Required qualifications are the minimum qualifications to be hired for a position, as specified in a position vacancy notice.

Selection refers to the process of hiring an individual to fill a position in the college.

The Study Setting

Community, junior, and technical colleges are institutions that offer associate degrees and occupational certificates to their graduates. They also offer a variety of other services to the communities in which they are located.

The 29 public community colleges in Michigan range in size from approximately 1,000 to more than 30,000 students (see Appendix B). The oldest institution is Grand Rapids Community College, which was established in 1914. The most recent addition is West Shore Community College, which opened in 1967 and is located in Mason County.

To aid in the understanding of the colleges that were used for this study, each is listed in Appendix B, along with the date of establishment, its enrollment as stated in the 1987 Higher Education Directory, its location, and the title of the chief academic officer as determined by each college. This position, depending on the size, location, and structure of the college, may be called by a number of different titles, including vice-president of academics, academic dean, chief academic officer, vice-president of educational programs, vice-president of instruction, and dean of instruction. The colleges listed in Appendix B are numbered so that they may be easily located on the map of Michigan included in that appendix.

Organization of the Study

This study is presented in five chapters. Chapter I contained the statement of the problem, the purpose of the study, the research questions, methodology, importance of the study, hypotheses, delimitations and generalizability, definitions of terms, and the study setting. Chapter II contains a review of the literature published in areas of preparation of individuals hired as chief academic officers and the recruitment and selection methods used by public community colleges in hiring a chief academic officer. Chapter III is a presentation of the research methods and an explanation of the procedures followed in gathering and analyzing the data used in the study. Chapter IV contains the results of the data analysis. The summary of the study, conclusions, and recommendations are included in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is divided into four sections: (a) a related history of community colleges; (b) the chief academic officer position description and function, qualifications, and career paths; (c) recruitment methods used by public community colleges; and (d) selection procedures used by public community colleges. Encompassed in the review are related writings obtained through an ERIC computer search, Dissertation Abstracts, The Education Index, The Chronicle of Higher Education, The Business Periodical Index, and position vacancy notices, as well as books on the various topics.

Related History of Community Colleges

Brief History

The principle that free public secondary education should extend to grades 13 and 14 dominated the rationale for organizing and extending the community colleges. As Bogue (1950) put it at mid-century, "It is expected that greater fluidity and a more continuous educational process will be accomplished without the sharp break at the end of the traditional twelfth year" (p. 14). According to Cohen and Brauer (1982),

The 1947 President's Commission on Higher Education also articulated the value to be derived from a populace with free access to two years more of study than the secondary schools could provide. Because, as the commission put it, about half the young people could benefit from formal studies through grade 14, the community colleges had an important role to play. (p. 4)

Cohen and Brauer (1982) in The American Community College stated:

Community colleges have effected notable changes in American education, especially by expanding access. The theme of the community college during its double decade of growth between 1960 and 1980 was access. The community colleges reached out to attract those who were not being served by traditional higher education, who could not afford the tuition, who could not take the time to attend college on a full-time basis, whose ethnic background had constrained them from participating, who had inadequate preparation in the lower schools, whose educational progress had been interrupted by some temporary condition, who had become obsolete in their jobs or who had never been trained to work at any job, who needed a connection to obtain a job, who were faced with increased leisure time, or who were confined in prisons, physically handicapped or otherwise unable to attend classes on a campus, or who were faced with increased leisure time. (p. 21)

In 1960, two-year colleges enrolled 800,000 students; by 1980 the number had increased to 4.5 million. The community college expressed the egalitarian ideal of education as a passageway to the American Dream. The community college removed traditional barriers in order to reach out to people formerly ignored or turned away by colleges and universities. It embraced the policy of open admissions and created curricula and support systems for the diverse skills, talents, and interests of students who sat in its classrooms (Sabaratta, 1983).

Tyree (1984) stated that:

> Community and junior colleges comprise the only sector of
> public education that is still referred to as a "movement" as
> opposed to a "system." Systems are constructed to produce
> things to meet predetermined specifications. Movements, on the
> other hand, arise from conflicts and tensions. An air of
> spontaneity attends them. They possess the exciting (and
> intensely human) possibility of exceeding anyone's
> expectations.
> Many community and junior colleges will be in their
> forties by the year 2000 and some will be experiencing "mid-
> life crises" of sorts. The last thing this country will need
> from its two-year institutions will be complacency. These
> institutions will have to be lean and fit, especially in terms
> of administrative outlook and allocation of resources. They
> will have to be flexible and creative in forming relationships
> with business and industry, which have already begun retraining
> and providing credentials for their employees. (p. 40)

Of the approximately 1,250 community colleges located in the
United States, 29 public community colleges are located in Michigan.
In 1909 there were 20 junior colleges in the United States, in 1922
there were 207, and in 1960 the total number of public and private
community colleges had reached 678, with that number rising to 993
by 1969. As seen by the number of new colleges in the 1960s and
early 1970s, this was a time of expansion that led community
colleges to take an obsessive view of growth.

Table 2.1 shows the growth in the numbers of public and private
two-year colleges from 1900-01 through 1980-81.

Table 2.1.--Numbers of public and private two-year colleges, 1900-01 through 1980-81.

Year	Total	Public		Private	
		No.	%	No.	%
1900-01	8	0	0	8	100
1915-16	74	19	26	55	74
1921-22	207	70	34	137	66
1925-26	325	136	42	189	58
1929-30	436	178	41	258	59
1933-34	521	219	42	302	58
1938-39	575	258	45	317	55
1947-48	650	328	50	322	50
1952-53	594	327	55	267	45
1954-55	596	336	56	260	44
1956-57	652	377	58	275	42
1958-59	677	400	59	277	41
1960-61	678	405	60	273	40
1962-63	704	426	61	278	39
1964-65	719	452	63	267	37
1966-67	837	565	68	272	32
1968-69	993	739	74	254	26
1970-71	1,091	847	78	244	22
1972-73	1,141	910	80	231	20
1974-75	1,203	981	82	222	18
1976-77	1,233	1,030	84	203	16
1978-79	1,234	1,047	85	187	15
1980-81	1,231	1,049	85	182	15

Source: Arthur M. Cohen and Florence B. Brauer, The American Community College (San Francisco: Jossey-Bass, 1982), p. 10.

Expansion could not continue forever; the 1970s saw 241 colleges open and the 1980s only 16. Consider the following: In 1972, Cohen and Brauer (1982) traced the relations among the number of community colleges in a state, the state's population density, and its area. They found that community colleges tended to be built

so that 90% to 95% of the state's population lived within reasonable commuting distance--about 25 miles. When the colleges reached this ratio, the state had a mature community college system, and few additional colleges were built. As that state's population grew larger, the colleges expanded in enrollments, but it was no longer necessary to add new campuses. Cohen and Brauer identified seven states in the early 1970s that had mature systems: California, Florida, Illinois, New York, Ohio, Michigan, and Washington. In these states, the denser the population, the smaller the area served by each college, and the higher the per-campus enrollment.

Administration in a Stable
or Declining Period

Administration, according to McIntosh and Maier (1976), becomes more demanding and requires different skills when a college is in a stable or declining position than those required during the years of rapid expansion. Today, community colleges are experiencing a period of economic retrenchment with stable to decreasing enrollments. The need is for skills in dealing ever more frequently with fiscal restraints and selective cuts in personnel, equipment, courses, activities, and services.

If community colleges are to function effectively, administrative training programs need to be established (Perkins, 1980). Administrators who have gained their experience during, and are conditioned to, a time of continuous growth may be ill-equipped to deal with the problems of retrenchment. They must either draw

upon a hitherto unused reservoir of talents, be trained in more relevant administrative skills, or be replaced by academic administrators who are skilled in the management of decline (McIntosh & Maier, 1976).

The 1980s have already shown ample evidence that circumstances will be far different from those that nourished the growth period for community colleges, implying that a different kind of leadership may be required in the future. Colleges are no longer being built, enrollment has stabilized or declined, problems in funding have arisen, and hiring freezes and selective cuts in personnel, equipment, courses, activities, and services have been made (Cohen & Brauer, 1982).

Miller (1974) stated:

The great student, faculty, and building expansions of the 1960's are over, probably for at least 10 years, and the academic dean in this changing scene will need to become more concerned with professional development and the internal mechanics of effective management, including evaluation of academic performance. Fiscal implications of program decisions will be a dominating consideration, and, in many states, the legislature and others will be taking a more active and vocal role in internal management of state colleges and universities. It is likely that the next decade will bring many changes in how academic deans perceive their roles. (p. 232)

McIntosh and Maier (1976) wrote:

Administrators in the 1970s and 1980s are finding that knowledge of curriculum and instruction is not enough. Increasingly, they are being called on to handle legal issues, budgets and fiscal responsibilities, less funding and increasing costs, and collective bargaining. What are needed now are people who can view retrenchment as a creative challenge, who can gain as much satisfaction out of coping with and balancing a budget as the entrepreneur enjoyed from expansion. Financial talent thus assumes a high priority--the ability to cut and trim with minimum effect on programs, to find ways of doing more with less. (p. 88)

In the Governor's Commission on the Future of Higher Education in Michigan (Robinson, 1984), it was stated that:

> For Michigan to sustain a superior system of higher education would require overcoming three difficult challenges: (a) overall funding limitations, (b) unfocused resource allocations, and (c) enrollment decreases. Michigan's higher education system must adapt to a changed world. Reduced state revenues and federal funding, coupled with increased claims from other sectors for state support, mean that educational resources will remain constrained. Demographic changes mean that Michigan's college enrollment will be reduced for years to come. Further, the market demand for educational programs will undergo shifts into the twenty-first century. To meet these challenges, the commission's recommendations are far reaching and will affect all phases of the community college, from hiring to programs. (p. 22)

Michigan's system of higher education needs a policy basis on which resource allocations can be made and institutional performance judged. The recommendation of the Governor's Commission (Robinson, 1984) was that:

> The overall mission of Michigan's Higher Education System and the role of each institution be carefully and explicitly defined; and that future state decisions to fund or not fund educational programs be based on these role and mission statements and that the community colleges provide broadly distributed core curriculum and locally accessible general and technical undergraduate instruction for the first two years past high school. Primarily responsible for providing job training, technical instruction and employee upgrading. Provide remedial instruction for adults lacking college entrance skills, gateway access to four-year institutions, and continuing education opportunities for adults. (p. 23)

The Chief Academic Officer Position

Description and Function

"The academic dean, sometimes called the vice-president for academic affairs, is directly responsible for the overall educational program, which is the raison d'etre of a university's

existence" (Miller, 1974, p. 231). The chief academic officer directs the academic program of the institution. Typically, this job includes academic planning, teaching, research, extensions, and coordination of interdepartmental affairs (HED, 1987).

> It's the toughest job in any college or university. That's what a friend of mine, who has been a college president for a decade, says about the position of chief academic officer, generally called vice president for academic affairs, dean of faculty, or dean of instruction, sometimes provost. (Allen, 1984, p. 8)

> Wisdom, integrity, and high academic standards might have sufficed in days past to earn the respect and support of colleagues, but the present-day administrator, of whatever race, sex, or political persuasion, is likely to be called racist, sexist, or reactionary, often in combination. A difficult aspect of the job is that one must be so many things to so many people. The administrator must perform all types of functions, with the expectation that his efforts will be misrepresented or blown out of proportion. (Moellenberg, 1976, p. 19)

Ehrle (1979) provided his view of the position as follows:

> There was a time, not long ago, when deans were seen as patriarchal or matriarchal figures somewhat removed from the academic "real" world, that is, the classroom. In some cases they were benevolent custodians of the prevailing mythology. In others they were minor despots firmly in control of everything that went on in and on the borders of academe. Today, the mythologies are so confused and the controls are so diffused that a new role is emerging for the academic dean. At least, a new emphasis appears to be calling for new responses, many of which have been latent for some time. The dean's job today has at least three components: administration, management, and leadership.
> As administrator, the dean runs the shop. As manager, the dean works constantly at the revision of the rules, policies, limitations, and expectations of the academic community. It is as leader, however, that the dean makes his/her major contribution. Leadership in this context is seen as the formulation and reformulation of coalitions of persons that make administration and management possible. (p. 44)

Allen (1984) summed up the position with the following statement:

> Obviously, a chief academic officer is expected to be the principal educational leader on the campus and the head of the faculty. In addition, the VPAA has heavy fiscal responsibilities, usually approaching 60 percent of the entire institutional budget; has very significant personnel responsibilities as the employing officer for the entire faculty and for a sizable classified staff and as architect of staff development; and is normally the "second-in-command" at the institution and the acting president in the president's absence. The balance among the various functions of the office has been changing in recent years, as external demands for formalized management and accountability increase, and as the relative mobility of faculty members from campus to campus decreases. Vice presidents for academic affairs these days find themselves more and more involved in formal planning, in reallocation of resources (including faculty positions), and VPAA's are finding themselves increasingly involved in legal and quasi-legal matters. And in institutions where collective bargaining is established or contemplated, VPAA's may be members of the management bargaining team and certainly will play an important role in the administration of the contract.
> With these new functions it might be said that the chief academic officer is becoming more and more of an officer and less of an academic, although most of us would hope that this is not the case. (pp. 8-9)

There is very little information available concerning the community college chief academic officer. Moore et al. (1983) summarized the state of the literature on the position of dean in colleges and universities as:

> The literature on the academic dean position is equally encumbered with a large number of personal or prescriptive accounts. The demographic or analytical accounts that do exist are dated, narrowly focused on a single kind (e.g., education deans, deans of graduate schools), or emphasize the role dilemmas and practical tasks of deans. Few works attempt to describe or analyze the academic dean position as part of the larger administrative career structure or to place it within an occupational or academic labor market context. (p. 504)

In 1982, Bowker wrote that the academic deanship is the least studied of all major academic positions. Enarson (1962) prepared a

description of academic deans based on a review of the limited
literature and personal observation. He concluded:

> The academic dean is not "trained" in any sense for the job.
> He may have served an apprenticeship as assistant to the
> president; more commonly he will have been a successful
> departmental chairman or dean of a college. In any event he is
> picked because it is felt, always on the basis of too little
> evidence, that he has administrative ability. (p. 122)

Career Preparation and Qualifications for the Position of Chief Academic Officer

> The dean's role is a complex one. He is the "man for all
> seasons." He is the one who not only transmits the
> institutional ethos of "publish or perish" but also enforces
> the correlative and not less important mandate of "teach or
> travel." He must build a faculty of the great and he must fire
> the dull. He must be midwife for new and important projects.
> But he must also be an abortionist to prevent "educational
> Edsels" from seeing the light of day. (McGannon, 1973, p. 277)

Very little research information is available on the career
preparation needed to attain the position of chief academic officer
at a public community college. Some research was found on the chief
academic officer at four-year colleges and universities, and this is
predominantly what is presented in this review. Many research
studies on higher education administrators have specifically noted
that the large number of community and junior colleges would make a
project unwieldy if those colleges were included (Arman, 1986).

A combination of inadequate preparation of administrative
personnel and the inability of these persons to adapt to changing
times is causing a crisis of leadership in academic administration
(Cyphert, 1974). What kinds of skills, knowledge, and attitudes
will leaders need to manage community colleges in the future? What

are the characteristics of the leader who can adapt the institution to changing environmental conditions? What mix of academic training, experience, and socialization processes will prepare tomorrow's leaders to deal with the changes that face today's challenges? Will institutional needs for leaders competent in new managerial technologies exceed the supply available from traditional graduate programs and work-based leadership-development programs (Elsner, 1984)?

Doyle and Hartle (1985) stated, "The truth is that, in recent years, state governments have quietly become the most important actors in education policy making" (p. 212). Epstein and Wood (1984) stated that the educational backgrounds of most college administrators are in areas other than management. Even those with degrees in educational administration or higher education have had little or no formal training in the techniques of planning, organizing, leading, and evaluating.

McIntosh and Maier (1976) wrote:

> Management during a growth situation is clearly suited to the entrepreneur with a high need for achievement and moderate power needs, who must continuously have new goals. He is the one who likes to gamble and take chances; fortunately, during rapid growth, mistakes are easily covered or corrected. The actual administrative style usually is not critical, so that considerable freedom in management style is possible in a climate of expansion.
> As an organization approaches a steady state, the entrepreneur begins to look for other challenges. Retrenchment to this person is anathema. When budgets become tight, decision making becomes more critical, mistakes are magnified, and greater accountability is required. (p. 89)

Socolow (1978) made the following remarks pertaining to college and university leadership (community colleges were not included in the study):

> Senior positions in academic administration have long been the almost exclusive province of those who have served for a substantial time in academe, moving from one rung of the ladder to the next--most often from professor to chairman to dean to vice president to president. Appointments to these posts have traditionally required brilliance in teaching and scholarship (requisites that to an outsider may appear contradictory). But given the difficult times with which higher education is now faced, it might be expected that some institutions would break with tradition and begin looking for leaders with other kinds of experience and background.
> The most striking finding of the study was the clear persistence of all the institutions in drawing only from a traditional pool of candidates. All institutions in the sample, except one, hired individuals from within academe. The new incumbents all had met the necessary, traditional criteria of first serving in lower status academic administrative posts and, in most instances, also in professional positions. Not only were there no observable new patterns of occupational mobility but there was also no marked geographical movement and no significant mobility among types and categories of higher institutions. (p. 42)

Merk (1986) stated that:

> Administrators in higher education face a particularly confusing environment in which to manage because of unclear and shifting goals and priorities.
> Using the position of academic dean for example, conflicting pressures are identified that face the academic manager. Money, faculty recruitment and retention, handling faculty demands, student recruitment, capital asset maintenance and improvement, curriculum development, constituency relations, and crisis survival are cited and illustrated. A call is made for a clearer set of objectives with a shorter and more stable list of priorities. (p. 153)

Elsner (1984) wrote that:

> A crisis is developing at the leadership level of the American community college movement. A crystallized definition is needed of the characteristics and skills that the next crop of leaders must possess. The creation of centers for the study of community college leadership is of practical and paramount importance because many of the skills that future leaders will

need can be developed by training. If innovation at the community college level is to continue, those who will break new ground must excel in the areas of politics, conflict resolution, motivation, and response to extreme change. (p. 39)

Alfred (1984) believed that leadership preparation accomplished through merger of experience and academic training will provide valuable insights into the relationship between theory and action.

The position of [educational] administrator has undergone subtle but substantive changes in the last few decades. While these changes have occurred, in some cases, so slowly as to be almost imperceptible, the end result has been real change in role responsibilities for administrators. The "new" administrator is a different kind of person, far removed from the benevolent educational leader of pre-Sputnik days. Unfortunately there are still some practicing administrators who are unaware or unwilling to admit to the changes in the traditional role. Equally unfortunate is the fact that many faculties are becoming more critical of administrators and administrators are becoming more frustrated as they try to fulfill both traditional and new role responsibilities. (Scott, 1979, p. 40)

Allen (1984) stated:

A career leading to major academic office also involves progressive administrative responsibility, which is to some extent incompatible with a scholarly career. Therefore some choices, conscious or unconscious, must be made between conventional scholarly research and administration. This is not to say that the academic administrator shouldn't be a constant learner, but only that what is learned will be subject to change. Budget analysis will replace literature searches; personnel decisions will replace choice of scholarly hypotheses; and papers will reflect management problems more often than the cutting edge of knowledge in a discipline. (p. 13)

There is a need for specialized preparation of persons whose career interests include administration as a professional objective. It is necessary to plan carefully the preparation of future administrators so that they may become skilled in the areas of

educational management and thus be capable of handling the demands of the new administration.

The management role of the college administrator has been altered by external influences, including budget reductions, declining enrollments, an inflationary economy, and greater state control. Planning today requires allocating limited human and fiscal resources to problems threatening the future viability of postsecondary institutions. Planning advocates provide little assistance to the administrator in meeting these challenges (Ringle & Savickas, 1983).

Lahti (1973) stated that:

It seems almost hypocritical that educators can talk about management and management skills in their schools of industrial relations and schools of business but seem unable to apply the processes they teach to increase the health and productivity of their own organizations. (p. 33)

Anderson (1984) wrote in a similar vein:

Theory X, Theory Y, and now Theory Z. The alphabet soup of management and administration ideas has revolutionized the world of business and industry during the past 30 years. And where did these Big Letter blockbuster theories come from? You guessed it--the colleges. The major research findings on human behavior, work, and motivation have not been widely studied or put into practice by the academic institutions of their birth. In fact, we often seem to be running our colleges according to the original ABC's.

When I posed this paradox one day to a dean of instruction, he replied rather patiently, "We've always done things a certain way in the colleges." That of course is the point. Does it hurt us? And should we do something about it? If we ask, Where do academic administrators come from? we soon discover that almost all department heads, deans and presidents started as college professors. Their scholarly pursuits represent every discipline within the sciences, humanities, and arts. However, their preparation for the complex job of administration bears a startling resemblance to that of becoming a parent--almost nil! (p. 20)

The business world, in marked contrast, has developed a sound educational approach to preparing their administrators and managers. They have put the educators' ideas to work, using the theories and concepts developed during the past 30 years of behavioral science research (Anderson, 1984).

Paul, Sweet, and Brigham (1980) found in their study of administrators in community colleges in Massachusetts that there are few females in top-level administrative positions in community colleges. There is a concomitant dearth of data on the personal, educational, and career characteristics of these female administrators and on male administrators in community colleges.

Sagaria and Moore (1982) stated that:

> With the changes occurring in higher education recently, new attention is being paid to career opportunities and marketplace characteristics for college administrators. Often such studies have been motivated by the desire to assess how well institutions are responding to federal mandates to increase the representation of women and minorities. Both Socolow and Dingerson, Rodman and Wade, for example, have attempted to make this assessment by examining the position listings published in the Chronicle of Higher Education and by gathering information on the resulting hiring practices. But studying current job postings is not a totally satisfactory way to determine administrative job opportunities. While such information is useful, administrator mobility needs to be put in the contemporary context of academic organizations. Unfortunately, we lack such an integrative analysis. The majority of research on administrators has been confined to analyses of one position, the presidency, from which knowledge concerning other administrative careers is then extrapolated. The implied administrative career paradigm is summarized in the following statement by Socolow: "Senior positions in academic administration have long been the almost exclusive province of those who served a substantial time in academe, moving from one rung of the ladder to the next-most often from professor to chairman to dean to vice president to president." (p. 501)

Just as there is no such thing as an ideal professional background for a college administrator, so there is no such thing as a model operating guide for carrying out the duties of the office. It would be presumptuous to suggest that one method of conducting the business of a college will produce results where another will not (Goodner, 1974).

Alfred (1974) addressed the problem of leadership in community colleges through the following statement:

> As the identity of community colleges has changed, so have their operating needs and style of leadership. Not until recently, however, have the leadership capabilities of community college presidents, deans, and trustees been so rigorously and widely questioned. Tomorrow's leaders will combine a conceptual understanding of the dynamics of complex organizations with meaningful and broad-ranging experience-- often through direct contact with strong role models. They will be able to forge associations between complex events, such as teaching and learning, costs and benefits, plans and achievements, and programs and quality. Most important, they will realize that there is no formula for training the effective leader. Instincts are often as important as experience and formal training. (p. 17)

Elsner (1984) gave his opinion of leadership as more than knowledge, and understanding of change is required to provide leadership in complex organizations. Broad-based academic training, meaningful work experience, and important personality dimensions, such as flexibility and persistence, are also required.

Miller (1974) stated that:

> In colleges and universities today, many academic deans are immersed in collective bargaining. They have become quasi-lawyers in some universities, or, at least, it seems so to them, and they suddenly find themselves appearing before grievance committees, and the like, with respect to decisions made about contract nonrenewal and tenure and dealing in many legalistic matters. Academic accountability requires that the dean become familiar with cost-effectiveness procedures, such

as faculty workload calculations, and their related subtleties and sensitivities. Also, the dean has become more immersed in crisis management than in less pressured and more relaxed times. He has been a key figure in the student trauma, racial tensions, and fiscal crises. (p. 232)

In discussing management in higher education (colleges and universities), Murphy (1984) stated that higher education administrators in the twenty-first century must be "dynamic, flexible, and precise--able to work with people, anticipate and accommodate change and make decisions" (p. 442). He further emphasized that these educational leaders should be individuals "who are not afraid to take positions, to take risks, to develop new policies and to meet needs" (p. 442). He further believed:

> How institutions of higher education respond to advances in technology, social reforms, demands for accountability and limited government support will be determined, to a significant extent, by the leadership style of senior administrators. Higher education administrators have tended, with few exceptions, to be conservative, reactive, conforming educational leaders. Though many of them have proclaimed themselves to be assertive and innovative, their behavior has not substantiated this claim.
>
> For decades, higher education administrators have been able to "muddle through" various institutional crises by employing incremental policies. This strategy has been successful because incremental policies minimize conflicts, maintain the status quo and ensure that the existing political system is preserved. (p. 441)

In the following statement, Murphy blamed the selection criteria for administrative positions for the lack of qualified administrators:

> Many educational administrators do not appear to possess the knowledge, skills and foresight necessary for directing higher education institutions effectively in the twenty-first century. A multitude of factors have contributed to this circumstance and these have yet to be adequately studied. Preliminary analyses suggest that the selection criteria for administrative positions and the professional development

opportunities available to senior executives have had a significant impact on this situation.

Conservative, reactive, conforming administrators were successful in an era when the socio-economic environment was relatively stable. Usually, educational changes and social reform could easily be accommodated, as noted previously, by incremental policies. Selection criteria for administrative positions reflected the conservative character of the educational enterprise.

Many individuals who commenced their professional careers in the fifties, sixties and early seventies presently occupy administrative positions. The leadership styles which these administrators acquired during the early years of their careers are inappropriate for dealing with the managerial and administrative problems generated by our modern society. Often administrators find it difficult to significantly change their behavior after being a senior executive for so many years. (p. 441)

New types of educational leaders must be recruited for senior administrative positions if the institutions of higher education are to respond effectively to the new demands of society. This would mean that new selection criteria should be employed to identify these new educators.

Administrators will require skills different from the ones needed to start new institutions or greatly expand existing ones in the 1960s and early 1970s. The problems now emerging call more for developing staff than for building campuses. The external environment can no longer be viewed as a source of support that can keep pace with rising enrollments. Administrators will be held accountable for the decisions they make and for the outcomes of these decisions (Richardson, 1984).

Administration in higher education has become increasingly demanding as colleges and universities face problems posed by severely limited financial resources and multifarious external

pressures. The problems are so pressing that administration may require all-consuming attention, even from those who might prefer to deal with broader issues (Reif, 1977).

> While he focuses more on the status quo than does the entrepreneur, today's administrator must possess vision and resourcefulness far beyond that associated with the traditional agency manager or bureaucrat. The latter type of person views accomplishment solely in terms of the mechanical implementation of system regulations and policy. Such a person should be avoided in top educational management because this type of administrator stifles individuality and creativity. (McIntosh & Maier, 1976, p. 89)

Some of the competencies of the new administrator-manager are similar to the skills used by administrators in the past. But the new administrator needs different levels of expertise and new knowledge and skills not required of his/her predecessors.

> A solid background in business practices is basic to the preparation of the new administrator-manager. Particular emphasis should be placed on a thorough understanding of budgeting and financial management.
> An understanding of the potential administrative use of computers is another area needed by the administrator-manager.
> No administrator-manager today should be without the knowledge of collective bargaining and the skills needed at the negotiation table.
> Another area of needed expertise for the administrator-manager is public relations. (Scott, 1979, p. 41)

In the study conducted by Lutz (1979), search-committee members were also asked what qualities they valued in a candidate. The committee's expectations were compared with the self-perceptions of the deans selected. More than 75% of the respondents stated that the concerns of search committees (in descending order of importance) were the candidate's (a) previous administrative experience, (b) ability to lead and initiate, (c) energy and intellectual ability, (d) ability to relate to the field, and (e)

personal appearance. A second set of criteria was classified by 52% to 62% as highly to very highly important. These characteristics included the candidate's (a) practical field experience, (b) research and publication record, (c) recommendations from persons within the employing institutions, and (d) recommendations from persons at other universities.

According to McIntosh and Maier (1976), the following list of qualities should be kept in mind when attempting to identify potential candidates for top administrative positions:

1. The person should already be functioning as a successful member of the academic world.
2. The person should show organizational ability, which should be apparent from past and present performance.
3. The person should have better than average interpersonal skills.
4. Does the person have the ability to look ahead and synthesize new and responsible plans for the future?
5. How much administrative experience has the person already had?
6. Will the person be able to derive satisfaction from improving the quality of existing programs?
7. Does the candidate exhibit fiscal ability or "fiscal sense"? Will he or she be able to balance the budget creatively?
8. Does he or she have a history of social responsibility?
9. The personal characteristics that appear to be most urgently needed in academia today are a propensity to emphasize quality rather than expansion, coping abilities (including "fiscal sense"), and social responsibility. (p. 91)

Skipper (1977) and Heald (1982) in their studies used different administrative rating forms to ascertain the qualities to look for when selecting top administrative personnel. Both studies were based on college and university administrators, not on those in community colleges.

Table 2.2 shows the items in the Administrative Skills Rating Form used by Skipper. Heald's rankings of various professional experiences in terms of their importance for selection and for functioning are shown in Table 2.3. The highest- and lowest-ranked criteria from Heald's study are listed in Table 2.4.

Simon (1976) summed up this subject by noting:

> Comparing colleges with other organizations in our society, one sees that their most striking peculiarity is not their product, but the extent to which they are operated by amateurs. They are institutions run by amateurs to train professionals. (p. 69)

Career Paths to the Position of Chief Academic Officer

Another major focus of this study was to examine the career paths that respondents had followed to arrive at the chief academic officer position. The literature suggested that the most common point of entry into higher education administration was employment as a faculty member.

Gysbers (1984) wrote that modern theories of career development began appearing in literature during the 1950s. By the 1960s, knowledge about occupational choice as a developmental process had increased dramatically. At the same time, the terms "career" and "career development" became popular.

> The current typical profile of a chief academic officer in a college or university is a Caucasian male in his late forties or early fifties. He holds an earned doctorate, occasionally in higher education administration, but more often in an academic discipline in which he has a background of teaching and research. His career up to the time of appointment to his present position included work as a faculty member, program coordinator or department head, and probably dean.

Table 2.2.--Items in the Administrative Skills Rating Form.

Variable	Poor Rating	Superior Rating
1. Planning ability	Fails to see ahead	Capable of top-level planning
2. Knowledge about position	Lacks facts about position	Understands all facets of the position
3. Organization and management	A poor organizer	Brings about maximum effectiveness
4. Leadership	A weak leader	Qualifies for high-level management
5. Judgment	Decisions are sometimes unsound	Makes correct decisions in complex situations
6. Human relations	Does not get along well with others	Brings out the best in people
7. Quality of performance	Does not always perform well	Work is always out-standing

Source: Charles E. Skipper, "Administrative Skills of Effective and Ineffective University Leaders," College and University 52 (Spring 1977): 277.

Table 2.3.--Ranking of professional experiences in terms of importance for selection and functioning.

Criterion	Rank Importance for Selection	Rank Importance for Functioning	$\bar{X}_1 . \bar{X}_2^3$	Signif.
University administ.	1	1	1.5-2.1	N.S.
University teaching	2	2	2.5-2.6	N.S.
Public school exp.	3	3	3.9-3.6	N.S.
Institutional devel.	4	4	4.1-3.8	N.S.
Personnel administ.	5	5	4.3-4.1	N.S.
PBTE management	6	6	5.8-5.5	N.S.
International program	7	7	6.0-6.4	N.S.

Source: James E. Heald, "Education Deans and Their Selection," Journal of Teacher Education 33 (Jan./Feb. 1982): 48.

Table 2.4.--Highest- and lowest-ranked criteria for education chairs
and deans.

Ranked Importance	Chairs	Deans
1	Leadership skill	Leadership skill
2	Decision-making skill	Decision-making skill
3	Commitment to faculty development	Vision of education
4	Sensitivity to faculty needs	Communication skills
TOP TEN 5	University administrative experience	Planning and evaluation skills
6	Program development skills	Faculty relations skills
7	Faculty relations skills	Health and vigor
8	Communication skills	Human relations skills
9	Vision for education	Sensitivity to faculty needs
10	University relations skills	Program development skills
33	Sensitivity to affirmative action	Research skills
34	Professional organization membership	Grantmanship skills
35	Public relations skills	Sensitivity to collective bargaining
36	Eligibility for graduate school	Extra-university relations skills
BOTTOM TEN 37	Sensitivity to collective bargaining	Professional organization membership
38	Personnel administration experience	Eligibility for graduate school
39	PBTE management	PBTE management
40	Civic involvement	Civic involvement
41	International program experience	International program experience
42	Sensitivity to open admissions	Sensitivity to open admissions

Source: James E. Heald, "Education Deans and Their Selection,"
<u>Journal of Teacher Education</u> 33 (Jan./Feb. 1982): 49.

Generally, he has spent most of his career in the same type of institution (two-year community college, four-year liberal arts college, comprehensive university), but he has moved about among several institutions. Administrators are more mobile than faculty members today, and "breadth of experience" is considered a desirable qualification by most search committees looking for high-level administrators. He may have spent a year or two on the staff of an education-related agency in his state's capital or in Washington. (Allen, 1984, p. 9)

In a study of career patterns in colleges and universities, Moore (1983) found that faculty experience is a critical career requisite and that the faculty position is the typical entry position for an overwhelming majority of top-line administrative positions.

Anderson (1984) attempted to sum up the problem of preparation by stating:

It seems that the basic question is what can we do to better prepare men and women who will lead our academic institutions. The doctoral programs that offer the Ed.D. degree in higher education administration already include an appropriate component of behavioral science theory and application. However, most of our administrators continue to move up the traditional Ph.D. route. Along the way, unless they major in psychology or business, they miss this essential body of research and knowledge. They will become the department heads, deans, and presidents of the 1990's.
It is time for us to emulate the business world and recognize our own prophets. Their major works, theories, and applications are as significant to the effective performance of a college dean or department head as to that of a corporate vice president. (p. 21)

Scott (1977) discussed the career mobility of middle-level college administrators (community colleges were not mentioned).

Mobility will be slow, given the box-like nature of middle-management, but new opportunities and rewards must be instituted. Industry is dealing with a similar problem in a variety of ways, including early retirements, lateral transfers, retraining programs, the liberal distribution of

titles, more task force assignments, and departmental reorganizations.

The lack of opportunity for career growth leads to wasted resources both through the departure to greener pastures of bright ambitious young administrators, and through "early retirement" into the activities of local service clubs and businesses by those who first join the college staff with energy and enthusiasm, but who find after several years that their sights must be lowered because the opportunities for advancement are limited.

A variety of career paths should be open to knowledgeable and imaginative middle-level managers. Positions in academic administration, fiscal planning, and general administration, among others, should be open to bright, eager career administrators who have proven their ability to learn and accomplish. However, mobility from one category to another is limited. (pp. 48-49)

In his study, Arman (1986) developed several career-ladder models to establish the common career patterns suggested in the literature. Model A presented a presidential career ladder. Model B identified a career path that begins with entry-level administrative work in higher education and upward progression into other administrative jobs without any faculty experience. Model C suggested early career work outside of education and entry into higher education at a high level (dean or vice-president) and movement from there to a presidency. Model D suggested a variation on the theme of entry to higher education through teaching by identifying that the initial teaching job may have been in a K-12 setting, and progression into college teaching, administration, and ultimately a college presidency. Some on the literature on community college administrators suggested that this is a common career path. Model E also presented a career path that began with K-12 teaching, but subsequent steps involved administrative

positions in a K-12 system and then progression into higher education administration. (See Table 2.5.)

Table 2.5.--Career models of chief academic officers in community colleges (N = 51).

Career Model	Community College	
	No.	%
A (presidential career model)	23	45.1
B (administrative career model)	15	29.4
C (outside work career model)	1	1.9
D (K-12 teaching to administration career model)	8	15.7
E (K-12 to higher education administration career model)	4	7.8
Total	51	99.9[a]

Source: Harold D. Arman, "Career Preparation of College Presidents and Chief Academic Officers in Midwestern Colleges" (Ph.D. dissertation, Michigan State University, 1986), p. 88.

[a]Does not total 100% due to rounding.

In discussing the differences between training in business and higher education, Green (1981) stated that in the higher education context, leadership stresses vision--the ability to set goals and to define mission in accordance with the followers' sense of their own needs, values, and purposes. Management connotes the mundane, the operational, and the ability to get things done in order to

accomplish a predetermined goal. As an associate director for the

Center for Leadership Development, Green believed that:

> Leadership efforts will be needed to promote the development of new hybrid academic administrators who are part educational leader and part manager and who can successfully preserve a constructive tension between the academic and managerial components of their roles. Armed with an understanding that commitment to academic values does not always suffice to keep an institution solvent and with the knowledge that good management practices do not necessarily produce quality teaching or research, these individuals will be equipped to lead our beleaguered institutions through the tough times ahead.
> Higher education will have to work consciously at striking a productive balance between the academic and the managerial requirements of leadership and give each its just due. (p. 15)
> . . . .
> In the coming years, educators will have to abandon the notion--or rather relinquish the wish--that the art of administration requires little if any training. (p. 17)

Methods of Recruitment

In addition to the change from expansion to stabilization or

decline came new legal constraints on employment. A hallmark of

contemporary American society is the avalanche of federal

legislation and court decisions delineating and more clearly

defining civil rights.

> Two presidential executive orders, major civil rights legislation, and affirmative action guidelines--combined with more than 100 million dollars in federal enforcement expenditures and the compliance powers of the Department of Labor, the Office of Civil Rights, and the Equal Employment Opportunity Commission--might lead one to assume that colleges and universities will no longer be successful in avoiding the implementation of affirmative actin programs in the recruitment of females and minorities. (Silvestri & Kane, 1975, p. 446)

To remedy the discriminatory practices of the past, the courts

have issued directives to organizations to actively recruit and

employ women and minorities. This process is referred to as affirmative action.

> Affirmative action programs are detailed, result-oriented procedures that, when carried out in good faith, result in compliance with the equal opportunity clauses found in most legislation and executive orders. Affirmative action, therefore, is not a law within itself but rather a set of guidelines that organizations may use to insure compliance with legislation and executive orders. Thus, an organization does not "violate" affirmative action; it violates the law. (Rebore, 1982, p. 40)

The federal influences of affirmative action, the Equal Employment Act of 1967, may have changed the staffing patterns for community colleges.

> Because of the recent frequency of lawsuits arising from nonretention, suspension, and firing, it will become necessary for community college managers to formalize and sophisticate their recruitment and selection processes and to guarantee due process procedures for all personnel. (Lahti, 1973, p. 9)

Legal requirements for hiring and retention of staff have to be substantiated. The administrative guidelines accompanying the civil rights/equal employment opportunity laws now make it mandatory for organizations to conduct a job analysis in order to defend their personnel practices.

> Organizations are now required to provide equitable treatment to all job applicants, and the recruitment and selection processes have to reflect more systematic planning in order to meet hiring goals for certain minority groups and women. Furthermore, the selection instruments used must be carefully examined to be sure that they assess the candidate for the job in question and not the person's background or characteristics. The process of organizational entry today is intricately intertwined with fair-employment practices legislation and the guidelines established by federal regulatory agencies, such as the EEOC [Equal Employment Opportunity Commission]. (Rowland, 1983)

Several research studies have been conducted on recruitment methods of colleges and universities and are subsequently included in this review. As yet, no studies have been reported that dealt exclusively with the recruitment of community college chief academic officers. From his study, Socolow (1978) stated:

> The federal government's affirmative action regulations were designed to do just this--to make job opportunities more widely available to all worthy contestants. The principal target of attack of these open recruitment programs has been that system of hiring best known as the "Old Boy Network," which selects and employs individuals through an informal and collegial exchange of names. The old boy network is viewed by opponents as the single most pervasive obstacle to open access to positions in academe. (p. 43)

Socolow's findings showed that the new, mandated hiring programs have not completely offset traditional hiring practices. He wrote:

> Colleges and universities may, and often do, operate parallel and complementary hiring strategies, whereby they advertise widely to meet government requirements at the same time as their officers are phoning colleagues for nominations and recommendations. There is nothing illegal about this two-pronged approach: The operating principles of open recruitment do not exclude old boy strategies; they only require that a position be made known publicly, that applicants be judged fairly and against specified criteria, and that the best qualified applicant be selected. The data in the study suggested that at least 76% of the institutions in the sample advertised nationally and at the same time invoked the old boy practices. (p. 43)

Socolow summed up the recruitment process by stating:

> Despite the sample institutions' heavy investment in advertising, many showed a strong predisposition for hiring the known candidate, however good the unknowns looked on paper. Jobs at senior administrative levels, for example, were filled only 24% of the time by individuals who applied directly for a position without any prior connections with the institutions or the individuals doing the hiring. For the foreseeable future, though, individuals interested in leadership positions in academe would do well to work within the old boy network as much as possible, toying with the job notice boards of educational periodicals only as a second resort. (p. 54)

Factors such as discrimination, socialization, sex-role stereotyping, lack of female role models, and the absence of an "old girl" network have been blamed for the shortage of women in higher education administration (Benton, 1980).

The types of recruitment methods currently used by community colleges are:

1. Referral or nominations. A recommendation by a current or former employee or by someone who is well known at the college.

2. Private employment agencies. Some private employment agencies specialize in helping fill executive positions, a practice commonly referred to as "head-hunting." Through nationwide contacts and through extensive investigation of potential executives' credentials, these agencies are able to recommend candidates for executive and middle-management positions, usually in private business and industry. They charge a rather high fee for this service, usually a percentage of the executive's first-year salary; 30% of a salary in excess of $100,000 is not uncommon (Rebore, 1982).

3. Publications. The Chronicle of Higher Education has a total distribution of more than 32,000 copies per issue, devotes 20% to 30% of each issue to higher education recruitment announcements, and invites readers to use advertising space "to find candidates for openings on their campuses; to seek new positions; and for other appropriate purposes" (Silvestri & Kane, 1975, p. 447).

4. _Professional organizations_. In the private sector, professional organizations, including labor unions, provide placement services for their members. These organizations either publish a roster of job vacancies or notify individual members of potential jobs (Rebore, 1982).

5. _Internal postings_. The posting of the position within the college so that current employees may apply for the position.

6. _External postings_. The listing of the position outside of the college so that individuals who are not current employees of the college may apply.

7. _Word of mouth_. Notice of the vacancy is through one of the informal networks in the community colleges.

8. _Contact from the institution_. The institution contacts an individual, informing him/her of the vacancy and extending an invitation to become a candidate.

9. _Unsolicited_. Most unsolicited applicants contact the college by mail, telephone, or in person.

Methods of Selection

For many public community colleges this will be the first time since their establishment that high-level administrative positions have had to be filled. Mangieri and Arnn (1984) stated, "The process of searching for a dean is important and complex, and little has been written to assist faculties in preparing for the process" (p. 56). Colleges have had to look at their selection procedures to insure that they are in compliance with current federal and state

laws. Walker (1983) stated that to achieve the objectives of the Equal Employment Opportunity Act, companies have developed new job-matching/career progression systems, explicit career paths and job requirements, more objective ways to identify and evaluate prospective candidates for promotions and transfers, and expanded employee-development programs.

Socolow (1978) found that the "old boy network" remained the most widely used method for selecting a job candidate. The data generated in his investigation of six issues of the Chronicle of Higher Education published between January 31 and March 7, 1977, suggested that at least 76% of the institutions in the sample advertised nationally and at the same time invoked "old boy" practices. The positions went to those who either were invited to apply or who were nominated for their positions; open recruitment programs have not taken serious hold and, in fact, have failed miserably to accomplish their goals (Benton, 1980).

Taylor and Shavlik (1977) stated that most jobs in higher educational institutions are filled by means of "informal networks of faculty, administrators, or other educational leaders who, by initiation of response, recommend promising candidates for positions" (p. 91).

> Because higher educational institutions have been largely male-dominated, so have been the informal networks that developed within them. Consequently, because women have not been able to infiltrate the "Old Boy" network, women candidates lack the visibility and are, therefore, rarely suggested for top-level positions. Even those persons who desire and are willing to recommend women are often not aware of and do not know how or where to locate women qualified for job openings. (Benton, 1980, p. 6)

Socolow (1978) suggested that many colleges and institutions "go through the motions of searching widely for qualified candidates, while they, in fact, rely heavily on familiar recruiting methods" (p. 42). His findings offered some guidelines for obtaining such positions:

> A candidate from within the hiring institution has a strong edge.
> Candidates should try to find individuals to nominate them for positions, preferably within the hiring institution.
> Candidates should consider geographical proximity when applying and concentrate primarily on nearby institutions.
> Candidates who have few contacts and little influence should be prepared to respond to a great number of job notices.
> Candidates applying directly for a job should give special attention to positions advertised at elite institutions. (p. 54)

This study and the following one used only colleges and universities. Community colleges were not included in the studies. In 1979, Lutz completed the following study, also using the Chronicle of Higher Education.

> Candidates for the deanship were recruited through various methods. The institutions selected for the study were those who had advertised their openings in the Chronicle of Higher Education. The next most frequently reported means was in-house solicitation. Direct mail and telephone solicitations of nominees from selected institutions and persons were also used frequently, but advertising in other national and state journals was not.
> The deans selected heard about the openings from various sources: 31 percent learned about it from a colleague at the employing institution, 25 percent were solicited in-house, and 25 percent were nominated by someone on the search committee. Additionally, 25 percent reported being nominated by someone outside the institution, 6 percent heard about the opening from an outsider, 6 percent saw the opening in a national or state journal (other than the Chronicle), and 44 percent saw the Chronicle advertisement for the opening. (p. 263)

In discussing affirmative action, Lutz stated that when committee members were asked whether gender or national origin played an important role in screening the initial pool, not one committee member said these factors were highly significant. Only three respondents reported that affirmative action was a very important aspect, and 75% stated that it had little or no importance.

In Benton's study in 1979, the women executives indicated they had been able to establish significant relationships with some of the "old boys." Seventy percent of the respondents believed their personal relationships with both men and women in the organization, especially those holding superior positions, were the informal factor having the most influence in their selection for a top-level position. The responses of the women administrators seemed to indicate they had been accepted into or at least recognized by the informal network. All the women expressed a willingness to recommend other women applicants for job vacancies and to introduce them to the "old boys" whose confidence they had won.

Silvestri and Kane (1975) completed a research project to assess the affirmative action commitment of postsecondary institutions. The project supplied modest empirical data suggesting reluctant institutional commitment to locate and recruit female and minority candidates for administrative positions.

In her study of the sources of current chief academic officers in two-year colleges, Twombly (1986) found:

In the 1960s and 1970s when two-year colleges were being founded and existing colleges were growing at tremendous rates, there were two major concerns about administrators: would there be enough administrators with an understanding of and commitment to the special mission of the two-year college, and where would these administrators be found? (p. 34)

The first part of the study suggested that the vast majority of appointments to top-level administrative positions in two-year colleges were made from within postsecondary labor markets. The two-year-college labor market for chief academic officers appeared to be relatively closed to persons from outside markets (postsecondary 239, outside 29). Educational agency positions (15) were a popular steppingstone to the chief academic officer position from outside, whereas six came from positions in school administration.

The fact that such a large proportion of top administrators held at least one position in a "senior" institution may be an artifact of the time period covered by the careers of the administrators in Twombly's study. Many careers began in the 1960s and early 1970s when administrators were in great demand in the two-year college; thus, movement from four-year to two-year places was common. On the other hand, it may be that it is, in fact, easier to make inter-institutional types of moves earlier in one's career.

Again, although not a study of community colleges, an analysis of filled deans' positions in a study of selection trends by Glennen and McCullough (1976) showed that 54% were filled inside by private schools and 46% inside by state schools. (See Table 2.6.)

Table 2.6.--Trends in dean positions (number of positions filled = 98).

Type of Institution	Inside		Outside	
	No.	%	No.	%
Public	26	54	6	12
Private	22	46	44	88
Total	48	100	50	100

Source: Robert E. Glennen and Joseph B. McCullough, "Selection Trends in College Administrative Positions," Education 96 (Summer 1976): 385.

For vice-presidential positions, 64% of the private schools stayed inside, with only 36% of the state schools choosing one of their own. (See Table 2.7.)

Table 2.7.--Trends in vice-presidential positions (number of positions filled = 50).

Type of Institution	Inside		Outside	
	No.	%	No.	%
Public	18	64	10	45
Private	10	36	12	55
Total	28	100	22	100

Source: Robert E. Glennen and Joseph B. McCullough, "Selection Trends in College Administrative Positions," Education 96 (Summer 1976): 385.

In his study on administrative movement in colleges and universities, Poskozim (1984) found that moves into and within the administrative ranks of colleges and universities follow a generally accepted hierarchical pecking order. Most deans at one time were professors, most provosts were once deans, and so on. Many openings are filled by internal candidates, those presumably best known to the search committees and administrative decision makers. Many more positions go to people making lateral moves within a given title rank. Poskozim stated that newly advertised administrative positions routinely attract hundreds of applications. Serious long-term career planning is essential to a candidate when faced with odds so overwhelmingly negative.

Allen (1984) summed up her belief about the selection process by stating:

> Unfortunately, colleges and universities have not yet coded their job notices to alert potentially interested applicants as to the serious or not-so-serious nature of their intentions. Perhaps institutions advertising only to meet federal requirements should insert some notation in their notices--such as C.G.S., signifying cum granum sali (with a grain of salt). At least this would spare them the burden of responding to scores of applications; and it would spare persons seriously seeking a position the burden of filling out those applications. (p. 9)

Lutz (1979) reported from his study of the selection of college and university deans that:

> Although the screening process may be formally open, data reported by deans selected suggest that insiders' connections were valuable. The use of an "old boy network" is almost universally denied by chairpersons but 59 percent of the committee members stated that personal knowledge of the candidate was "highly" or "very highly" important in the final decision. Fifty percent reported that telephone contacts were

a vital element, and 43 percent said that recommendations sought by the committee (not suggested by the candidate) were used. (p. 264)

During the final screening, according to Lutz, the committee's personal knowledge of the candidates jumps from fifth place to second place in importance. The two elements that become more significant during the selection of a finalist are those most susceptible to "old boy network" influence and institutional gossip.

According to Feuers (1981):

More current forces that are effecting change today include the increased incidence of women in the work force, the development of contraceptives, the Equal Employment Opportunity Act of 1964, a change in attitudes about the role of women in society, improved educational opportunities for women, and increased activism for job equality among females. (p. 6)

Lahti (1973) believed that the primary source for filling key managerial positions in community colleges at this time is untrained, upwardly mobile academicians who take their turn in the classroom and then become a part of the higher education establishment.

Too often, the candidate accepts the managerial post because he thinks it will bring him more money and prestige, more fringe benefits, and an image of success. In reality, the instructor has accepted a managerial challenge about which he/she knows and understands very little. Measures must be taken to discard the old methods in which selection is made from people who were never equipped to be managers, and in those cases where there is dormant and undeveloped potential, some program must be designed to develop the talent. (pp. 34-35)

Puyear (1986) asked:

How can community colleges identify and develop leaders for tomorrow's colleges when a 1984 survey by Training magazine listed education as one of the five types of organizations that do the worst job of training and developing their employees? (p. 58)

Wexley (1981) defined training and development as a planned effort by an organization to facilitate the learning of job-related behavior on the part of its employees. Lahti (1973) wrote:

> Because of the uniqueness of the community college and its inability to recruit knowledgeable administrators, it is becoming more apparent that developmental programs need to be initiated at least for administrators and faculty. In the case of the community college manager, the development of his staff is a function for which he should be held accountable and is the responsibility of each employee in this newly evolving institution. (p. 9)

Elsner (1984) believed that the American community college movement has thus far declined to make a critical investment in its future. He wrote:

> Community colleges have avoided the arduous undertaking of defining and characterizing the type of leadership that they will need for the twenty-first century. Lacking a carefully designed training paradigm, they are forced to mold and select future leaders from the shaky, on-the-job crucible of politics, pressure groups, internal lineage, and word of mouth. This approach will not supply the far-sighted, innovative thinking needed for an effective community college response to tomorrow's demands. Current practices in management and staff development will inexorably create a vacuum at the top. (pp. 33-34)

Zion (1977) stated that an effective development program for administrators must be based on an up-to-date understanding of why each administrator's position exists and how it fits into the organizational framework. Glennen and McCullough (1976) found that:

> Much has been written in the professional literature dealing with the search process in selecting college administrators. This study concentrated on how administrative positions were actually filled by colleges and universities across the country. The authors studied two hundred randomly selected positions at the dean, vice president and presidential level. They analyzed the data in terms of on-campus and off-campus trends in both state and private universities. Among the findings, the data indicate differences do exist between trends in state and private schools, with private schools more

inclined to fill positions by choosing individuals from within their own ranks.

Also, the data pointed out that generally, an outside candidate is more apt to be selected for positions than someone from the campus. Therefore, the inside candidate must not only possess credentials as strong as the off-campus candidate, but must overcome a certain bias which exists against being on-campus. (p. 384)

Lutz (1979) cited the following recommendations from his study that he believed would improve the process of dean selection:

1. Top university administration should appoint a search-screening committee, using ideas from the faculty members of the college.
2. The president's charge to the committee should define (a) their responsibilities and authority, (b) the number of candidates to be presented--ranked or unranked, (c) the resources at their disposal, and (d) the time schedule to be followed.
3. The committee should write a job description.
4. The committee should develop a specific set of criteria to screen candidates.
5. The position should be widely advertised in national journals.
6. The committee should standardize communications. (p. 269)

LeCroy (1984) stated that the mentoring relationship offers significant growth opportunities to both the protege and the mentor in a community college setting. The protege becomes better able to define skills. The protege is encouraged to develop skills and is frequently able to accomplish more than he/she dreamed possible.

Although not a study of community colleges, the study by Heald (1982) showed criteria by which deans at four-year universities were selected by search committees. (See Tables 2.8 through 2.12.)

Table 2.8.--Demonstrated skills (general).

Criterion	Rank Importance for Selection[a]	Rank Importance for Functioning[b]
Leadership	1	3
Faculty relations	2	1.5
Human relations	3	1.5
Communications	4	4
University relations	5	5
Extra-university relations	6	7
Public relations	7	6

Source: James E. Heald, "Education Deans and Their Selection," Teacher Education 33 (Jan./Feb. 1982): 47.

[a]As ranked by search committee chairpersons.

[b]As ranked by on-the-job deans.

Table 2.9.--Demonstrated skills (focused).

Criterion	Rank Importance for Selection[a]	Rank Importance for Functioning[b]
Decision making	1	1
Program development	2	3
Planning and evaluation	3	2
Scholarship	4	4
Fiscal management	5	5
Research	6	6
Grantsmanship	7	7

Source: James E. Heald, "Education Deans and Their Selection," Teacher Education 33 (Jan./Feb. 1982): 47.

[a]As ranked by search committee chairpersons.

[b]As ranked by on-the-job deans.

Table 2.10.--Personal.

Criterion	Rank Importance for Selection[a]	Rank Importance for Functioning[b]
Vision for education	1	1
Earned doctorate	2	2
Health and vigor	3	3
National visibility	4	4
Membership in professional organizations	5	5
Civic involvement	6	6

Source: James E. Heald, "Education Deans and Their Selection," Teacher Education 33 (Jan./Feb. 1982): 47.

[a]As ranked by search committee chairpersons.

[b]As ranked by on-the-job deans.

Table 2.11.--Professional commitment (to).

Criterion	Rank Importance for Selection[a]	Rank Importance for Functioning[b]
Faculty development	1	2
Teaching	2	3
Research	3	4
Shared governance	4	1
Service affirmative	5	5.5
Affirmative action	6	5.5

Source: James E. Heald, "Education Deans and Their Selection," Teacher Education 33 (Jan./Feb. 1982): 48.

[a]As ranked by search committee chairpersons.

[b]As ranked by on-the-job deans.

Table 2.12.--Professional sensitivities.

Criterion	Rank Importance for Selection[a]	Rank Importance for Functioning[b]
Faculty needs	1	1
Current educational issues	2	2
Multi-cultural settings	3	3
Open admissions	4	4
Collective bargaining	5	5

Source: James E. Heald, "Education Deans and Their Selection," Teacher Education 33 (Jan./Feb. 1982): 48.

[a]As ranked by search committee chairpersons.

[b]As ranked by on-the-job deans.

Poskozim (1984) found that of the 1,000 new positions posted in the Chronicle of Higher Education from September 1982 through June 1983, nearly one-third of the vacant positions were at the provost or vice-president level. Deanships were reported nearly as frequently. Forty-four percent of the positions were filled by internal candidates, and 58% of the deans and 52% of the vice-presidents came from external sources. Lateral movement within the title rank is quite common. (See Tables 2.13 through 2.15.)

Table 2.13.--External and internal sources of new provosts (vice-presidents).

Total	%[a]	Title	Total	%[a]	Title
	External Sources			External Sources	
49	17	Provosts (vice-presidents)	39	14	Deans
			34	12	Directors
19	7	Deans	16	6	Assistants-to-presidents
19	7	Directors			
14	5	Business executives	14	5	Associate provosts
9	3	Associate provosts			
6	2	Associate deans	13	4.5	Professors
5	2	Education agency officials	6	2	Associate deans
			5	2	Departmental chairs
5	2	Departmental chairs			
4	1	Government/public officials	2	1	Assistant directors
4	1	Assistants-to-presidents	8	3	Other[b]
1	0.5	Assistant directors			
1	0.5	Professors			
10	4	Other[b]			
146	52	Subtotal	137	48	Subtotal

Grand total new provosts (vice-presidents): 283

[a]Percentage of grand total of 283.

[b]Includes an assistant secretary, branch of armed forces, a church minister, a senior fellow in a think tank, an assistant director of National Center for Disease Control, Atlanta, a chief correspondent of a national news magazine, a director of a city vocational center, and a chair of the National Endowment for the Humanities.

Table 2.14.--External and internal sources of new deans.

Total	%[a]	Title	Total	%[a]	Title
	External Sources			External Sources	
39	14	Deans	52	20	Professors
39	15	Professors	22	8	Directors
22	8	Departmental chairs	11	4	Associate deans
15	6	Directors	11	4	Departmental chairs
13	5	Associate deans	7	3	Deans
7	3	Assistant directors	3	1	Assistants-to-
4	1.5	Business executives			presidents
4	1.5	Government/public	2	1	Associate provosts
		officials	2	1	Assistant directors
1	0.5	Associate provosts	2	1	Associate provosts
6	2	Other			
154	58	Subtotal	112	42	Subtotal

Grand total new deans: 266

[a]Percentage of grand total of 266.

Table 2.15.--Moves from outside academia.

Title	Number
Business executives	29
Government/public officials	21
Education agency officials	19
Lawyers	4
Officials of the armed forces	3
Judges	2
Other	10
Total	88

Percentage of total of 907 moves: 9.7%

Source: Paul S. Poskozim, "New Administrators--A Statistical Look
at Movement Within the Ranks, 1982-1983," Change 16
(October 1984): 58.

In Estler and Miner's (1985) study on job mobility through
responsibility accrual, the process of career mobility identified as
accrual mobility was described. Accrual mobility in higher
education occurs through evolved jobs in which the employee accrues
responsibility and/or knowledge well beyond normal growth in the
job. Essentially, a new position is developed, which may then be
formally acknowledged by the institution.

> The result is movement not into fixed positions but into
> previously nonexistent jobs. In the usual image of internal
> job mobility, a person moves from one predefined job to
> another. In upward mobility, the individual masters current
> responsibilities and moves to a job with greater responsibility
> when a vacancy occurs in a chain of jobs above the individual's
> current position. The essential mechanism for accrual mobility

is an evolved job, in which the duties were not prespecified
independent of its incumbent. Rather, the duties developed
around the activities and/or the abilities of that person. (pp.
121-22)

CHAPTER III

METHODOLOGY

This study was designed to identify and investigate factors perceived as important/not important in relation to both the career paths and the selection process of chief academic officers in Michigan public community colleges. The factors were studied over two time periods: 1960 to 1974, and 1975 to the present. Both the chief academic officers and the presidents were surveyed, and their perceptions were compared as follows:

1. Perceptions of public community college presidents employed between 1960 and 1974 with the perceptions of community college presidents employed during the period from 1975 to the present.

2. Perceptions of chief academic officers employed between 1960 and 1974 with the perceptions of chief academic officers employed during the period from 1975 to the present.

3. Perceptions of chief academic officers and presidents employed between 1960 and 1974.

4. Perceptions of chief academic officers and presidents employed from 1975 to the present.

5. Perceptions of chief academic officers employed before 1974 compared to those employed after 1974 on career paths of chief academic officers.

Hypotheses

The following research hypotheses were developed to test for differences between the factors for pre-1974 and post-1974:

Hypothesis 1: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by chief academic officers.

Hypothesis 2: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by college presidents.

Hypothesis 3: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed pre-1974 and by chief academic officers employed pre-1974.

Hypothesis 4: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed post-1974 and by chief academic officers employed post-1974.

Hypothesis 5: There will be no difference in the career paths of the chief academic officers selected pre-1974 and post-1974, as reported by the chief academic officers.

Research Population

This study was conducted at the 29 public community colleges in Michigan (see Appendix B for a complete list of institutions involved). Those participants who were involved in the study were the chief academic officers and the presidents who were holding these positions at some time after 1960. The chief academic officer was defined as the senior administrative officer responsible for the direction of the academic program of the institution. The person in this position usually reports directly to the president and,

depending on the size of the college and its structure, may be called by a variety of titles.

This population comprised 113 chief academic officers and 105 presidents. The chief academic officers and presidents were categorized for the purpose of examining the selected factors as those individuals hired before 1974 and those who were hired after 1974. Because of the number of administrators involved and their widespread locations, a personal interview with each participant was not considered possible. So, for the purposes of this study, the entire population of chief academic officers and presidents who had held these positions at some time from 1960 through 1987 were surveyed by means of a questionnaire.

In total, 82 surveys were mailed to presidents and 92 to chief academic officers. The breakdown of the population is shown in Table 3.1.

Table 3.1.--Breakdown of the study population.

	Presidents	Chief Academic Officers	Total
Pre-1974	42	34	76
Post-1974	40	58	98
Known deceased	11	3	14
Status & address unknown	12	18	30
Total	105	113	218

Data Collection

Mailing List

A list of chief academic officers and presidents from 1960 to 1987 was compiled for each college. The name, title, and address of all individuals who had held, or were holding, one of these positions in any of the 29 public community colleges in Michigan were obtained from the personnel/human resource management directors, college directories, The Higher Education Directory, and The Yearbook of Higher Education (see Appendix C for letter).

Questionnaire Design

By reviewing questionnaires used in previous studies, two questionnaires were specifically designed to provide data on the areas being examined in the study--the chief academic officers' career paths and selection-process factors (see Appendix D for questionnaires).

An analysis of the position description for chief academic officers in The Chronicle of Higher Education from 1960 to 1988 provided the basis of the factors that were examined in the study (see Appendix A for summary). The number of position openings examined was as follows:

1960-1969	6
1970-1974	64
1975-1979	62
1980-1984	73
1985-1987	253

In a preliminary analysis of the minimum and desired qualifications being advertised by public community colleges

throughout the country, it appears that increasing demands were being made in the skills, knowledge, and experience levels of individuals being considered for this position.

The questionnaires contained numerous factors selected through position vacancy descriptions from The Chronicle of Higher Education, the review of literature, and job descriptions from various colleges across the country (see Appendix A for position vacancy descriptions). Factors were considered that would help clarify the career paths and selection processes of chief academic officers. The following factors were found to be consistently listed in position vacancy notices for chief academic officers:

Degree/field
Teaching experience
Administrative experience outside of education
Community college administrative experience
Scholarly activity/publication
Offices held in state/national organizations
Age
Sex
Race
Married/single/divorced
Children
Attitude/maturity/leadership/supervisory experience
Belief in community college philosophy
Management experience/budgeting
Computer literacy
Collective bargaining
Long-range planning
Women and minorities
Fund raising
Student recruitment
Grant experience

These factors and a number of questions relating to them were incorporated into the questionnaires. Examples of the questions relating to career paths include:

1. Work experience, both college and non-college, the individual had prior to selection.

2. The officer's educational background.

3. The officer's scholarly activity prior to selection, such as publications, presentations of scholarly papers at state or national meetings, and offices held in state and national organizations.

4. The individual's opinion of the most important factor that led to being selected for the position.

The recruitment process of the colleges was included to determine if a certain type of recruitment would lead to the selection of a particular type of candidate. This part of the study was accomplished by asking the chief academic officers (a) how they learned of the position opening, (b) the means by which the notice of the position was disseminated, and (c) the type of selection process that was used. Examples of questions relating to the selection process are:

1. Was the individual who was selected an internal or external candidate?

2. From what source or sources did the individual learn of the position opening?

3. Did the institution develop a position description? If so, (1) what qualifications were sought, and (2) how was the position opening disseminated?

4. Did the institution utilize a selection committee? If so, (1) what was its composition, (2) what was its role in the final selection, and (3) how long did the process take? If not, what kind of selection process was used?

Pilot Test

Upon completion, drafts of the two questionnaires were reviewed by the Director of Research and Development at Delta College and the

chairman of the researcher's doctoral committee. After incorporating their suggestions and revisions, the researcher sent the questionnaires to six selected public community college presidents and chief academic officers from public community colleges outside of Michigan (Arizona, Nebraska, North Carolina, Minnesota, and Pennsylvania) for pilot testing of the instrument (see Appendix E for copies of the letters to these individuals).

Each individual participating in the pilot study was asked to comment on each item, using the criteria of clarity, ease of understanding, and readability. Further modifications were made to the questionnaire, based on the advice from these participants.

In investigating the career paths of the chief academic officers, the models used by Arman (1986) (modified to fit this study) were also incorporated into the questionnaires. Respondents in Arman's study were asked to circle the career model that most closely resembled their own career path or to make major variations from the model that approximated their career. These models were designed to correspond to several perceptions of what career paths college administrators were most likely to follow. In Arman's study, very few variations from the models were noted. The results of this study were shown in Chapter II.

The questionnaires for the presidents differed from those for the chief academic officers because the former asked for information on the selection committee of chief academic officers and did not use the career paths of chief academic officers model section (see Appendix D for questionnaires).

For ease in analysis, the questionnaires were printed in different colors. Questionnaires for chief academic officers and presidents employed before 1974 were printed on beige paper, and those for chief academic officers and presidents employed after 1974 were printed on white paper.

Questionnaire Distribution

Questionnaires were sent to the entire population of 113 chief academic officers and 105 presidents (those holding these positions at a Michigan community college sometime after 1960) along with a cover letter explaining the purpose of the study and the confidentiality of responses (Appendix G), and a self-addressed envelope. To obtain as much data as possible, approximately three weeks after the questionnaires were mailed a follow-up letter (Appendix H), questionnaire, and self-addressed reply envelope were sent to those individuals who had not responded to the first request. A number of avenues were used to contact individuals, including the telephone, to the point where further attempts to influence the individuals to respond would only have resulted in the study's being considered a nuisance.

In cases where presidents may have employed more than one chief academic officer during the time period, the president was asked in the cover letter to list the qualifications sought for the position of chief academic officer hired during the period from 1960 to 1974, and the qualifications for the chief academic officer employed last (or most recently) during the period from 1975 to the present. If a

president hired a chief academic officer during the period from 1960 to 1974 and also hired one during the period from 1975 to the present, the president was asked to describe only the chief academic officer hired during the latter period, 1975 to the present.

The United Auto Workers-General Motors Human Resource Center (1987) stated that:

> One of the major problems when using a questionnaire to gather data is the response rate from the target population. In order to maximize the response rate, several steps can be taken to ensure a satisfactory percentage of response (60% or greater). (p. 17)

During an interview with the Director of Research and Development at Delta College, Dr. Gene Packwood, who has had extensive background in using questionnaires to gather data from community college personnel, the statement was made that, based on the return of previous surveys at Michigan public community colleges, a return rate of approximately 60% to 70% is a normal return rate from public community college administrators. He stated that without face-to-face interviews, it is difficult to obtain a higher survey return rate from these individuals.

The individuals who participated in this project were representative of the total research population (all chief academic officers and presidents who had held these positions at some time after 1960), but, as noted in Table 3.1, not all of the potential respondents returned the questionnaires. All possible means of communication were used (telephone, letter, college contact,

colleague contact) to contact and encourage the individuals to participate in the project.

The researcher believed that enough questionnaires were returned to provide acceptable results, even though not all of the individuals returned their questionnaires.

Methods of Analysis

Similarities in the factors of the selection process along with the qualifications and career-preparation criteria used in the hiring decision for the chief academic officer position in Michigan public community colleges were analyzed as to their importance in the process and to determine whether they had changed over a period of time: before 1974 as compared to after 1974.

Processing of the Data

Once the return of the questionnaires stopped, the responses to the questions on the surveys were coded, and the results were analyzed at Delta College. The Statistical Package for the Social Sciences (SPSS) software package provided the statistical tests and descriptive statistics used in the analysis of the data. The comments to the open-ended questions were recorded and are listed in Appendix J.

Statistical Treatment

The data obtained from the questionnaires were reported through the use of descriptive statistics and through tests of statistical significance. The statistical tests that were used were t-tests for

independent means for Hypotheses 1 through 4. Descriptive statistics (frequency and percentage) were used for Hypothesis 5. The t-tests were used to compare the means between two distributions to determine if there was a statistically significant difference.

The 32 selected factors were analyzed separately as to their importance. The pre-1974 and post-1974 results were then compared. Comparisons included frequency, percentage, and t-test. Frequency and percentage are found in Appendix I. The career-path models selected by chief academic officers employed before 1974 were compared to those selected by chief academic officers employed after 1974, using frequency and percentage. These data provided information on the factors deemed important in the selection process and career paths of chief academic officers and indicated whether there were differences between those employed pre-1974 as compared to those employed post-1974.

Confidentiality

The proposal for this project, including a plan for conducting the research, was submitted to the University Committee on Research Involving Human Subjects for approval. This study was approved by the committee as proposed (see Appendix F) and was conducted as outlined in the proposal.

Confidentiality of responses was given to all individuals participating in the study. Names and addresses were used only for the purpose of mailing questionnaires. Respondents were not identified by name or institution, and the data were grouped so that

no one response could be attributed to specific individuals or colleges. On the open-ended questions, any words that might have identified a person or institution were omitted from the responses recorded in Appendix J.

The Problems of Bias

A possible concern in conducting a survey is response bias. This is because it is nearly impossible to convince everyone being studied to return the questionnaire. Researchers want the bias (a source of error) to be as small as possible.

> Response rates of 50% (in which only half of the people contacted returned their forms) are not uncommon. For the sample to be representative of the population, we often hope or assume that those who did not return the questionnaires are not very different from those who did. Although this hope is sometimes justified, usually there is little we can do about this problem except to accept it and wish for a small amount of response bias.
> To see why response bias might still be a problem, consider the fact that those who do answer a questionnaire might well represent the more active and vocal members of the population. Those with strong opinions and interests will tend to be the individuals who return the questionnaires. (Siegel, 1988, p. 240)

To limit the amount of response bias, appropriate follow-up was initiated (two mailings) to insure a large enough return to increase confidence in the final results. As Arman (1986) stated:

> As in the section on response rates, not all possible respondents completed questionnaires, but all were contacted and encouraged to participate. In view of the high percentage of returns of the questionnaire, it was assumed for the purposes of this research that respondents and nonrespondents were similar. Care should be taken in evaluating the results because no additional interviews or follow-ups were done to confirm that respondents and nonrespondents were similar. (p. 55)

Summary

A survey of 82 presidents and 92 chief academic officers who had held these positions at a Michigan community college sometime since 1960 was conducted through the use of two questionnaires. The intention of the study was to analyze career paths of chief academic officers and 32 factors related to the process of selecting chief academic officers.

The results were analyzed through the use of descriptive statistics and t-tests for independent means by the Statistical Package for the Social Sciences (SPSS) software package. Chapter IV contains the results of the identification and analysis performed on the research questions and hypotheses posed in the study.

CHAPTER IV

RESULTS OF THE DATA ANALYSIS

Introduction

This project was designed to test various hypotheses dealing with factors used in the selection process and career paths of chief academic officers at public community colleges, as perceived by chief academic officers and presidents. The three areas investigated were: criteria used to hire chief academic officers (qualifications and career preparation), mode of recruitment (sources used to disseminate position openings), and selection processes used in hiring for the position (the selection committee and its role). Data are presented that pertain to each of the hypotheses stated in Chapter I. A comparison was made between chief academic officers employed before 1974 and after 1974, presidents employed before 1974 and after 1974, chief academic officers employed before 1974 and presidents employed before 1974, and chief academic officers employed after 1974 and presidents employed after 1974. The last two comparisons showed whether the chief academic officers and presidents were of the same opinion as to what factors were important in the selection process.

A comparison of the career paths of chief academic officers employed before 1974 and those employed after 1974 gave an

indication of what the trend is in the hiring process of chief academic officers.

Results of the Study

It was hypothesized that there would be no difference in the factors the chief academic officers employed before 1974 used to select or perceived as important in the selection process of chief academic officers at public community colleges as compared to the chief academic officers employed after 1974. The tables reporting these data are included in Appendix I. Each of the 32 factors listed on the questionnaire was analyzed separately as to importance and whether the pre-1974 and post-1974 respondents' answers showed a statistically significant difference. The test of statistical significance used was the t-test for independent means. It was selected because it would be more discriminating in the treatment of the hypotheses. By using the t-test for independent means at the .05 level, results would appear to be statistically significant by chance alone 1 out of 20 times. Therefore, in the 128 tests run, chance could account for five of the factors that showed a statistically significant difference. Based on these analyses, the hypothesis was then not rejected or rejected.

Not all of the respondents answered all of the questions on the survey. The report on each factor as to the number of respondents answering each question can be found in Appendix I.

Any discrepancy between the number of respondents and the number of cases (these ranged in number from four to eight cases) in

the statistical analysis was due to some respondents not completing the questionnaire as directed, but using instead a letter or memo form to explain their perceptions of the selection process and career paths. These comments can be found in Appendix B under open-ended responses.

Both groups tended to provide more information than was asked for on the questionnaires by writing lengthy comments in the space provided. It can be noted that proportionately there were more responses from chief academic officers than presidents. It was thought that this may have been due to the extensive lapsed time involved and the ages of the respondents who were employed in the pre-1974 time period. Many of the presidents were known to be deceased, and as the time since retirement lengthened, addresses of others became unknown.

Those questionnaires not completed were not included in the effective percentage returned. The response rate of the first mailing to the chief academic officers and presidents is summarized in Tables 4.1 and 4.2, the second mailing in Tables 4.3 and 4.4, and the cumulative response rate in Tables 4.5 and 4.6.

In all, 14 questionnaires and cover letters were sent to chief academic officers employed in the pre-1974 period who did not respond to the first mailing; 21 were sent to chief academic officers employed in the post-1974 period. At this time, presidents of those public community colleges where there was no response from the initial questionnaire of officers past and present were asked to

help by sending the questionnaires from their office. This elicited several of the responses.

Table 4.1.--Response rate of chief academic officers to the survey: first mailing.

First Mailing	Returned	Deceased	Effective % Returned
Pre-1974 (34 sent)	18	2[a]	52.9
Post-1974 (58 sent)	34	3[a]	58.6

[a]Deceased not included in sample size for effective % returned.

Table 4.2.--Response rate of presidents to the survey: first mailing.

First Mailing	Returned	Deceased	Effective % Returned
Pre-1974 (42 sent)	15	4[a]	35.7
Post-1974 (40 sent)	26	6[a]	65.0

[a]Deceased not included in sample size for effective % returned.

In the pre-1974 time period, 26 questionnaires and a new cover letter were sent to those presidents who did not return the questionnaires in the post-1974 time period. Questionnaires and another cover letter were sent out to the five presidents not responding to the first mailing and five whose letters were not

returned by the post office. New addresses were obtained by contacting colleagues and by asking the presidents in the colleges for help in seeing that the questionnaires reached the individuals.

Table 4.3.--Response rate of chief academic officers to the survey: second mailing.

Second Mailing	Returned	Deceased	Effective % Returned
Pre-1974 (14 sent)	5	0	35.7
Post-1974 (21 sent)	8	0	38.1

Table 4.4.--Response rate of presidents to the survey: second mailing.

Second Mailing	Returned	Deceased	Effective % Returned
Pre-1974 (26 sent)	8	0	30.8
Post-1974 (10 sent)	7	0	70.0

The final response rate of the questionnaires ranged from 61% of the presidents employed before 1974 to a 97% response from the

presidents employed after 1974. The chief academic officers showed
a return of 71.9% before 1974 and 76.3% after 1974.

Table 4.5.--Cumulative response rate of chief academic officers to
the survey.

1st & 2nd Mailings	Returned	Deceased	Effective % Returned
Pre-1974 (34 sent)	23	2[a]	67.6
Post-1974 (58 sent)	42	3[a]	72.4

[a]Deceased not included in sample size for effective % returned.

Table 4.6.--Cumulative response rate of presidents to the survey.

1st & 2nd Mailings	Returned	Deceased	Effective % Returned
Pre-1974 (42 sent)	23	2[a]	54.8
Post-1974 (40 sent)	33	6[a]	82.5

[a]Deceased not included in sample size for effective % returned.

Using t-tests, frequencies, and percentages, 32 factors were
analyzed to determine if there were differences between chief
academic officers employed before 1974 and those employed after 1974
concerning their perceptions of the selection process. The

following factors involved in the selection process of chief academic officers were determined by analyzing position vacancy notices sent to community colleges, college placement offices, and the Chronicle of Higher Education positions from 1960 to 1986. See Appendix A for a summary of the position vacancy notices.

Experiential Variables

Doctorate
Master's
Major discipline area of master's or doctorate
Public school teaching experience
Administrative experience (other than college)
Public school
Business/industry
Community college administrative experience
Division/department chair
Associate/assistant dean
Dean
Vice-president
Noneducation experience
Scholarly activity/publications
Offices held in state/national organizations
Sources (how candidate heard about the position)
Internal candidate
External candidate

Personal Variables

Age
Sex
Race
Married
Single
Divorced
Children
Communication skills
Leadership
Maturity
Belief in community college philosophy
Attitude
Ability to work with others

The findings for each factor were summarized using the t-test for independent means. The frequency and percentage of each factor

are listed according to the values of Important (this includes the values Very Important and Important on the questionnaire), Not Important (this includes the values Not Important, Minimally Important, and Of Average Importance on the questionnaire), and Does Not Apply/No Response. These values were grouped in such a way as to separate in frequency and percentage the factors perceived as most/very important by chief academic officers in their selection process from those factors that were perceived to be of little/no importance. The tables are reported in Appendix I.

Selection-Process Factors: Chief Academic Officer Position

Factors Used in the Selection Process
as Perceived by Chief Academic
Officers Employed Pre-1974 and
Those Employed Post-1974

Table 4.7 shows the results of the pooled variance estimates for the 32 factors used in the selection process, as perceived by chief academic officers employed pre-1974 and those employed post-1974.

Doctorate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the doctorate between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .228, which exceeded the .05 level established for statistical significance. The data in Appendix I, Table 1, indicate that more than 50% of the chief academic officers employed after 1974 thought a doctorate was important, compared to 21% employed before 1974.

Table 4.7.--Pooled variance estimate: pre-1974 chief academic officers (CAO) versus post-1974 chief academic officers (CAO).

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Doctorate						
Pre-1974 CAO	11	3.0909	1.640	0.495	-1.22	0.228
Post-1974 CAO	33	3.7576	1.542	0.268		
Master's						
Pre-1974 CAO	16	3.8125	1.276	0.319	1.07	0.580
Post-1974 CAO	37	3.5946	1.322	0.217		
Major Discipline Area of Master's/Doctorate						
Pre-1974 CAO	18	3.3333	1.414	0.333	0.78	0.439
Post-1974 CAO	40	3.0500	1.218	0.193		
Public School Teaching Experience						
Pre-1974 CAO	12	2.5000	1.087	0.314	0.77	0.445
Post-1974 CAO	30	2.2000	1.157	0.211		
Community College Teaching Experience						
Pre-1974 CAO	16	3.6250	1.147	0.287	-0.47	0.639
Post-1974 CAO	36	3.7778	1.045	0.174		
Administrative Exper. Other Than Comm. Coll.						
Pre-1974 CAO	11	4.0909	1.375	0.415	2.11	0.043*
Post-1974 CAO	22	2.9545	1.495	0.319		
Public School Administrative Experience						
Pre-1974 CAO	8	3.3750	1.408	0.498	1.01	0.321
Post-1974 CAO	19	2.7895	1.357	0.311		
Business-Industry Exper.						
Pre-1974 CAO	5	3.2000	1.304	0.583	1.59	0.128
Post-1974 CAO	16	2.2500	1.125	0.281		
Community College Administrative Exper.						
Pre-1974 CAO	9	4.4444	1.130	0.377	0.00	1.000
Post-1974 CAO	27	4.4444	1.219	0.235		

Table 4.7.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Division-Department Chair Experience						
Pre-1974 CAO	6	3.8333	1.602	0.654	-0.35	0.726
Post-1974 CAO	28	4.0357	1.201	0.227		
Associate-Assistant Dean Experience						
Pre-1974 CAO	7	3.5714	1.618	0.612	-0.15	0.881
Post-1974 CAO	21	3.6667	1.390	0.303		
Experience as Dean						
Pre-1974 CAO	8	4.6250	0.744	0.263	0.65	0.519
Post-1974 CAO	28	4.3214	1.249	0.236		
Experience as Vice-President						
Pre-1974 CAO	2	3.5000	0.707	0.500	-0.03	0.975
Post-1974 CAO	13	3.5385	1.613	0.447		
Noneducation Exper.						
Pre-1974 CAO	15	3.4000	1.517	0.678	0.54	0.595
Post-1974 CAO	26	3.0000	1.523	0.299		
Scholarly Activity-Publications						
Pre-1974 CAO	14	3.3571	1.008	0.269	2.13	0.038*
Post-1974 CAO	36	2.6944	0.980	0.163		
Offices Held in State-National Organizations						
Pre-1974 CAO	13	2.6923	1.109	0.308	-0.61	0.547
Post-1974 CAO	32	2.9063	1.058	0.187		
Sources--How You Heard About the Position						
Pre-1974 CAO	9	4.0000	1.323	0.441	2.56	0.016*
Post-1974 CAO	24	2.5417	1.503	0.307		
Internal Candidate						
Pre-1974 CAO	9	4.2222	0.833	0.278	1.35	0.187
Post-1974 CAO	24	3.5833	1.316	0.269		

Table 4.7.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
External Candidate						
Pre-1974 CAO	8	3.2500	1.282	0.453	0.22	0.831
Post-1974 CAO	17	3.1176	1.495	0.363		
Age						
Pre-1974 CAO	16	2.4375	0.964	0.241	-0.27	0.786
Post-1974 CAO	32	2.5313	1.191	0.211		
Gender						
Pre-1974 CAO	16	2.0625	1.289	0.322	-0.15	0.884
Post-1974 CAO	36	2.1111	1.008	0.168		
Race						
Pre-1974 CAO	16	1.6250	1.147	0.287	-0.92	0.361
Post-1974 CAO	34	1.9118	0.965	0.166		
Married						
Pre-1974 CAO	18	2.2222	1.309	0.308	0.41	0.681
Post-1974 CAO	34	2.0882	0.996	0.171		
Single						
Pre-1974 CAO	10	1.5000	0.850	0.269	0.82	0.422
Post-1974 CAO	17	1.2941	0.470	0.114		
Divorced						
Pre-1974 CAO	8	1.3750	0.744	0.263	0.08	0.938
Post-1974 CAO	17	1.3529	0.606	0.147		
Children						
Pre-1974 CAO	17	1.8235	1.286	0.312	-0.20	0.845
Post-1974 CAO	29	1.8966	1.175	0.218		
Communication Skills						
Pre-1974 CAO	18	4.5556	0.511	0.121	-1.06	0.293
Post-1974 CAO	40	4.7000	0.464	0.073		
Leadership						
Pre-1974 CAO	18	4.8889	0.323	0.076	1.25	0.218
Post-1974 CAO	39	4.7436	0.442	0.071		
Maturity						
Pre-1974 CAO	18	4.5556	0.616	0.145	0.45	0.655
Post-1974 CAO	40	4.4750	0.640	0.101		

Table 4.7.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Belief in Community College Philosophy						
Pre-1974 CAO	17	4.7059	0.588	0.143	0.54	0.591
Post-1974 CAO	41	4.5854	0.836	0.131		
Attitude						
Pre-1974 CAO	18	4.9444	0.236	0.056	1.55	0.127
Post-1974 CAO	40	4.7000	0.648	0.103		
Ability to Work With Others						
Pre-1974 CAO	18	5.0000	0.000	0.000	1.43	0.159
Post-1974 CAO	38	4.8947	0.311	0.050		

*Significant at the .05 level.

Of the pre-1974 respondents, five had Ed.D. degrees in curriculum development, higher education/vocational administration, education administration (two), and higher education administration. One had a Ph.D. in history, and one had an Ed.S. in administration.

Of the post-1974 respondents, 18 had Ph.D.'s in sociology, continuing education administration, adult education, psychology, chemistry, higher education administration (six), education, curriculum and instruction, community college, education administration, and English. Six had Ed.D.'s in educational leadership, curriculum, health and physical education, history, and education.

Master's. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the

importance of the master's degree between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .580, which exceeded the .05 level established for statistical significance. The data in Appendix I, Table 2, indicate the percentages of chief academic officers were about equal on the importance of a master's degree.

Of the pre-1974 respondents, 11 had M.A. degrees and 1 an M.S. Those degrees were in a variety of areas, including education, school administration, anthropology, guidance and counseling, sociology, educational administration, geography, teacher education, English, psychology, higher education, and history.

Of the post-1974 respondents, 16 stated that they had a master's degree in the following areas: physics, business, administration, education, English, psychology, industrial education, history, vocational education, educational administration, and occupational education.

Major discipline area of master's or doctorate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the major discipline area of the master's or doctorate between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .439, which exceeded the .05 level established for statistical significance. See Appendix I, Table 3, for the importance (frequency and percentage) of this factor in the selection process.

Public school teaching experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of public school teaching experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .445, which exceeded the .05 level established for statistical significance. See Appendix I, Table 4, for the importance (frequency and percentage) of this factor in the selection process.

Community college teaching experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of community college teaching experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .639, which exceeded the .05 level established for statistical significance. See Appendix I, Table 5, for the importance (frequency and percentage) of this factor in the selection process.

Administrative experience other than community college. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of administrative experience other than community college between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .043, which was less than the .05 level established for statistical significance between two groups. Chief academic officers employed before 1974 thought this factor was important in the selection process --47.4% as compared to 23.8% of

those officers employed after 1974. See Appendix I, Table 6, for the importance (frequency and percentage) of this factor in the selection process.

Public school administrative experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of public school administrative experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .321, which exceeded the .05 level established for statistical significance. See Appendix I, Table 7, for the importance (frequency and percentage) of this factor in the selection process.

Business/industry experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of business/industry experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .128, which exceeded the .05 level established for statistical significance. See Appendix I, Table 8, for the importance (frequency and percentage) of this factor in the selection process.

Community college administrative experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of community college administrative experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was 1.0, which exceeded the .05 level established for statistical

significance. See Appendix I, Table 9, for the importance (frequency and percentage) of this factor in the selection process.

Division/department chair experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of division/department chair experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .726, which exceeded the .05 level established for statistical significance. See Appendix I, Table 10, for the importance (frequency and percentage) of this factor in the selection process.

Associate/assistant dean experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of associate/assistant dean experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .881, which exceeded the .05 level established for statistical significance. See Appendix I, Table 11, for the importance (frequency and percentage) of this factor in the selection process.

Dean experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of dean experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .519, which exceeded the .05 level established for statistical significance. See Appendix I, Table 12, for the importance (frequency and percentage) of this factor in the selection process.

Vice-president experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of vice-president experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .975, which exceeded the .05 level established for statistical significance. See Appendix I, Table 13, for the importance (frequency and percentage) of this factor in the selection process.

Noneducation experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of noneducation experience between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .595, which exceeded the .05 level established for statistical significance. See Appendix I, Table 14, for the importance (frequency and percentage) of this factor in the selection process.

Scholarly activity--publications. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of scholarly activity--publications between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .038, which was less than the .05 level established for statistical significance between two groups. Thirty-one and six-tenths percent of the chief academic officers employed before 1974 perceived this factor as important in the selection process, compared to 11.9% of those employed after

1974. See Appendix I, Table 15, for the importance (frequency and percentage) of this factor in the selection process.

Offices held in state/national organizations. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of offices held in state/national organizations between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .547, which exceeded the .05 level established for statistical significance. See Appendix I, Table 16, for the importance (frequency and percentage) of this factor in the selection process.

Sources--how the candidate learned of the position. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of sources--how the candidate learned of the position--between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .016, which was less than the .05 level established for statistical significance between two groups. Approximately 37% of the chief academic officers hired before 1974 thought that how the candidate learned of the position was important, compared to 14.3% of the chief academic officers hired after 1974. See Appendix I, Table 17, for the importance (frequency and percentage) of this factor in the selection process.

In the hiring process for themselves, t-tests were used and it was found that there was no statistically significant difference between the sources of word of mouth, publication, nomination,

contact from the institution, and whether they were an internal or an external candidate for those chief academic officers hired before 1974 and those hired after 1974.

Of the pre-1974 respondents answering the question "From what source(s) did you learn of the position openings?" one stated it was a nomination, two heard by word of mouth, seven had contact from the institution, one said "I was asked to accept," and three learned through publications (Chronicle of Higher Education and the MSU Bulletin).

Of the post-1974 respondents answering the question, five were nominated, six heard by word of mouth, eight had contact from the institution, three were promotions, and six heard through the Chronicle of Higher Education.

Internal candidate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of internal candidate between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .187, which exceeded the .05 level established for statistical significance. See Appendix I, Table 18, for the importance (frequency and percentage) of this factor in the selection process.

There were six internal candidates in the pre-1974 group of chief academic officers and 16 internal candidates employed in the post-1974 group.

External candidate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of

the importance of external candidate between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .881, which exceeded the .05 level established for statistical significance. See Appendix I, Table 19, for the importance (frequency and percentage) of this factor in the selection process.

From the question of whether the candidate was internal or external, in the pre-1974 group there was one external candidate, and from the post-1974 group there were four.

From the question "If you were an external candidate, did you know someone at the college?" four pre-1974 candidates answered "yes," and that person was the president, who encouraged three of them to apply for the position of chief academic officer. Six post-1974 respondents answered "yes" to the question, with four presidents, one faculty member, and one dean being the individuals who encouraged them to apply. A t-test showed that there was no statistically significant difference between chief academic officers employed pre-1974 who were external candidates and knew someone at the college and those employed post-1974 who were external candidates and knew someone at the college.

Age. When hired as chief academic officers, the pre-1974 respondents ranged in age from 27 to 51 years old. The distribution was as follows:

20s	1
30s	5
40s	10
50s	2

The dates they were hired as chief academic officers ranged from 1952 to 1984:

1950s	1
1960s	9
1970-74	5
1975-79	2
1980s	1

When hired as chief academic officers, the post-1974 respondents ranged in age from 27 to 60 years old. The distribution is as follows:

20s	1
30s	11
40s	20
50s	5
60s	3

The dates they were hired as chief academic officers ranged from 1968 to 1987:

1950s	0
1960s	2
1970-74	2
1975-79	10
1980s	24

Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of age between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .786, which exceeded the .05 level established for statistical significance. The t-test also showed no statistically significant difference in the age of individuals employed pre-1974 and those employed post-1974. See Appendix I, Table 20, for the importance (frequency and percentage) of this factor in the selection process.

Gender. Of the pre-1974 respondents hired as chief academic officers, 19 were male and none was female. Of the post-1974 respondents hired as chief academic officers, 35 were male, 4 were female, and 1 did not respond to this question.

The t-test was used to determine whether there was a statistically significant difference in the gender of chief academic officers employed pre-1974 compared to those employed post-1974. The results showed no statistically significant difference between the two groups.

Also using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of gender between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .884, which exceeded the .05 level established for statistical significance. See Appendix I, Table 21, for the importance (frequency and percentage) of this factor in the selection process.

Race. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of race between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .361, which exceeded the .05 level established for statistical significance. See Appendix I, Table 22, for the importance (frequency and percentage) of this factor in the selection process.

Of the pre-1974 respondents hired as chief academic officers, all 19 were White/Caucasian. Of the post-1974 respondents, 36 were

White/Caucasian and 4 were Black/Negro/Afro-American. Comparisons of the two groups (chief academic officers employed pre-1974 and those employed post-1974) by a t-test showed no statistically significant difference between the groups in terms of race.

Married. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being married between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .681, which exceeded the .05 level established for statistical significance. See Appendix I, Table 23, for the importance (frequency and percentage) of this factor in the selection process.

Single. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being single between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .422, which exceeded the .05 level established for statistical significance. See Appendix I, Table 24, for the importance (frequency and percentage) of this factor in the selection process.

Divorced. Using the t-test, it was found that there was no statistically significant difference in the perceptions of being divorced between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .938, which exceeded the .05 level established for statistical significance. See Appendix I, Table 25, for the importance (frequency and percentage) of this factor in the selection process.

Children. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of children between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .845, which exceeded the .05 level established for statistical significance. See Appendix I, Table 26, for the importance (frequency and percentage) of this factor in the selection process.

Communication skills. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of communication skills between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .293, which exceeded the .05 level established for statistical significance. See Appendix I, Table 27, for the importance (frequency and percentage) of this factor in the selection process.

Leadership. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of leadership between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .218, which exceeded the .05 level established for statistical significance. See Appendix I, Table 28, for the importance (frequency and percentage) of this factor in the selection process.

Maturity. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of maturity between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was

.655, which exceeded the .05 level established for statistical significance. See Appendix I, Table 29, for the importance (frequency and percentage) of this factor in the selection process.

Belief in community college philosophy. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of belief in the community college philosophy between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .591, which exceeded the .05 level established for statistical significance. See Appendix I, Table 30, for the importance (frequency and percentage) of this factor in the selection process.

Attitude. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of attitude between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .127, which exceeded the .05 level established for statistical significance. See Appendix I, Table 31, for the importance (frequency and percentage) of this factor in the selection process.

Ability to work with others. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the ability to work with others between chief academic officers employed pre-1974 and those employed post-1974. The two-tailed probability was .159, which exceeded the .05 level established for statistical significance. See Appendix I, Table 32, for the importance (frequency and percentage) of this factor in the selection process.

Summary of findings concerning the importance of factors in the selection process as perceived by chief academic officers. Of the 34 questionnaires sent to chief academic officers employed at public community colleges before 1974, 23 were returned for a response rate of 67.6%. All of the chief academic officers who responded to the questions of race, gender, and age were white males between 20 and 59 (6 in their 30s and 10 in their 40s).

Of the 58 questionnaires sent to chief academic officers employed at public community colleges after 1974, 42 were returned for a response rate of 72.4%. Thirty-five of the chief academic officers who responded to the questions of race, gender, and age were male, and four were female. Thirty-six were White/Caucasian and four listed themselves as Black/ Negro/Afro-American. The ages ranged from 20 to 69 (11 in their 30s and 20 in their 40s).

Those factors that 50% or more chief academic officers employed before 1974 perceived as important or most influential in the selection process were:

Communication skills	94.7%
Leadership	94.7%
Attitude	94.7%
Ability	94.7%
Maturity	89.5%
Belief in community college philosophy	84.2%

Fifty percent or more of those chief academic officers employed after 1974 perceived the following factors as important or most influential in the selection process:

Communication skills	95.2%
Leadership	95.2%
Ability	90.5%

Maturity	88.1%
Belief in community college philosophy	88.1%
Attitude	78.6%
Community college teaching experience	59.5%
Dean experience	57.1%
Doctorate	54.8%
Department/division chair experience	54.8%
Community college administrative experience	52.4%

In the group of chief academic officers employed at public community colleges before 1974, there were only six factors that more than 50% of the individuals responding to the questionnaire thought were key factors in the selection process. The same six were listed as the most influential factors by the group of chief academic officers employed after 1974. This group also identified an additional five factors that 50% or more of them believed to be very important in the selection process.

It was found that 29 of 32 factors showed no statistically significant difference between the perceptions of the importance by chief academic officers employed before 1974 and those employed after 1974. Administrative experience other than in a community college and scholarly activity--publications were factors showing a statistically significant difference between the perceptions of the two groups on the importance of these factors. In both cases the chief academic officers employed before 1974 thought the factor was important in the selection process, whereas the chief academic officers employed after 1974 thought it was statistically less important. Source--how the individual learned of the position was the third factor that showed a statistically significant difference in how the chief academic officers employed before 1974 viewed its

importance as compared to those employed after 1974. Approximately 37% of the chief academic officers employed before 1974 thought how they learned of the position was important, compared to 14.3% of those employed after 1974. There was no statistically significant difference between the two groups concerning the types of sources used: publication, nomination, word of mouth, contact from the institution, internal posting, external posting, external candidate who knew someone at the institution, and encouraged to apply for the position by someone at the institution.

Three of the 32 factors showed a statistically significant difference but the preponderance of the factors did not; thus the decision concerning the acceptability of the hypothesis was not affected. The hypothesis tested and the decision concerning its acceptability based on the results of the analyses of data gathered in this study were:

> Hypothesis 1: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by chief academic officers.

Decision: Do not reject the null hypothesis. As a result of not rejecting the null hypothesis (there is no statistically significant difference in the factors), the research hypothesis was rejected (there is a statistically significant difference in the factors).

Factors Used in the Selection Process as
Perceived by Presidents Employed at
Public Community Colleges Pre-1974
and Those Employed Post-1974

Table 4.8 shows the results of the pooled variance estimates for the 32 factors used in the selection process, as perceived by presidents employed at public community colleges pre-1974 and those employed post-1974.

Table 4.8.--Pooled variance estimate: pre-1974 presidents versus post-1974 presidents.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Doctorate						
Pre-1974 presidents	14	3.4286	1.158	0.309	-2.19	0.035*
Post-1974 presidents	25	4.0800	0.702	0.140		
Master's						
Pre-1974 presidents	13	4.5385	1.127	0.312	-1.60	0.120
Post-1974 presidents	20	4.9500	0.224	0.050		
Major Discipline Area of Master's/Doctorate						
Pre-1974 presidents	14	3.0714	1.207	0.322	-1.00	0.326
Post-1974 presidents	23	3.4348	0.992	0.207		
Public School Teaching Experience						
Pre-1974 presidents	13	1.7692	1.166	0.323	-0.62	0.539
Post-1974 presidents	22	2.0455	1.327	0.283		
Community College Teaching Experience						
Pre-1974 presidents	15	3.9333	1.100	0.284	-0.57	0.572
Post-1974 presidents	22	4.1364	1.037	0.221		
Administrative Exper. Other Than Comm. Coll.						
Pre-1974 presidents	10	3.6000	1.265	0.400	0.18	0.860
Post-1974 presidents	16	3.5000	1.461	0.365		

Table 4.8.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Public School Adminis-trative Experience						
Pre-1974 presidents	7	2.4286	1.512	0.571	-1.24	0.228
Post-1974 presidents	16	3.0625	0.929	0.232		
Business-Industry Exper.						
Pre-1974 presidents	7	3.7143	1.380	0.522	1.40	0.179
Post-1974 presidents	12	2.9167	1.084	0.313		
Community College Administrative Exper.						
Pre-1974 presidents	9	4.0000	1.500	0.500	-2.25	0.033*
Post-1974 presidents	18	4.8333	0.383	0.090		
Division-Department Chair Experience						
Pre-1974 presidents	12	3.3333	1.303	0.376	-2.31	0.028*
Post-1974 presidents	18	4.2222	0.808	0.191		
Associate-Assistant Dean Experience						
Pre-1974 presidents	13	3.5385	1.266	0.351	-2.25	0.032*
Post-1974 presidents	18	4.3333	0.686	0.162		
Experience as Dean						
Pre-1974 presidents	11	3.8182	1.328	0.400	-1.86	0.074
Post-1974 presidents	19	4.5263	0.772	0.177		
Experience as Vice-President						
Pre-1974 presidents	9	3.0000	1.581	0.527	-0.71	0.487
Post-1974 presidents	13	3.4615	1.450	0.402		
Noneducation Exper.						
Pre-1974 presidents	10	2.6000	1.430	0.452	-0.45	0.660
Post-1974 presidents	13	2.8462	1.214	0.337		
Scholarly Activity-Publications						
Pre-1974 presidents	10	2.2000	1.135	0.359	-1.61	0.119
Post-1974 presidents	20	2.9000	1.119	0.250		

Table 4.8.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Offices Held in State-National Organizations						
Pre-1974 presidents	11	2.5455	1.128	0.340	-0.49	0.631
Post-1974 presidents	20	2.7500	1.118	0.250		
Sources--How You Heard About the Position						
Pre-1974 presidents	5	2.0000	1.000	0.447	-1.32	0.205
Post-1974 presidents	15	2.6667	0.976	0.252		
Internal Candidate						
Pre-1974 presidents	10	2.2000	1.398	0.442	-1.43	0.166
Post-1974 presidents	15	3.0667	1.534	0.396		
External Candidate						
Pre-1974 presidents	10	2.2000	1.398	0.442	-1.26	0.219
Post-1974 presidents	15	2.9333	1.438	0.371		
Age						
Pre-1974 presidents	12	2.1667	1.115	0.322	-0.08	0.940
Post-1974 presidents	15	2.2000	1.146	0.296		
Gender						
Pre-1974 presidents	10	1.7000	1.494	0.473	0.75	0.461
Post-1974 presidents	16	0.3750	0.719	0.180		
Race						
Pre-1974 presidents	9	1.0000	0.000	0.000	-1.17	0.254
Post-1974 presidents	16	1.3125	0.793	0.198		
Married						
Pre-1974 presidents	9	1.5556	1.333	0.444	0.42	0.675
Post-1974 presidents	16	1.3750	0.806	0.202		
Single						
Pre-1974 presidents	9	1.3333	0.707	0.236	0.21	0.839
Post-1974 presidents	15	1.2667	0.799	0.206		
Divorced						
Pre-1974 presidents	10	1.3000	0.483	0.153	0.46	0.649
Post-1974 presidents	15	1.2000	0.561	0.145		

Table 4.8.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Children						
Pre-1974 presidents	9	1.4444	1.014	0.338	0.02	0.988
Post-1974 presidents	16	1.4375	1.094	0.273		
Communication Skills						
Pre-1974 presidents	14	4.5714	1.089	0.291	-0.70	0.488
Post-1974 presidents	24	4.7917	0.833	0.170		
Leadership						
Pre-1974 presidents	14	4.8571	0.363	0.097	-0.47	0.640
Post-1974 presidents	22	4.9091	0.294	0.063		
Maturity						
Pre-1974 presidents	13	4.7692	0.439	0.122	-1.07	0.292
Post-1974 presidents	21	4.9048	0.301	0.066		
Belief in Community College Philosophy						
Pre-1974 presidents	14	4.8571	0.363	0.097	-0.05	0.958
Post-1974 presidents	22	4.8636	0.351	0.075		
Attitude						
Pre-1974 presidents	14	4.9286	0.267	0.071	0.59	0.559
Post-1974 presidents	22	4.8636	0.351	0.075		
Ability to Work With Others						
Pre-1974 presidents	13	4.8462	0.376	0.104	-0.55	0.585
Post-1974 presidents	22	4.9091	0.294	0.063		

*Significant at the .05 level.

Doctorate. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of the doctorate between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .035, which was less than the .05 level established for statistical

significance between two groups. The data in Appendix I, Table 33, indicate that 50% of the presidents employed before 1974 thought a doctorate was important, compared to 80% employed after 1974.

Master's. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the master's degree between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .120, which exceeded the .05 level established for statistical significance. The data in Appendix I, Table 34, indicate that 75% of the presidents in the pre-1974 and post-1974 time periods thought having a master's degree was important in the selection process.

Major discipline area of master's or doctorate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the major discipline area of the master's or doctorate between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .326, which exceeded the .05 level established for statistical significance. The data in Appendix I, Table 35, indicate that the trend may be shifting from the major discipline area of the degree not being important to a position where nearly 50% of the presidents in the post-1974 time period believed it to be important.

Public school teaching experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of public school teaching experience

between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .539, which exceeded the .05 level established for statistical significance. Appendix I, Table 36, indicates that public school teaching experience was not perceived to be an important factor in the selection process of a chief academic officer.

Community college teaching experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of community college teaching experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .572, which exceeded the .05 level established for statistical significance. The data in Appendix I, Table 37, indicate that both pre-1974 and post-1974 presidents thought community college teaching experience was important in the selection process.

Administrative experience other than community college. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of administrative experience other than community college between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .860, which exceeded the .05 level established for statistical significance. Appendix I, Table 38, indicates that administrative experience other than community college was considered important by the majority of presidents in both time periods, but not by 50%.

Public school administrative experience. Using the t-test, it was found that there was no statistically significant difference in

the perceptions of the importance of public school administrative experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .228, which exceeded the .05 level established for statistical significance. The data in Appendix I, Table 39, indicate that the majority of the presidents in both time periods thought public school administrative experience was not an important factor in the selection process.

Business/industry experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of business/industry experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .179, which exceeded the .05 level established for statistical significance.

Although no statistically significant difference was found in the perceptions of presidents employed in the two time periods, Appendix I, Table 40, does show that the majority of presidents in the pre-1974 time period thought business/industry experience was important, whereas the majority of presidents in the post-1974 time period did not think it was important.

Community college administrative experience. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of community college administrative experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .033, which was less than the .05 level established for statistical significance

between two groups. The data in Appendix I, Table 41, indicate that the majority of individuals in both time periods thought community college administrative experience was important in the selection process, but the percentage of individuals who thought it was important more than doubled in the post-1974 time period.

Division/department chair experience. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of division/department chair experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .028, which was less than the .05 level established for statistical significance between two groups. The percentage of individuals who thought that being a division/department chair was important in the selection process increased by 18.5% from the pre-1974 time period to the post-1974 time period, as shown in Appendix I, Table 42.

Associate/assistant dean experience. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of associate/assistant dean experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .032, which was less than the .05 level established for statistical significance between two groups. As shown in Appendix I, Table 43, the data indicate that more than 50% of both groups of individuals listed experience as associate/assistant dean as an important factor in the selection process, but those listing it as not important fell 17 percentage points in the post-1974 time period.

Dean experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of dean experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .074, which exceeded the .05 level established for statistical significance. Fifty percent or more of the presidents in both time periods listed experience as a dean as an important factor in the selection process. (See Appendix I, Table 44.)

Vice-president experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of vice-president experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .487, which exceeded the .05 level established for statistical significance. See Appendix I, Table 45, for the importance (frequency and percentage) of this factor in the selection process.

Noneducation experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of noneducation experience between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .660, which exceeded the .05 level established for statistical significance. See Appendix I, Table 46, for the importance (frequency and percentage) of this factor in the selection process.

Scholarly activity--publications. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of scholarly activity--publications between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .119, which exceeded the .05 level established for statistical significance. Fifty percent or more of the presidents employed in both time periods listed this factor as not important, as shown in Appendix I, Table 47.

Offices held in state/national organizations. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of offices held in state/national organizations between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .631, which exceeded the .05 level established for statistical significance. This factor, as shown in Appendix I, Table 48, was listed by more than 50% of the presidents in both time periods as not being important in the selection process.

Sources--how the candidate heard about the position. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of sources--how the candidate heard about the position--between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .205, which exceeded the .05 level established for statistical significance. In both time periods, a majority of the presidents listed this factor as not important. See Appendix I, Table 49, for

the importance (frequency and percentage) of this factor in the selection process.

Internal candidate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of internal candidate between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .166, exceeded the .05 level established for statistical significance. See Appendix I, Table 50, for the importance (frequency and percentage) of this factor in the selection process.

External candidate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of external candidate between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .219, which exceeded the .05 level established for statistical significance. See Appendix I, Table 51, for the importance (frequency and percentage) of this factor in the selection process.

Age. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of age between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .940, which exceeded the .05 level established for statistical significance. See Appendix I, Table 52, for the importance (frequency and percentage) of this factor in the selection process.

Gender. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of gender between presidents employed pre-1974 and those

employed post-1974. The two-tailed probability was .461, which exceeded the .05 level established for statistical significance. See Appendix I, Table 53, for the importance (frequency and percentage) of this factor in the selection process.

Race. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of race between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .254, which exceeded the .05 level established for statistical significance. See Appendix I, Table 54, for the importance (frequency and percentage) of this factor in the selection process.

Married. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being married between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .675, which exceeded the .05 level established for statistical significance. See Appendix I, Table 55, for the importance (frequency and percentage) of this factor in the selection process.

Single. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being single between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .839, which exceeded the .05 level established for statistical significance. See Appendix I, Table 56, for the importance (frequency and percentage) of this factor in the selection process.

Divorced. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being divorced between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .649, which exceeded the .05 level established for statistical significance. See Appendix I, Table 57, for the importance (frequency and percentage) of this factor in the selection process.

Children. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of children between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .988, which exceeded the .05 level established for statistical significance. See Appendix I, Table 58, for the importance (frequency and percentage) of this factor in the selection process.

Communication skills. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of communication skills between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .488, which exceeded the .05 level established for statistical significance. See Appendix I, Table 59, for the importance (frequency and percentage) of this factor in the selection process.

Leadership. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of leadership between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .640,

which exceeded the .05 level established for statistical significance. See Appendix I, Table 60, for the importance (frequency and percentage) of this factor in the selection process.

Maturity. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of maturity between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .292, which exceeded the .05 level established for statistical significance. See Appendix I, Table 61, for the importance (frequency and percentage) of this factor in the selection process.

Belief in community college philosophy. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of belief in the community college philosophy between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .958, which exceeded the .05 level established for statistical significance. See Appendix I, Table 62, for the importance (frequency and percentage) of this factor in the selection process.

Attitude. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of attitude between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .559, which exceeded the .05 level established for statistical significance. See Appendix I, Table 63, for the importance (frequency and percentage) of this factor in the selection process.

Ability to work with others. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of ability to work with others between presidents employed pre-1974 and those employed post-1974. The two-tailed probability was .585, which exceeded the .05 level established for statistical significance. See Appendix I, Table 64, for the importance (frequency and percentage) of this factor in the selection process.

Summary of findings concerning the importance of factors in the selection process of chief academic officers at public community colleges as perceived by presidents. Of the 42 questionnaires sent to presidents employed at public community colleges before 1974, 23 were returned, for a response rate of 54.8%. Forty questionnaires were sent to presidents employed after 1974 and 26 were returned, for a response rate of 65%.

Those factors that 50% or more of the presidents employed before 1974 perceived as important were:

Leadership	87.5%
Belief in community college philosophy	87.5%
Attitude	87.5%
Ability to work with others	81.3%
Maturity	81.3%
Communication skills	81.3%
Master's degree	75.0%
Community college teaching experience	68.8%
Assistant/associate dean experience	63.0%
Dean experience	50.0%
Doctorate	50.0%

Those factors that 50% or more of the presidents employed after 1974 perceived as important were:

Communication skills	92.0%
Belief in community college philosophy	88.6%
Leadership	88.0%
Attitude	88.0%
Ability to work with others	88.0%
Community college administrative experience	88.0%
Maturity	84.0%
Doctorate	80.0%
Master's degree	80.0%
Dean experience	72.0%
Community college teaching experience	64.0%
Assistant/associate dean experience	64.0%
Division/department chair experience	56.0%

Within the top 10 factors, the presidents employed before 1974 agreed with those employed after 1974 on eight of the factors they considered key in the selection process. The level of importance varied within the 10 but still remained over 50%. Four of the 32 factors (having a doctorate, community college administrative experience, division/department chair experience, and associate/ assistant dean experience) showed a statistically significant difference between the perceptions of importance by presidents employed before 1974 and those employed after 1974 at public community colleges. In each case, the presidents employed after 1974 perceived the factor to be significantly more important in the selection process than did those employed before 1974.

There was no statistically significant difference in the composition of the selection committee from 1960-1974 and 1974 to the present. The presidents indicated that faculty, professional staff, first-line administrators, mid-management, classified, minorities, and both genders were represented on the committee. There was not a statistically significant difference in whether the institutions used a selection committee, the length of time of the

selection process, or whether the institution had developed a position description. The selection committee's role in the final selection of the candidate was stated in both time periods as being that of advisory to the president, to present ranked candidates to the president, and to recommend finalists to the president. Responses to the question "What was the selection committee's role in the final selection?" can be found in Appendix J.

Four of the 32 factors showed a statistically significant difference, but the preponderance of the factors did not. Thus, the decision concerning the acceptability of the hypothesis was not affected.

The hypothesis tested and the decision concerning its acceptability based on the results of the analyses of data gathered in this study were:

> Hypothesis 2: There will be no statistically significant difference ($p < .05$) in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by college presidents.

Decision: Do not reject the null hypothesis. As a result of not rejecting the null hypothesis (there is no statistically significant difference in the factors), the research hypothesis (there is a statistically significant difference in the factors) was rejected.

Factors Used in the Selection Process as
Perceived by Chief Academic Officers
and Presidents Employed Before 1974
and Those Employed After 1974
at Public Community Colleges

Table 4.9 shows the results of the pooled variance estimates
for the 32 factors used in the selection process, as perceived by
presidents employed at public community colleges before 1974 and
chief academic officers employed at public community colleges before
1974. Table 4.10 shows the results of the pooled variance estimates
for the 32 factors used in the selection process, as perceived by
presidents employed at public community colleges after 1974 and
chief academic officers employed at public community colleges after
1974.

Table 4.9.--Pooled variance estimate: pre-1974 presidents versus
pre-1974 chief academic officers (CAO).

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Doctorate						
Pre-1974 presidents	14	3.4286	1.158	0.309	0.60	0.552
Pre-1974 CAO	11	3.0909	1.640	0.495		
Master's						
Pre-1974 presidents	13	4.5385	1.127	0.312	1.60	0.120
Pre-1974 CAO	16	3.8125	1.276	0.319		
Major Discipline Area of Master's/Doctorate						
Pre-1974 presidents	14	3.0714	1.207	0.322	-0.55	0.584
Pre-1974 CAO	18	3.3333	1.414	0.333		
Public School Teaching Experience						
Pre-1974 presidents	13	1.7692	1.166	0.323	-1.62	0.119
Pre-1974 CAO	12	2.5000	1.087	0.314		

Table 4.9.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T- Value	2-Tail Prob.
Community College Teaching Experience						
Pre-1974 presidents	15	3.9333	1.100	0.284	0.76	0.452
Pre-1974 CAO	16	3.6250	1.147	0.287		
Administrative Exper. Other Than Comm. Coll.						
Pre-1974 presidents	10	3.6000	1.265	0.400	-0.85	0.407
Pre-1974 CAO	11	4.0909	1.375	0.415		
Public School Administrative Experience						
Pre-1974 presidents	7	2.4286	1.512	0.571	-1.26	0.231
Pre-1974 CAO	8	3.3750	1.408	0.498		
Business-Industry Exper.						
Pre-1974 presidents	7	3.7143	1.380	0.522	0.65	0.530
Pre-1974 CAO	5	3.2000	1.304	0.583		
Community College Administrative Exper.						
Pre-1974 presidents	9	4.0000	1.500	0.500	-0.71	0.488
Pre-1974 CAO	9	4.4444	1.130	0.377		
Division-Department Chair Experience						
Pre-1974 presidents	12	3.3333	1.303	0.376	-0.71	0.486
Pre-1974 CAO	6	3.8333	1.602	0.654		
Associate-Assistant Dean Experience						
Pre-1974 presidents	13	3.5385	1.266	0.351	-0.05	0.960
Pre-1974 CAO	7	3.5714	1.618	0.612		
Experience as Dean						
Pre-1974 presidents	11	3.8182	1.328	0.400	-1.54	0.141
Pre-1974 CAO	8	4.6250	0.744	0.263		
Experience as Vice-President						
Pre-1974 presidents	9	3.0000	1.581	0.527	-0.42	0.682
Pre-1974 CAO	2	3.5000	0.707	0.500		

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Table 4.9.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Noneducation Exper.						
Pre-1974 presidents	10	2.6000	1.430	0.452	-1.00	0.334
Pre-1974 CAO	5	3.4000	1.517	0.678		
Scholarly Activity-Publications						
Pre-1974 presidents	10	2.2000	1.135	0.359	-2.63	0.015*
Pre-1974 CAO	14	3.3571	1.008	0.269		
Offices Held in State-National Organizations						
Pre-1974 presidents	11	2.5455	1.128	0.340	-0.32	0.752
Pre-1974 CAO	13	2.6923	1.109	0.308		
Sources--How You Heard About the Position						
Pre-1974 presidents	5	2.0000	1.000	0.447	-2.93	0.013*
Pre-1974 CAO	9	4.0000	1.323	0.441		
Internal Candidate						
Pre-1974 presidents	10	2.2000	1.398	0.442	-3.77	0.002*
Pre-1974 CAO	9	4.2222	0.833	0.278		
External Candidate						
Pre-1974 presidents	10	2.2000	1.398	0.442	-1.64	0.120
Pre-1974 CAO	8	3.2500	1.282	0.453		
Age						
Pre-1974 presidents	12	2.1667	1.115	0.322	-0.69	0.497
Pre-1974 CAO	16	2.4375	0.964	0.241		
Gender						
Pre-1974 presidents	10	1.7000	1.494	0.473	-0.66	0.518
Pre-1974 CAO	16	2.0625	1.289	0.322		
Race						
Pre-1974 presidents	9	1.0000	0.000	0.000	-1.62	0.119
Pre-1974 CAO	16	1.6250	1.147	0.287		
Married						
Pre-1974 presidents	9	1.5556	1.333	0.444	-1.24	0.226
Pre-1974 CAO	18	2.2222	1.309	0.308		

Table 4.9.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Single						
Pre-1974 presidents	9	1.3333	0.707	0.236	-0.46	0.650
Pre-1974 CAO	10	1.5000	0.850	0.269		
Divorced						
Pre-1974 presidents	10	1.3000	0.483	0.153	-0.26	0.799
Pre-1974 CAO	8	1.3750	0.744	0.263		
Children						
Pre-1974 presidents	9	1.4444	1.014	0.338	-0.76	0.452
Pre-1974 CAO	17	1.8235	1.286	0.312		
Communication Skills						
Pre-1974 presidents	14	4.5714	1.089	0.291	0.05	0.957
Pre-1974 CAO	18	4.5556	0.511	0.121		
Leadership						
Pre-1974 presidents	14	4.8571	0.363	0.097	-0.26	0.796
Pre-1974 CAO	18	4.8889	0.323	0.076		
Maturity						
Pre-1974 presidents	13	4.7692	0.439	0.122	1.07	0.294
Pre-1974 CAO	18	4.5556	0.616	0.145		
Belief in Community College Philosophy						
Pre-1974 presidents	14	4.8571	0.363	0.097	0.84	0.409
Pre-1974 CAO	17	4.7059	0.588	0.143		
Attitude						
Pre-1974 presidents	14	4.9286	0.267	0.071	-0.18	0.860
Pre-1974 CAO	18	4.9444	0.236	0.056		
Ability to Work With Others						
Pre-1974 presidents	13	4.8462	0.376	0.104	-1.75	0.091
Pre-1974 CAO	18	5.0000	0.000	0.000		

*Significant at the .05 level.

Table 4.10.--Pooled variance estimate: post-1974 presidents versus post-1974 chief academic officers (CAO).

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Doctorate						
Post-1974 presidents	25	4.0800	0.702	0.140	0.97	0.336
Post-1974 CAO	33	3.7576	1.542	0.268		
Master's						
Post-1974 presidents	20	4.9500	0.224	0.050	4.53	0.000*
Post-1974 CAO	37	3.5946	1.322	0.217		
Major Discipline Area of Master's/Doctorate						
Post-1974 presidents	23	3.4348	0.992	0.207	1.29	0.203
Post-1974 CAO	40	3.0500	1.218	0.193		
Public School Teaching Experience						
Post-1974 presidents	22	2.0455	1.327	0.283	-0.45	0.657
Post-1974 CAO	30	2.2000	1.157	0.211		
Community College Teaching Experience						
Post-1974 presidents	22	4.1364	1.037	0.221	1.27	0.209
Post-1974 CAO	36	3.7778	1.045	0.174		
Administrative Exper. Other Than Comm. Coll.						
Post-1974 presidents	16	3.5000	1.461	0.365	1.12	0.270
Post-1974 CAO	22	2.9545	1.495	0.319		
Public School Administrative Experience						
Post-1974 presidents	16	3.0625	0.929	0.232	0.68	0.501
Post-1974 CAO	19	2.7895	1.357	0.311		
Business-Industry Exper.						
Post-1974 presidents	12	2.9167	1.084	0.313	1.58	0.127
Post-1974 CAO	16	2.2500	1.125	0.281		
Community College Administrative Exper.						
Post-1974 presidents	18	4.8333	0.383	0.090	1.31	0.198
Post-1974 CAO	27	4.4444	1.219	0.235		

Table 4.10.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Division-Department Chair Experience						
Post-1974 presidents	18	4.2222	0.808	0.191	0.58	0.566
Post-1974 CAO	28	4.0357	1.201	0.227		
Associate-Assistant Dean Experience						
Post-1974 presidents	18	4.3333	0.686	0.162	1.85	0.073
Post-1974 CAO	21	3.6667	1.390	0.303		
Experience as Dean						
Post-1974 presidents	19	4.5263	0.772	0.177	0.64	0.528
Post-1974 CAO	28	4.3214	1.249	0.236		
Experience as Vice-President						
Post-1974 presidents	13	3.4615	1.450	0.402	-0.13	0.899
Post-1974 CAO	13	3.5385	1.613	0.447		
Noneducation Exper.						
Post-1974 presidents	13	2.8462	1.214	0.337	-0.32	0.753
Post-1974 CAO	26	3.0000	1.523	0.299		
Scholarly Activity-Publications						
Post-1974 presidents	20	2.9000	1.119	0.250	0.71	0.478
Post-1974 CAO	36	2.6944	0.980	0.163		
Offices Held in State-National Organizations						
Post-1974 presidents	20	2.7500	1.118	0.250	-0.51	0.614
Post-1974 CAO	32	2.9063	1.058	0.187		
Sources--How You Heard About the Position						
Post-1974 presidents	15	2.6667	0.976	0.252	0.29	0.777
Post-1974 CAO	24	2.5417	1.503	0.307		
Internal Candidate						
Post-1974 presidents	15	3.0667	1.534	0.396	-1.12	0.270
Post-1974 CAO	24	3.5833	1.316	0.269		

Table 4.10.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T- Value	2-Tail Prob.
External Candidate						
Post-1974 presidents	15	2.9333	1.438	0.371	-0.35	0.726
Post-1974 CAO	17	3.1176	1.495	0.363		
Age						
Post-1974 presidents	15	2.2000	1.146	0.296	-0.90	0.373
Post-1974 CAO	32	2.5313	1.191	0.211		
Gender						
Post-1974 presidents	16	1.3750	0.719	0.180	-2.63	0.011*
Post-1974 CAO	36	2.1111	1.008	0.168		
Race						
Post-1974 presidents	16	1.3125	0.793	0.198	-2.16	0.036*
Post-1974 CAO	34	1.9118	0.965	0.166		
Married						
Post-1974 presidents	16	1.3750	0.806	0.202	-2.50	0.016*
Post-1974 CAO	34	2.0882	0.996	0.171		
Single						
Post-1974 presidents	15	1.2667	0.799	0.206	-0.12	0.905
Post-1974 CAO	17	1.2941	0.470	0.114		
Divorced						
Post-1974 presidents	15	1.2000	0.561	0.145	-0.74	0.467
Post-1974 CAO	17	1.3529	0.606	0.147		
Children						
Post-1974 presidents	16	1.4375	1.094	0.273	-1.28	0.206
Post-1974 CAO	29	1.8966	0.175	0.218		
Communication Skills						
Post-1974 presidents	24	4.7917	0.833	0.170	0.57	0.573
Post-1974 CAO	40	4.7000	0.464	0.073		
Leadership						
Post-1974 presidents	22	4.9091	0.294	0.063	1.57	0.122
Post-1974 CAO	39	4.7436	0.442	0.071		
Maturity						
Post-1974 presidents	21	4.9048	0.301	0.066	2.90	0.005*
Post-1974 CAO	40	4.4750	0.640	0.101		

Table 4.10.--Continued.

	No.	Mean	Std. Dev.	Std. Error	T-Value	2-Tail Prob.
Belief in Community College Philosophy						
Post-1974 presidents	22	4.8636	0.351	0.075	1.49	0.142
Post-1974 CAO	41	4.5854	0.836	0.131		
Attitude						
Post-1974 presidents	22	4.8636	0.351	0.075	1.10	0.278
Post-1974 CAO	40	4.7000	0.648	0.103		
Ability to Work With Others						
Post-1974 presidents	22	4.9091	0.294	0.063	0.18	0.861
Post-1974 CAO	38	4.8947	0.311	0.050		

*Significant at the .02 level.

Doctorate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the doctorate between chief academic officers and presidents employed before 1974. The two-tailed probability was .552, which exceeded the .05 level established for statistical significance. See Appendix I, Table 65, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of the doctorate between chief academic officers and presidents employed after 1974. The two-tailed probability was .336, which exceeded the .05 level established for statistical

significance.   See Appendix I, Table 65, for the importance (frequency and percentage) of this factor in the selection process.

Master's.   Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the master's degree between chief academic officers and presidents employed before 1974. The two-tailed probability was .120, which exceeded the .05 level established for statistical significance.   See Appendix I, Table 66, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was a statistically significant difference in the perceptions of the importance of the master's degree between chief academic officers and presidents employed after 1974. The two-tailed probability was .000, which was less than the .05 level established for statistical significance between two groups. See Appendix I, Table 66, for the importance (frequency and percentage) of this factor in the selection process.   Presidents employed after 1974 perceived that it was significantly more important that a chief academic officer have a master's degree than did chief academic officers employed after 1974. None of the presidents listed the master's degree as not important, compared to 24% of the chief academic officers.

Major discipline area of master's or doctorate degree.   Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of the major discipline area of the master's or doctorate degree between chief academic officers and presidents employed before 1974.   The

two-tailed probability was .584, which exceeded the .05 level established for statistical significance. See Appendix I, Table 67, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of the major discipline area of the master's or doctorate degree between chief academic officers and presidents employed after 1974. The two-tailed probability was .203, which exceeded the .05 level established for statistical significance. See Appendix I, Table 67, for the importance (frequency and percentage) of this factor in the selection process.

Public school teaching experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of public school teaching experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .119, which exceeded the .05 level established for statistical significance. See Appendix I, Table 68, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of public school teaching experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .657, which exceeded the .05 level

established for statistical significance. See Appendix I, Table 68, for the importance (frequency and percentage) of this factor in the selection process.

Community college teaching experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of community college teaching experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .452, which exceeded the .05 level established for statistical significance. See Appendix I, Table 69, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of community college teaching experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .209, which exceeded the .05 level established for statistical significance. See Appendix I, Table 69, for the importance (frequency and percentage) of this factor in the selection process.

Administrative experience other than community college. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of administrative experience other than community college between chief academic officers and presidents employed before 1974. The two-tailed probability was .407, which exceeded the .05 level established for statistical significance. See Appendix I, Table 70, for the

importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of administrative experience other than community college between chief academic officers and presidents employed after 1974. The two-tailed probability was .270, which exceeded the .05 level established for statistical significance. See Appendix I, Table 70, for the importance (frequency and percentage) of this factor in the selection process.

Public school administrative experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of public school administrative experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .231, which exceeded the .05 level established for statistical significance. See Appendix I, Table 71, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of public school administrative experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .501, which exceeded the .05 level established for statistical significance. See Appendix I, Table 71,

for the importance (frequency and percentage) of this factor in the selection process.

Business/industry experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of business/industry experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .530, which exceeded the .05 level established for statistical significance. See Appendix I, Table 72, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of business/industry experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .127, which exceeded the .05 level established for statistical significance. See Appendix I, Table 72, for the importance (frequency and percentage) of this factor in the selection process.

Community college administrative experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of community college administrative experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .488, which exceeded the .05 level established for statistical significance. See Appendix I, Table 73, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of community college administrative experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .198, which exceeded the .05 level established for statistical significance. See Appendix I, Table 73, for the importance (frequency and percentage) of this factor in the selection process.

Division/department chair experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of division/department chair experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .486, which exceeded the .05 level established for statistical significance. See Appendix I, Table 74, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of division/department chair experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .566, which exceeded the .05 level established for statistical significance. See Appendix I, Table 74, for the importance (frequency and percentage) of this factor in the selection process.

Associate/assistant dean experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of associate/assistant dean experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .960, which exceeded the .05 level established for statistical significance. See Appendix I, Table 75, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of associate/assistant dean experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .073, which exceeded the .05 level established for statistical significance. See Appendix I, Table 75, for the importance (frequency and percentage) of this factor in the selection process.

Dean experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of dean experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .141, which exceeded the .05 level established for statistical significance. See Appendix I, Table 76, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of dean experience between chief academic officers and

presidents employed after 1974. The two-tailed probability was .528, which exceeded the .05 level established for statistical significance. See Appendix I, Table 76, for the importance (frequency and percentage) of this factor in the selection process.

Vice-president experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of vice-president experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .682, which exceeded the .05 level established for statistical significance. See Appendix I, Table 77, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of vice-president experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .899, which exceeded the .05 level established for statistical significance. See Appendix I, Table 77, for the importance (frequency and percentage) of this factor in the selection process.

Noneducation experience. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of noneducation experience between chief academic officers and presidents employed before 1974. The two-tailed probability was .334, which exceeded the .05 level established for

statistical significance. See Appendix I, Table 78, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of noneducation experience between chief academic officers and presidents employed after 1974. The two-tailed probability was .336, which exceeded the .05 level established for statistical significance. See Appendix I, Table 78, for the importance (frequency and percentage) of this factor in the selection process.

Scholarly activity--publications. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of scholarly activity--publications between chief academic officers and presidents employed before 1974. The two-tailed probability was .015, which was less than the .05 level established for statistical significance between two groups. Chief academic officers (31.6%) perceived scholarly activity--publications as important before 1974, whereas only 12.5% of the presidents in that time period indicated it was important and 50% listed it as not important. (See Appendix I, Table 79.)

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of scholarly activity--publications between chief academic officers and presidents employed after 1974. The two-tailed probability was .478, which exceeded the .05 level

established for statistical significance. See Appendix I, Table 79, for the importance (frequency and percentage) of this factor in the selection process.

Offices held in state/national organization. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of offices held in state/ national organizations between chief academic officers and presidents employed before 1974. The two-tailed probability was .752, which exceeded the .05 level established for statistical significance. See Appendix I, Table 80, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of offices held in state/national organizations between chief academic officers and presidents employed after 1974. The two-tailed probability was .614, which exceeded the .05 level established for statistical significance. See Appendix I, Table 80, for the importance (frequency and percentage) of this factor in the selection process.

Sources--how the candidate heard about the position. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of sources--how the candidate heard about the position--between chief academic officers and presidents employed before 1974. The two-tailed probability was .013, which was less than the .05 level established

for statistical significance between two groups. See Appendix I, Table 81, for the importance (frequency and percentage) of this factor in the selection process. The chief academic officers (36.9%) employed before 1974 perceived how the candidate learned of the position opening as important, whereas none of the presidents indicated this factor was important in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of sources--how the candidate heard about the position-- between chief academic officers and presidents employed after 1974. The two-tailed probability was .777, which exceeded the .05 level established for statistical significance. See Appendix I, Table 81, for the importance (frequency and percentage) of this factor in the selection process.

Internal candidate. Using the t-test, it was found that there was a statistically significant difference in the perceptions of the importance of internal candidate between chief academic officers and presidents employed before 1974. The two-tailed probability was .002 which was less than the .05 level established for statistical significance between two groups. Fifty percent of the presidents employed before 1974 listed whether the candidate was internal as not important (12.6% listed it as important), compared to 10.5% of the chief academic officers listing it as not important (36.9% listed it as important). (See Appendix I, Table 82.)

With the t-test it was also found that there was no statistically significant difference in the perceptions of the

importance of internal candidate between chief academic officers and presidents employed after 1974. The two-tailed probability was .270, which exceeded the .05 level established for statistical significance. See Appendix I, Table 82, for the importance (frequency and percentage) of this factor in the selection process.

External candidate. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of external candidate between chief academic officers and presidents employed before 1974. The two-tailed probability was .120, which exceeded the .05 level established for statistical significance. See Appendix I, Table 83, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of external candidate between chief academic officers and presidents employed after 1974. The two-tailed probability was .726, which exceeded the .05 level established for statistical significance. See Appendix I, Table 83, for the importance (frequency and percentage) of this factor in the selection process.

Age. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of age between chief academic officers and presidents employed before 1974. The two-tailed probability was .497, which exceeded the .05 level established for statistical significance.

See Appendix I, Table 84, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of age between chief academic officers and presidents employed after 1974. The two-tailed probability was .373, which exceeded the .05 level established for statistical significance. See Appendix I, Table 84, for the importance (frequency and percentage) of this factor in the selection process.

Gender. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of gender between chief academic officers and presidents employed before 1974. The two-tailed probability was .518, which exceeded the .05 level established for statistical significance. See Appendix I, Table 85, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was a statistically significant difference in the perceptions of the importance of gender between chief academic officers and presidents employed after 1974. The two-tailed probability was .011, which was less than the .05 level established for statistical significance between two groups. Presidents employed after 1974 did not list gender as important, whereas 7.1% of the chief academic officers did indicate it was important in the selection process. It might be noted that 36% of the presidents listed this factor as Does Not Apply/No Response in the selection process. (See Appendix I, Table 85.)

Race. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of race between chief academic officers and presidents employed before 1974. The two-tailed probability was .119, which exceeded the .05 level established for statistical significance. See Appendix I, Table 86, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of race between chief academic officers and presidents employed after 1974. The two-tailed probability was .036, which was less than the .05 level established for statistical significance between two groups. Ninety-two percent of the presidents in the post-1974 time period indicated that this factor was not important or Does Not Apply in the selection process. (See Appendix I, Table 86.)

Married. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being married between chief academic officers and presidents employed before 1974. The two-tailed probability was .226, which exceeded the .05 level established for statistical significance. See Appendix I, Table 87, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was a statistically significant difference in the perceptions of the

importance of being married between chief academic officers and presidents employed after 1974. The two-tailed probability was .016, which was less than the .05 level established for statistical significance between two groups. Ninety-two percent of the presidents in the post-1974 time period indicated that this factor was not important or Does Not Apply/No Response in the selection process. (See Appendix I, Table 87.)

Single. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being single between chief academic officers and presidents employed before 1974. The two-tailed probability was .650, which exceeded the .05 level established for statistical significance. See Appendix I, Table 88, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of being single between chief academic officers and presidents employed after 1974. The two-tailed probability was .905, which exceeded the .05 level established for statistical significance. See Appendix I, Table 88, for the importance (frequency and percentage) of this factor in the selection process.

Divorced. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of being divorced between chief academic officers and presidents employed before 1974. The two-tailed probability was .799, which exceeded the .05 level established for statistical

significance. See Appendix I, Table 89, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of being divorced between chief academic officers and presidents employed after 1974. The two-tailed probability was .336, which exceeded the .05 level established for statistical significance. See Appendix I, Table 89, for the importance (frequency and percentage) of this factor in the selection process.

Children. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of having children between chief academic officers and presidents employed before 1974. The two-tailed probability was .452, which exceeded the .05 level established for statistical significance. See Appendix I, Table 90, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of having children between chief academic officers and presidents employed after 1974. The two-tailed probability was .206, which exceeded the .05 level established for statistical significance. See Appendix I, Table 90, for the importance (frequency and percentage) of this factor in the selection process.

Communication skills. Using the t-test, it was found that there was no statistically significant difference in the perceptions

of the importance of communication skills between chief academic officers and presidents employed before 1974. The two-tailed probability was .957, which exceeded the .05 level established for statistical significance. See Appendix I, Table 91, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of communication skills between chief academic officers and presidents employed after 1974. The two-tailed probability was .573, which exceeded the .05 level established for statistical significance. See Appendix I, Table 91, for the importance (frequency and percentage) of this factor in the selection process.

Leadership. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of leadership between chief academic officers and presidents employed before 1974. The two-tailed probability was .796, which exceeded the .05 level established for statistical significance. See Appendix I, Table 92, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of leadership between chief academic officers and presidents employed after 1974. The two-tailed probability was .122, which exceeded the .05 level established for statistical

significance. See Appendix I, Table 92, for the importance (frequency and percentage) of this factor in the selection process.

Maturity. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of maturity between chief academic officers and presidents employed before 1974. The two-tailed probability was .294, which exceeded the .05 level established for statistical significance. See Appendix I, Table 93, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was a statistically significant difference in the perceptions of the importance of maturity between chief academic officers and presidents employed after 1974. The two-tailed probability was .005, which was less than the .05 level established for statistical significance between two groups. See Appendix I, Table 93, for the importance (frequency and percentage) of this factor in the selection process.

Belief in community college philosophy. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of belief in the community college philosophy between chief academic officers and presidents employed before 1974. The two-tailed probability was .409, which exceeded the .05 level established for statistical significance. See Appendix I, Table 94, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of belief in the community college philosophy between chief academic officers and presidents employed after 1974. The two-tailed probability was .142, which exceeded the .05 level established for statistical significance. See Appendix I, Table 94, for the importance (frequency and percentage) of this factor in the selection process.

Attitude. Using the t-test, it was found that there was no statistically significant difference in the perceptions of the importance of attitude between chief academic officers and presidents employed before 1974. The two-tailed probability was .860, which exceeded the .05 level established for statistical significance. See Appendix I, Table 95, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of attitude between chief academic officers and presidents employed after 1974. The two-tailed probability was .278, which exceeded the .05 level established for statistical significance. See Appendix I, Table 95, for the importance (frequency and percentage) of this factor in the selection process.

Ability to work with others. Using the t-test, it was found that there was no statistically significant difference in the

perceptions of the importance of ability to work with others between chief academic officers and presidents employed before 1974. The two-tailed probability was .091, which exceeded the .05 level established for statistical significance. See Appendix I, Table 96, for the importance (frequency and percentage) of this factor in the selection process.

With the t-test it was also found that there was no statistically significant difference in the perceptions of the importance of ability to work with others between chief academic officers and presidents employed after 1974. The two-tailed probability was .861, which exceeded the .05 level established for statistical significance. See Appendix I, Table 96, for the importance (frequency and percentage) of this factor in the selection process.

Summary of findings concerning the importance of factors in the selection process as perceived by chief academic officers and presidents employed before 1974 at public community colleges. Those factors that 50% or more of the 23 chief academic officers and the 23 public community college presidents who responded to the questionnaire and were employed before 1974 perceived as important in the selection process were:

Chief Academic Officers		Presidents	
Communication skills	94.7%	Leadership	87.5%
Leadership	94.7%	Belief in community	
Attitude	94.7%	college philosophy	87.5%
Ability to work with		Attitude	87.5%
others	94.7%	Ability to work with	
Maturity	89.5%	others	81.3%
Belief in community		Maturity	81.3%
college philosophy	84.2%	Communication skills	81.3%
		Master's degree	75.0%
		Community college teach-	
		ing experience	68.8%
		Assistant/associate	
		dean experience	56.3%
		Dean experience	50.0%
		Doctorate	50.0%

In identifying these key factors in the selection process, the first six factors were the same in both groups but not in identical order. It should be noted that out of the 32 factors, 50% of the chief academic officers could only identify/agree on six factors they thought were very important in the selection process. Twenty-nine of 32 factors were identified as showing no statistically significant differences between the perceptions of importance by chief academic officers and community college presidents employed before 1974. The three factors that were identified as being statistically different were:

1. Scholarly activity--publications--31.6% of the chief academic officers who were employed before 1974 thought scholarly activity was important and 42.1% thought it was not important, compared to 12.5% of the community college presidents listing it as important and 50% stating it was unimportant. Chief academic officers believing this factor was important may have placed more of

an emphasis on it than presidents when selecting a candidate for the position.

2. Source--how the candidate learned of the position vacancy-- 36.9% of the chief academic officers thought how an individual learned of an open position was important, compared to none of the community college presidents. Presidents employed before 1974 thought it was of no consequence, and yet 36.9% of those candidates for chief academic officer thought it was important in being selected how one heard about the job. Sources were listed on the questionnaire as publication, nomination, word of mouth, contact from the institution, internal posting, external posting, external candidate who knew someone at the institution, and encouraged to apply for the position by someone from the institution.

3. Internal candidate--36.9% of the chief academic officers thought this was an important factor, with 10.5% of them listing it as unimportant; conversely, 12.6% of the presidents listed it as important, with 50% stating it was not important in the selection process. Pre-1974 candidates for the position of chief academic officer thought that being an internal candidate was important in their selection as chief academic officers.

These three factors in a selection process would not have been viewed in the same way by the candidate and the president doing the hiring, and thus the decision may have been influenced without the candidate's realizing it.

Three of the 32 factors showed a statistically significant difference, but the preponderance of the factors did not. Thus, the

decision concerning the acceptability of the hypothesis was not affected. The hypothesis tested and the decision concerning its acceptability based on the results of the analyses of data gathered in this study were:

> Hypothesis 3: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed pre-1974 and by chief academic officers employed pre-1974.

Decision: Do not reject the null hypothesis. As a result of not rejecting the null hypothesis (there is no statistically significant difference in the factors), the research hypothesis (there is a statistically significant difference in the factors) was rejected.

Summary of findings concerning the importance of factors in the selection process as perceived by chief academic officers and presidents employed after 1974 at public community colleges. Those factors that 50% or more of the 42 chief academic officers and the 33 public community college presidents who responded to the questionnaire and who were employed after 1974 perceived as important in the selection process were:

Chief Academic Officers		Presidents	
Communication skills	95.2%	Communication skills	92.0%
Leadership	95.2%	Belief in community	
Ability to work with		college philosophy	88.6%
others	90.5%	Leadership	88.0%
Maturity	88.1%	Attitude	88.0%
Belief in community		Ability to work with	
college philosophy	88.1%	others	88.0%
Attitude	78.6%	Community college admin-	
Community college teach-		istrative experience	88.0%
ing experience	59.5%	Maturity	84.0%
Dean experience	57.1%	Doctorate	80.0%
Doctorate	54.8%	Master's degree	80.0%

Chief Academic Officers		Presidents	
Department/division chair experience	54.8%	Dean experience	72.0%
Community college administrative experience	52.4%	Community college teaching experience	64.0%
		Assistant/associate dean experience	64.0%
		Division/department chair experience	56.0%

Twenty-seven of 32 factors were identified as showing no statistically significant differences between the perceptions of importance in the selection process by chief academic officers and public community college presidents employed after 1974. The five factors showing statistically significant differences were:

1. Having a master's degree--80% of the presidents responding to the questionnaire thought a master's degree was important and none listed it as not important, compared with 45.2% of the chief academic officers listing it as important and 42.9% stating it was not important.

2. Gender--none of the presidents listed gender as important in the selection process and 64% stated it was not important, compared to 7.1% of the chief academic officers listing it as important and 78.6% listing it as not important.

3. Being married--4.8% of the chief academic officers and 4% of the presidents stated being married was an important factor, compared to 60% of the presidents and 76.2% of the chief academic officers stating it was not important.

4. Race--92% of the presidents listed race as being not important or Does Not Apply in the selection process, compared to 88.1%

of the chief academic officers. Only 4.8% of the chief academic officers and 4% of the presidents perceived it as important.

5. Maturity--88.1% of the chief academic officers listed maturity as important and 7.1% said it was not important; conversely, 88% of the presidents listed it as important and none said it was not important.

When dealing with these factors, the percentages show the candidate for the chief academic officer and the president doing the hiring for the position would have viewed these factors differently. Only the factor of having a master's degree was perceived to be an important factor in the selection process.

Five of the 32 factors showed a statistically significant difference, but the preponderance of the factors did not. Thus, the decision concerning the acceptability of the hypothesis was not affected. The hypothesis tested and the decision concerning its acceptability based on the results of the analyses of data gathered in this study were:

> Hypothesis 4: There will be no statistically significant difference (p < .05) in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed post-1974 and by chief academic officers employed post-1974.

Decision: Do not reject the null hypothesis. As a result of not rejecting the null hypothesis (there is no statistically significant difference in the factors), the research hypothesis (there is a statistically significant difference in the factors) was rejected.

Career Paths of Chief Academic Officers

This section of the questionnaire was designed to examine the career paths that chief academic officers employed before 1974 and those employed after 1974 followed to arrive at the position of chief academic officer in a Michigan public community college. Seven career models were listed on the questionnaire, and each individual was asked to indicate which model most accurately reflected his or her career experiences. If none of the models was applicable, the individual was directed to list his or her career positions in the space provided.

As seen in Table 4.11, the models were developed to reflect diverse career patterns and were patterned after those in Arman's (1986) study. It was necessary to use models because of the number of positions that go by several different titles at the different colleges. Thus, if all the respondents had listed their career positions, it would have been difficult to categorize them.

In the group of chief academic officers employed before 1974, 19 individuals responded to the questionnaire by circling models and 2 listed variations under the comments section. In the group employed after 1974, 42 responded to the questionnaire by circling models.

Summary of findings concerning the career paths of chief academic officers. The purpose of this section was to examine and clarify the career paths most commonly taken by chief academic officers employed after 1974 at Michigan public community colleges so as to be able to disseminate this information to graduate

Table 4.11.--Career path models (N = 63).

Career Model	Pre-1974 Respondents		Post-1974 Respondents	
	N	%	N	%
Model A Dean or Vice-President Department or Division Chair Full-Time Faculty	3	14.3	20	47.6
Model B Dean or Vice-President Mid-Level Administrative Position Entry-Level Administrative Position	2	9.5	7	16.7
Model C Dean or Vice-President Full-Time Work Outside of Education	1	4.8	1	2.4
Model D Dean or Vice-President Full-Time Faculty in Community College Full-Time Faculty in K-12 Setting	4	19.0	6	14.3
Model E Dean or Vice-President Full-Time Faculty in Community College	4	19.0	2	4.8
Model F Dean or Vice-President Faculty in Community College Full-Time Work Outside of Education	1	4.8	2	4.8
Model G Dean in College or Vice-President Faculty and/or Superintendent in K-12 Setting Faculty or Administrative Positions in K-12 Setting	4	19.0	4	9.5
Comments	2	9.5		
Total	21	99.9[a]	42	100.1[a]

[a]Totals do not equal 100% due to rounding.

programs and individuals who may have the chief academic officer position as a career goal. A secondary focus was to compare the career paths of chief academic officers employed before 1974 to those employed after 1974, thus determining whether a trend was visible that could be projected to the next decade.

The data reported in this section indicated that of those chief academic officers employed before 1974, 71.3% started their careers as teachers/faculty--33.3% as faculty in a college and 38% as teachers in a K-12 setting. These numbers changed in the post-1974 group, with 52.3% of the chief academic officers starting as college faculty and 23.8% as teachers in a K-12 setting, bringing to 76.1% the total percentage of chief academic officers starting as faculty or teachers.

The trend seems to be away from teaching in a K-12 setting (38% pre-1974 to 23.8% post-1974) to that of starting as a faculty member in a college (33.3% pre-1974 to 52.3% post-1974). Another definite change was in the percentage of individuals starting at an entry-level administrative position: In the pre-1974 group, 9.5% started their careers at an entry-level position, whereas in the post-1974 group this figure was up to 16.7%. Also, according to the respondents, it has been taking more career positions to reach academic officer after 1974 than it did before 1974. In the pre-1974 group, 19% of the respondents went from faculty to dean or vice-president, compared to 4.8% of those employed after 1974. In contrast, in the pre-1974 group, 14.3% were faculty, department or

division chair, and then dean or vice-president; in the after-1974 group, 47.6% took this path.

Given that the data were nominal and that there were small cell sizes in the statistical data, there was not a statistical test that could be used.

> The chi-square test requires that the expected frequencies $(E_{ij}$'s) in each cell should not be too small. When this requirement is violated, the results of the test are meaningless. Cochran recommends that for chi-square tests with df larger than 1 (that is, when either k or r is larger than 2), fewer than 20 percent of the cells should have an expected frequency of less than 5, and no cell should have an expected frequency of less than 1. (p. 178).

Therefore, the data for this section were reported in frequencies and percentages. The hypothesis tested and the decision concerning its acceptability based on the results of the analyses of data gathered in the study were:

> Hypothesis 5: There will be no difference in the career paths of the chief academic officers selected pre-1974 and post-1974, as reported by the chief academic officers.

Decision: Hypothesis 5 cannot be rejected or not rejected due to lack of statistical tests. A majority (50% or more) was not accounted for in any of the models.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR PRACTICE

Summary

The purpose of this study was to identify and analyze selected factors related to the career paths and selection processes of chief academic officers in Michigan public community colleges. The factors were analyzed for their perceived importance/unimportance in the selection process and compared over two time periods--1960 to 1974 and 1975 to the present--to determine if they had changed. The career paths of chief academic officers were examined to determine if there were changes in the two time periods or if identifiable trends seemed to be developing.

Questionnaires were developed and sent to all individuals (92 chief academic officers/82 presidents) who have been (since 1960) or are now a president or chief academic officer at one of the 29 Michigan public community colleges. The return rate of completed questionnaires ranged from 54.8% to 82.5% for the four groups surveyed.

The 32 factors relating to the selection process that were used on the questionnaires were selected from position vacancy notices in the _Chronicle of Higher Education_ and from human resource office notices throughout the United States. The career-path models for

chief academic officers were developed from models used by Arman (1986). These models were designed to correspond to several perceptions of what career paths chief academic officers were most likely to follow.

The following hypotheses were accepted.

1. There was no statistically significant difference in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by chief academic officers.

2. There was no statistically significant difference in the factors that influenced the selection of chief academic officers pre-1974 compared to post-1974, as perceived by college presidents.

3. There was no statistically significant difference in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed pre-1974 and by chief academic officers employed pre-1974.

4. There was no statistically significant difference in the factors that influenced the selection of chief academic officers as perceived by community college presidents employed post-1974 and by chief academic officers employed post-1974.

5. There was no difference in the career paths of the chief academic officers selected pre-1974 and post-1974, as reported by the chief academic officers.

<div align="center">Conclusions</div>

Importance/Unimportance of Factors
in the Selection Process

1. Those factors deemed important by the majority of the chief academic officers employed before 1974 are still deemed important by those employed after 1974.

Pre-1974		Post-1974	
Communication skills	94.7%	Communication skills	95.2%
Leadership	94.7%	Leadership	95.2%
Attitude	94.7%	Ability	90.5%
Ability	94.7%	Maturity	88.1%
Maturity	89.5%	Belief in community	
Belief in community		college philosophy	88.1%
college philosophy	84.2%	Attitude	78.6%
		Community college teaching experience	59.5%
		Dean experience	57.1%
		Doctorate	54.8%
		Department/division chair experience	54.8%
		Community college administrative experience	52.4%

2. More than 50% of the chief academic officers employed before and employed after 1974 listed having children; being divorced, single, or married; race; gender; age; and whether one had public school teaching experience as not at all important in the selection process.

3. The factors 50% or more of the presidents employed before 1974 and those employed after 1974 perceived as important remained essentially the same.

Pre-1974		Post-1974	
Leadership	87.5%	Communication skills	92.0%
Belief in community		Belief in community	
college philosophy	87.5%	college philosophy	88.6%
Attitude	87.5%	Leadership	88.0%
Ability to work with		Attitude	88.0%
others	81.3%	Ability to work with	
Maturity	81.3%	others	88.0%
Communication skills	81.3%	Community college admin-	
Master's degree	75.0%	istrative experience	88.0%
Community college teach-		Maturity	84.0%
ing experience	68.8%	Doctorate	80.0%
Assistant/associate		Master's degree	80.0%
dean experience	63.0%	Dean experience	72.0%

Pre-1974		Post-1974	
Dean experience	50.0%	Community college teaching experience	64.0%
Doctorate	50.0%	Assistant/associate dean experience	64.0%
		Division/department chair experience	56.0%

4. The presidents employed before 1974 and after 1974 perceived the following as the least important factors in the selection process: public school teaching experience, scholarly activity--publications, offices held in state/national organizations, age, gender, race, married, single, divorced, and having children as the least important factors.

5. The six factors that 50% or more of the 23 chief academic officers and the 23 community college presidents employed before 1974 indicated as important were the same:

Chief Academic Officers		Presidents	
Communication skills	94.7%	Leadership	87.5%
Leadership	94.7%	Belief in community college philosophy	87.5%
Attitude	94.7%	Attitude	87.5%
Ability to work with others	94.7%	Ability to work with others	81.3%
Maturity	89.5%	Maturity	81.3%
Belief in community college philosophy	84.2%	Communication skills	81.3%
		Master's degree	75.0%
		Community college teaching experience	68.8%
		Assistant/associate dean experience	56.3%
		Dean experience	50.0%
		Doctorate	50.0%

The presidents also indicated that a master's or doctorate degree, community college teaching experience, experience as an assistant/associate dean, and experience as a dean were important.

The least important factors as perceived by these administrators were age, gender, race, married, divorced, having children, and being single.

6. The factors chief academic officers employed after 1974 perceived as important and the factors presidents employed after 1974 perceived as important have been consistent.

Chief Academic Officers		Presidents	
Communication skills	95.2%	Communication skills	92.0%
Leadership	95.2%	Belief in community	
Ability to work with		college philosophy	88.6%
others	90.5%	Leadership	88.0%
Maturity	88.1%	Attitude	88.0%
Belief in community		Ability to work with	
college philosophy	88.1%	others	88.0%
Attitude	78.6%	Community college admin-	
Community college teach-		istrative experience	88.0%
ing experience	59.5%	Maturity	84.0%
Dean experience	57.1%	Doctorate	80.0%
Doctorate	54.8%	Master's degree	80.0%
Department/division		Dean experience	72.0%
chair experience	54.8%	Community college teach-	
Community college admin-		ing experience	64.0%
istrative experience	52.4%	Assistant/associate dean	
		experience	64.0%
		Division/department	
		chair experience	56.0%

The presidents also included assistant/associate dean experience and having a master's degree. Chief academic officers and presidents employed after 1974 at Michigan public community colleges seemed to agree that additional experience as an administrator is important in the selection process, as is having a doctorate. The least important factors were listed as age, gender, race, married, divorced, having children, and being single.

Comparison of Selection Factors Between
Pre-1974 and Post-1974 Groups

There was minimal support in the study to indicate changes in the perceptions of the importance of the 32 factors in the selection process before 1974 and after 1974. Although three to five factors in each section showed a statistically significant difference, the preponderance of the factors did not. One of 20 factors could show a statistically significant difference by chance alone. Therefore, the study did not provide conclusive evidence that factors have changed in the selection process.

1. In comparing the pre-1974 and post-1974 groups of chief academic officers, 29 of 32 factors showed no statistically significant differences between groups in the factors perceived as important. The factor of "source" or how the individual heard of the position vacancy, administrative experience other than community college, and scholarly activity--publications changed from being important before 1974 to being significantly less important after 1974.

2. It was found, in comparing the perceptions of the importance of selection factors by presidents in the pre-1974 and post-1974 groups, that four factors showed statistically significant differences between the two groups. Having a doctorate, community college administrative experience, division/department chair experience, and associate/assistant dean experience were considered to be statistically more important by the presidents employed after 1974 than by those employed before 1974.

3. In the third grouping, the comparisons were made between presidents and chief academic officers employed before 1974. Twenty-nine of the 32 factors showed no statistically significant differences in their perceived importance in the selection process. The factors of scholarly activity--publications, sources, and whether they were internal candidates were the three factors perceived as not important in the selection of a chief academic officer by the presidents in the pre-1974 group but were considered important by those seeking a position as chief academic officer in that time period.

4. The fourth comparison was made between chief academic officers and presidents employed after 1974. Five factors--the master's degree, gender, race, being married, and maturity--showed a statistically significant difference in perceived importance in the selection process between the two groups.

Comparison of Career Paths of
Chief Academic Officers
Pre-1974 to Post-1974

The career paths were analyzed by frequency and percentage since there were not enough responses for each model to use a statistical test. Based on the evidence (none of the models had a majority), career paths have not changed significantly pre-1974 to post-1974.

1. The majority of chief academic officers employed before 1974 selected three models as the career paths most closely representing their own: Model D--19% (full-time faculty in K-12

setting, full-time faculty in community college, dean or vice-president), Model E --19% (full-time faculty in community college, dean or vice-president), and Model G--19% (faculty or administrative positions in K-12 setting, faculty and/or superintendent in K-12 setting, dean in college or vice-president).

2. In the post-1974 group, Model A (full-time faculty, department/division chair, dean/vice-president) showed the greatest increase in respondents choosing it as comparable to their career ladder and also had the greatest frequency (47.6%) in the post-1974 group.

Implications for Practice

1. The data from this study will be useful in planning training programs sponsored by community colleges and related associations to assist individuals in acquiring the knowledge and skills needed for high-level administrative positions.

2. An understanding of the career ladder most often used by chief academic officers will be helpful to graduate students who are interested in becoming chief academic officers and to middle-management personnel in community colleges who have goals of becoming chief academic officers.

3. Faculty members of community colleges and members of selection committees need to know what qualifications are being used to hire individuals who will be providing the leadership and direction for the academic areas of their colleges.

4. College and university graduate programs will be able to apply the results to ongoing and future graduate curricula.

5. Individuals aspiring to be chief academic officers need to have an understanding of the current recruitment/selection process so as to make themselves as marketable as possible.

6. Institutions need an understanding of the factors important in the selection process as they compete with other institutions for the best candidates to fill positions.

Implications for Further Research

The results of this study indicated that further research in this area is needed. Although little change was found in the selection-process factors of chief academic officers during the past 25 years, the following comments show a definite variation in the feelings of presidents and chief academic officers on the selection process:

> A well-regarded internal candidate generally is most successful in the position. Because of political and disciplinary groups, it takes a super external candidate to fit in. The ability to deal with teacher unions and collective bargaining is of utmost importance in looking at a candidate's qualifications.

> Being on the scene obviously helped because I was known and the president and others wanted me. The decision for an internal candidate was not a political one as it is sometimes, here and elsewhere. It was an accident that the timing and experience were matched to both our needs.

> Knowledge of the real world of work experience.

> The person selected had industrial experience, plus community college teaching and administrative experience.

> Educational institutions have unsuitable selection practices. Instead of actually preparing selected employees for advancement, colleges stew over favoritism. Result often is

insufficiently trained appointees and inexcusable delays in making choices, and the activities of the position languish.

The rating for external candidate does not mean it is not a consideration--it simply means external is not a favorable consideration.

What people thought was probably not what was really real.

Accomplishments rather than credentials were the keys to success.

In my opinion there are only career educators--career administrators are an abomination to the profession.

If you are attempting to learn how the old boy network works, I wish you luck. If you think this is a powerful force, wait until you try to become president. The inner circle of presidents is the most powerful of all.

Most important in my administrative experience was "my background in business and industry."

All of these positions were obtained because of (a) reputation, (b) politics, and (c) persistence.

Maturity and attitude were weak, so I got him "promoted" to chief community college administrator in another state.

It is hard for me to imagine considering anyone for chief academic officer with anything less than a doctorate.

Due to the wide variation from the listed importance/ unimportance of the selection factors and the open-ended responses of the presidents and chief academic officers, it is suggested that a study be conducted, based on interviews involving presidents and chief academic officers who are now holding or have held their positions since 1980.

APPENDICES

APPENDIX A

POSITION VACANCY DESCRIPTION SUMMARIES

SCHOOL			REGION:	EAST _____
			SOUTH _____	
TOTAL COLLEGES - 3		_1963_	MIDWEST _____	
			SOUTHWEST _____	
city	state	date	WEST _____	

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other ③

FUNCTION OF POSITION	.Is it the highest academic officer, assistant, etc.

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000 ①	5 000 - 10 000	10.000-15.000	15.000 +

Community College Experience Required	YES	NO	Commitment

College Teaching Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	other	If area is preferred - give area. Note if community college teaching required

DEGREE	Bachelor's	Master's ②	Doctorate ①	Education, Economics GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	10+	If an area in Administration is preferred give area Note if Comm. College Admin. is required /

College Work Experience other than Administration	Give area that is preferred and years required. Some experience in Counseling

Work experience other than college	Give area that is preferred and years required Experience necessary in administration + personnel work

Does it state that women and minorities are urged to apply	① YES	NO	Single women 35-45

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
OTHER			leadership			
OTHER						

SCHOOL				REGION:	EAST _____		
					SOUTH _____		
TOTAL COLLEGES - 3					MIDWEST _____		
			_1964_		SOUTHWEST _____		
city	state	date			WEST _____		

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other ③
FUNCTION OF POSITION	. Is it the highest academic officer, assistant, etc.						

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000	5 000 - 10 000	10.000-15.000	15.000 +

Community College Experience Required	YES	NO	Commitment

College Teaching Required (years)	1 - 3	3 - 5	5 - 7	7 - 10 ①	other	If area is preferred - give area. Note if community college teaching required

DEGREE	Bachelor's	Master's ③	Doctorate	Academic areas, Accounting GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	10+	If an area in Administration is preferred give area Note if Comm. College Admin. is required

College Work Experience other than Administration	Give area that is preferred and years required. Experience in technical fields necessary

Work experience other than college	Give area that is preferred and years required

Does it state that women and minorities are urged to apply	YES	NO	

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
OTHER			leadership			
OTHER						

SCHOOL				REGION:	EAST _____

TOTAL COLLEGES - 5

REGION: EAST _____
SOUTH _____
MIDWEST _____
SOUTHWEST _____
WEST _____

date: **1965**

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics ①	Dean Stu Ser. ①	Dean Occ Ed	Dean Gen Ed	Other ③

FUNCTION OF POSITION	Is it the highest academic officer, assistant, etc. *Programs will include vocational & technical As well As academic work*

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000	5 000 - 10 000	10.000-15.000	15.000 +

Community College Experience Required	YES	NO	*Commitment*

College Teaching Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	other — If area is preferred - give area. Note if community college teaching *required*

DEGREE	Bachelor's	Master's ②	Doctorate ②	*Teaching fields* GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5	5 - 7 ①	7 - 10	10+	*Educational Admin.* If an area in Administration is preferred give area Note if Comm. College Admin. is required *2*

College Work Experience other than Administration	Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required

Does it state that women and minorities are urged to apply	YES	NO	

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
OTHER		*Innovative*	*leadership*			
OTHER						

SCHOOL				REGION:	EAST	
					SOUTH	
TOTAL COLLEGES-5			1966		MIDWEST	
					SOUTHWEST	
city	state	date			WEST	

	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other
POSITION			①				③

FUNCTION OF POSITION	. Is it the highest academic officer, assistant, etc. Responsible for all phases of instruction, develop Curriculum

	0 - 1 000	1 000 - 5 000	5 000 - 10 000	10.000-15.000	15.000 +
SIZE OF COLLEGE (enrollment)		③			

	YES	NO	Commitment
Community College Experience Required	③		

	1 - 3	3 - 5	5 - 7	7 - 10	other	
College Teaching Required (years)			①			If area is preferred - give area. Note if community college teaching required 2-yes

	Bachelor's	Master's	Doctorate	
DEGREE		①	②	GIVE AREA PREFERRED

	1 - 3	3 - 5	5 - 7	7 - 10	10+	
College Administration Experience Required (years)						If an area in Administration is preferred give area Note if Comm. College Admin. is required 2- yes

College Work Experience other than Administration	Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required

	YES	NO	
Does it state that women and minorities are urged to apply			

	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
SKILLS SPECIFIED						
OTHER			leadership			
OTHER						

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				REGION:	EAST	
					SOUTH	
					MIDWEST	
					SOUTHWEST	
SCHOOL					WEST	

TOTAL COLLEGES -10   1967

city   state   date

POSITION	Vice Pres Academics	Vice Pres Stu Ser ①	Dean Academics ①	Dean Stu Ser. ②	Dean Occ Ed	Dean Gen Ed	Other ⑥

FUNCTION OF POSITION	.Is it the highest academic officer, assistant, etc. Student Recruitment, Counseling, Records and activities. Capacity to develop new academic, occupational ; continuing education programs.

SIZE OF COLLEGE (enrollment)	0 - 1 000 ②	1 000 - 5 000 ①	5 000 - 10 000	10.000-15.000	15.000 +

Community College Experience Required	YES ②	NO ②	Commitment		

College Teaching Required (years)	1 - 3	3 - 5	5 - 7 ②	7 - 10	other	If area is preferred - give area. Note if community college teaching required 4-yes

DEGREE	Bachelor's	Master's ④	Doctorate ⑤	GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5	5 - 7 ①	7 - 10	10+	If an area in Administration is preferred give area Note if Comm. College Admin. is required 5-yes

College Work Experience other than Administration	Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required Some background in industry of business, extensive Knowledge of testing and evaluation w techniques

Does it state that women and minorities are urged to apply	YES	NO	

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
OTHER		Innovative Self - Confidence	Leadership ①			
OTHER						

SCHOOL			REGION:	EAST
			SOUTH	
			MIDWEST	
			SOUTHWEST	
TOTAL COLLEGES - 6		1968	WEST	
city	state	date		

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics	Dean Stu Ser. ⓐ	Dean Occ Ed	Dean Gen Ed	Other ⑤

FUNCTION OF POSITION	. Is it the highest academic officer, assistant, etc. Responsible for curriculum coordination, Supervision of instruction & institutional Research

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000 ①	5 000 - 10 000	10.000-15.000	15.000 +

	YES	NO	Commitment
Community College Experience Required	②		②

College Teaching Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	other	If area is preferred - give area. Note if community college teaching required 2-yes

DEGREE	Bachelor's	Master's ①	Doctorate ⑤	Student personnel, admin & counseling GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	10+	If an area in Administration is preferred give area Note if Comm. College Admin. is required 3-yes

College Work Experience other than Administration	Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required

Does it state that women and minorities are urged to apply	YES	NO	Prefer young man with Ph.D

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
OTHER			leadership			
OTHER						

SCHOOL _____

TOTAL COLLEGES - 6

_1969_

city _____ state _____ date

REGION: EAST _____
SOUTH _____
MIDWEST _____
SOUTHWEST _____
WEST _____

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics ②	Dean Stu Ser. ③	Dean Occ Ed	Dean Gen Ed	Other ① _Dean of_

FUNCTION OF POSITION	Is it the highest academic officer, assistant, etc. _Develop unique & meaningful student personnel program_

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000 ①	5 000 - 10 000	10.000-15.000	15.000 +

Community College Experience Required	YES ①	NO	_Commitment_		

College Teaching Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	other	If area is preferred - give area. Note if community college teaching required _I - yes_

DEGREE	Bachelor's	Master's ②	Doctorate ②	_Guidance & Counseling a Admin_ GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5 ①	5 - 7	7 - 10	10+	If an area in Administration is preferred give area Note if Comm. College Admin. is required _2 - yes_

College Work Experience other than Administration	Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required _Evidence or promise of Successful achievement desirable_

Does it state that women and minorities are urged to apply	YES	NO		

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
OTHER			_leadership_			
OTHER						

			REGION:	EAST _____

<table>
<tr><td>SCHOOL</td><td></td><td>REGION:</td><td>EAST</td><td>_____</td></tr>
<tr><td></td><td></td><td></td><td>SOUTH</td><td>_____</td></tr>
<tr><td></td><td></td><td></td><td>MIDWEST</td><td>_____</td></tr>
<tr><td>TOTAL COLLEGES - 13</td><td>1970</td><td></td><td>SOUTHWEST</td><td>_____</td></tr>
<tr><td>city   state   date</td><td></td><td></td><td>WEST</td><td>_____</td></tr>
</table>

POSITION	Vice Pres. Academics	Vice Pres Stu Ser	Dean Academics ②ᵒ	Dean Stu Ser. ③	Dean Occ Ed	Dean Gen Ed	Other ⑦

FUNCTION OF POSITION
Is it the highest academic officer, assistant, etc.
Work w/ Dean of college + division Chairman
Reports to district president

SIZE OF COLLEGE (enrollment)	0 - 1 000 ①	1 000 - 5 000 ②	5 000 - 10 000	10,000-15,000	15,000 + ①

Community College Experience Required	YES	NO	Commitment

College Teaching Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	other Successful college training

If area is preferred - give area Note if community college teaching required

DEGREE	Bachelor's	Master's ②	Doctorate ③	Advanced Work In Curriculum Development

GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5 ①	5 - 7	7 - 10	10+	If an area in Administration is preferred give area Note if Comm. College Admin. is required I Yes

College Work Experience other than Administration	Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required 5 yrs w/ at least 3 yrs demonstrated ability in executive position

Does it state that women and minorities are urged to apply	YES	NO

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL	BILINGUAL (language)	WORK WITH MINORITIES
OTHER	Will have Administered programs in public	Assisted in fund Raising program, Relations & alumni	Leadership	personal contact w/ donors & prospective donors. Relations & student Recruitment		
OTHER List	Will direct entire academic media. Interest in challenge of 2 yr in educational Leadership.	program, including		continuing education, library + instruct educational programs Required Experience		

			REGION:	EAST _____

SCHOOL _____

REGION: EAST _____
SOUTH _____
MIDWEST _____
SOUTHWEST _____
WEST _____

TOTAL COLLEGES - 14   1974

city   state   date

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other
	(2)	(1)	(5)				(6)

FUNCTION OF POSITION	Is it the highest academic officer, assistant, etc.

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000	5 000 - 10 000	10.000-15.000	15.000 +
		(6)	(5)	(1)	(1)

Community College Experience Required	YES (2)	NO	Commitment Philosophy with open door policy

College Teaching Required (years)	1 - 3	3 - 5 (1)	5 - 7 (1)	7 - 10	other	2 yrs inste. w/direct student contact

If area is preferred -
give area. Note if
community college teaching
required 5-yes

DEGREE	Bachelor's	Master's (4)	Doctorate (9)	GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5 (3)	5 - 7 (1)	7 - 10	10+ (1)	Higher Ed-, Admin Experience

If an area in Administration
is preferred give area
Note if Comm. College Admin.
is required 8-yes

College Work Experience other than Administration	10 yrs college level experience; 3 yrs teaching & supervisory experience. Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required. Exp. in Management, Curriculum Development; labor Relations, instr. & audio-visual serv

Does it state that women and minorities are urged to apply	YES	NO

SKILLS SPECIFIED	other Dynamic	COMMUNICATION	SUPERVISORY (2)	INTERPERSONAL (3)	BILINGUAL (language)	WORK WITH MINORITIES
OTHER		Coordinate Innovative	leadership (2)			
OTHER						

list

SCHOOL				REGION:	EAST _____
				SOUTH _____
TOTAL COLLEGES - 24		_1975_		MIDWEST _____
				SOUTHWEST _____
city	state	date		WEST _____

	Vice Pres. Academics	Vice Pres Stu Ser	Dean Academics	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other
POSITION	③		③			①	⑯

FUNCTION OF POSITION	Is it the highest academic officer, assistant, etc. Administration of inst. program, principal academic & operation administrats, implement Policy & Procedure, Improvement of quality teach, budget, Educational goals & leadership accomplishment

SIZE OF COLLEGE (enrollment)	0 - 1 000 ④	1 000 - 5 000 ⑩	5 000 - 10 000 ⑥	10.000-15,000 ②	15.000 + ①

Community College Experience Required	YES ⑤	NO	commitment Strong Commitment & Philosophy of the comprehensive community College is essential

College Teaching Required (years)	1 - 3 ②	3 - 5 ③	5 - 7 ①	7 - 10	other Classroom experience preferred. If area is preferred - give area. Note if community college teaching required 4-yes

DEGREE	Bachelor's	Master's ⑩	Doctorate ⑩	Instr Area, Teaching GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3 ②	3 - 5 ①	5 - 7 ④	7 - 10	10+	Minorities, Admin & Management, Super.: If an area in Administration is preferred give area Note if Comm. College Admin. is required 7-yes

College Work Experience other than Administration	Give area that is preferred and years required. 3 yrs in accredited institute of higher learning experience Prefer Appalachian area experience

Work experience other than college	Give area that is preferred and years required Academic Experts, Experience in liberal arts, knowledge of modern instructional methods & management objectives

Does it state that women and minorities are urged to apply	YES	NO	Navajo & Indians Preferred

SKILLS SPECIFIED	other	COMMUNICATION ②	SUPERVISORY	INTERPERSONAL ④	BILINGUAL (language)	WORK WITH MINORITIES ①
OTHER		Innovative Dedication Creative	Leadership ②			
OTHER						

			REGION:	EAST _____
___SCHOOL___				SOUTH _____
				MIDWEST _____
TOTAL COLLEGES - 30			_1976_	SOUTHWEST _____
				WEST _____
city	state	date		

POSITION	Vice Pres Academics ④	Vice Pres Stu Ser	Dean Academics ⑦	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed ③	Other ⑯

FUNCTION OF POSITION	Is it the highest academic officer, assistant, etc. CAO, Academic planning, evaluate & develop inst. program, All academic affairs, liberal arts and science

SIZE OF COLLEGE (enrollment)	0 - 1 000 ②	1 000 - 5 000 ⑪	5 000 - 10 000 ⑦	10,000-15,000 ②	15,000 + ④

Community College Experience Required	YES ④	NO	Commitment Commitment to the philosophy of the comprehensive community college

College Teaching Required (years)	1 - 3	3 - 5 ③	5 - 7 ②	7 - 10	other In higher education If area is preferred - give area. Note if community college teaching required 11- yes

DEGREE	Bachelor's	Master's ⑧	Doctorate ㉑	Curriculum Development, learning theory and instru. strategy Ed. Adm GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3 ②	3 - 5 ③	5 - 7 ②	7 - 10	10+	Supervisory Exp in Instru Arua, Ed Adm. If an area in Administration is preferred give area Note if Comm. College Admin. is required 10-yes

College Work Experience other than Administration	Give area that is preferred and years required. Previous experience as dean of 2 yr college, Experience w/ minorities, handicapped & gifted students. 8 yrs prof. exp including 5 yrs teach ed, admin prog. der.

Work experience other than college	Give area that is preferred and years required 3 yrs in accredited institution of higher learning. Experience w/ Federal & State funding procedures

Does it state that women and minorities are urged to apply	YES	NO	

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY ②	INTERPERSONAL ⑤	BILINGUAL (language)	WORK WITH MINORITIES
OTHER		Collective Bargaining	leadership ⑩			
OTHER						

			REGION:	EAST _____

SCHOOL _____

REGION: EAST _____
      SOUTH_____
      MIDWEST _____
      SOUTHWEST_____
      WEST _____

TOTAL COLLEGES - 2   1977

city   state   date

POSITION	Vice Pres. Academics	Vice Pres Stu Ser	Dean Academics ①	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other ①

FUNCTION OF POSITION	Is it the highest academic officer, assistant, etc. Administration ; Direction of an interdisciplinary unit of instruction composed of several disciplines in both career & transfer programs.

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000	5 000 - 10 000	10,000-15,000	15,000 +

Community College Experience Required	YES	NO	Commitment

College Teaching Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	other	If area is preferred - give area. Note if community college teaching required I - Yes

DEGREE	Bachelor's	Master's /	Doctorate /		GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5	5 - 7	7 - 10	10+	If an area in Administration is preferred give area Note if Comm. College Admin. is required I - Yes

College Work Experience other than Administration	Give area that is preferred and years required.

Work experience other than college	Give area that is preferred and years required

Does it state that women and minorities are urged to apply	YES	NO

SKILLS SPECIFIED	other	COMMUNICATION ①	SUPERVISORY	INTERPERSONAL ②	BILINGUAL (language)	WORK WITH MINORITIES
OTHER			leadership			
OTHER						

List

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SCHOOL				REGION: EAST _____		
				SOUTH _____		
				MIDWEST _____		
TOTAL COLLEGES - 3			1978	SOUTHWEST _____		
city	state		date	WEST _____		

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics ②	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other ① U.P. Inst.

FUNCTION OF POSITION	. Is it the highest academic officer, assistant, etc. Scheduling of classes, promotion & retention of staff, Responsible for preparation of budget for Academic areas, evaluating staff

SIZE OF COLLEGE (enrollment)	0 - 1 000	1 000 - 5 000	5 000 - 10 000	10.000-15,000	15,000 +

Community College Experience Required	YES	NO	Commitment Positive commitment to comprehensive community college concept.		

College Teaching Required (years)	1 - 3	3 - 5 ①	5 - 7 ②	7 - 10	other	If area is preferred - give area Note if community college teaching required

DEGREE	Bachelor's	Master's ②	Doctorate ②	GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5 ②	5 - 7	7 - 10	10+	Management in education preferred If an area in Administration is preferred give area Note if Comm. College Admin. is required

College Work Experience other than Administration	Give area that is preferred and years required. Experience in vocational & technical education desirable

Work experience other than college	Give area that is preferred and years required

Does it state that women and minorities are urged to apply	YES	NO			

SKILLS SPECIFIED	other	COMMUNICATION ①	SUPERVISORY	INTERPERSONAL ②	BILINGUAL (language)	WORK WITH MINORITIES
OTHER			leadership			
OTHER						

List

_____
SCHOOL

TOTAL COLLEGES - 3

REGION: EAST _____
SOUTH_____
MIDWEST _____
SOUTHWEST_____
WEST _____

1979

city _____ state _____ date

POSITION	Vice Pres Academics	Vice Pres Stu Ser	Dean Academics ②	Dean Stu Ser.	Dean Occ Ed	Dean Gen Ed	Other

FUNCTION OF POSITION	Is it the highest academic officer, assistant, etc. *Chief instructional manager for all campus instructional programs*

SIZE OF COLLEGE (enrollment)	0 - 1 000 ①	1 000 - 5 000	5 000 - 10 000	10.000-15.000	15.000 +

Community College Experience Required	YES	NO	*Commitment* ②

College Teaching Required (years)	1 - 3	3 - 5 ①	5 - 7	7 - 10	other	If area is preferred - give area Note if community college teaching required *2 - yes*

DEGREE	Bachelor's	Master's	Doctorate ②	GIVE AREA PREFERRED

College Administration Experience Required (years)	1 - 3	3 - 5 ①	5 - 7	7 - 10	10+ ①	If an area in Administration is preferred give area Note if Comm. College Admin. is required *1 yes*

College Work Experience other than Administration	Give area that is preferred and years required *Vocational & Technical experience desirable*

Work experience other than college	Give area that is preferred and years required

Does it state that women and minorities are urged to apply	YES	NO

SKILLS SPECIFIED	other	COMMUNICATION	SUPERVISORY	INTERPERSONAL ①	BILINGUAL (language)	WORK WITH MINORITIES
OTHER			*leadership*			
OTHER						

list

APPENDIX B

COLLEGES INVOLVED IN THE STUDY
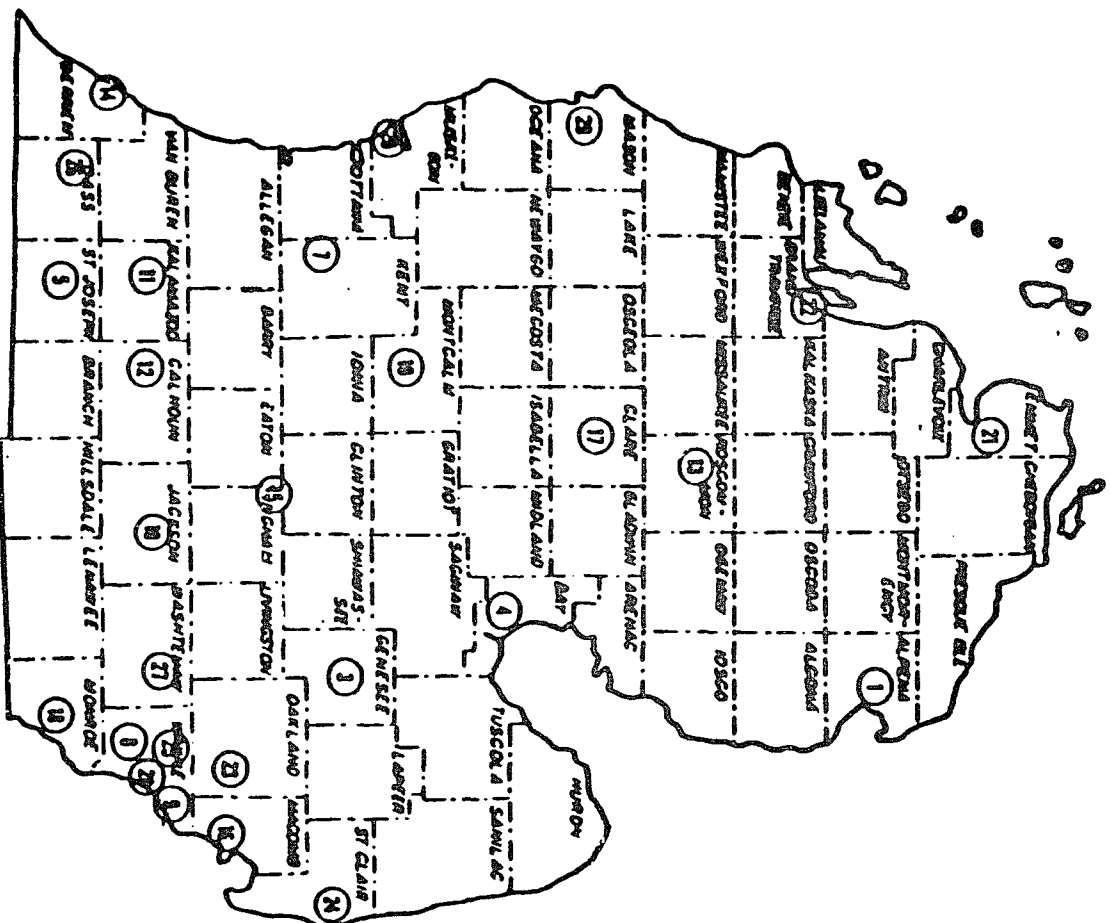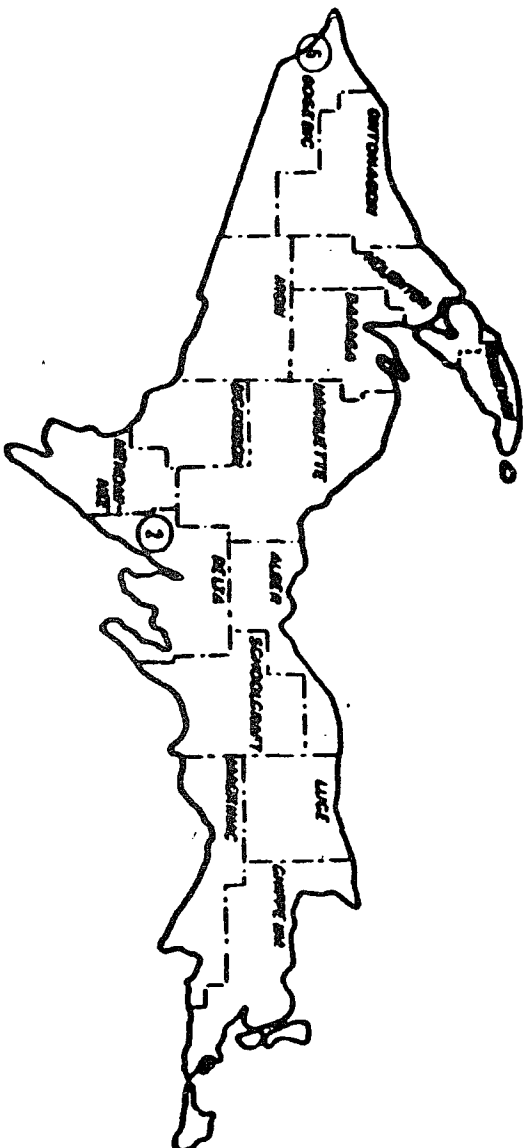
1. Alpena Community College
       Established in 1952
       Enrollment is 1,878
       Located in Alpena County
       Title: Dean of Instruction

2. Bay de Noc Community College
       Established in 1962
       Enrollment is 1,801
       Located in Delta County
       Title: Dean of Instruction

3. C. S. Mott Community College
       Established in 1923
       Enrollment is 11,158
       Located in Genesee County
       Title: Vice-President Academic Affairs

4. Delta College
       Established in 1961
       Enrollment is 10,243
       Located in Bay County
       Title: Vice-President of Instruction and Learning Services

5. Glen Oaks Community College
       Established in 1965
       Enrollment is 1,213
       Located in Saint Joseph County
       Title: Vice-President for Academic Affairs

6. Gogebic Community College
       Established in 1931
       Enrollment is 1,600
       Located in Gogebic County
       Title: Dean of Instruction

7. Grand Rapids Junior College
       Established in 1914
       Enrollment is 8,913
       Located in Kent County
       Title: Executive Vice-President/Chief Academic Officer

8. Henry Ford Community College
       Established in 1938
       Enrollment is 15,500
       Located in Wayne County
       Title: Dean of Academic Education

9. Highland Park Community College
      Established in 1918
      Enrollment is 2,416
      Located in Wayne County
      Title: Executive Vice-President

10. Jackson Community College
      Established in 1928
      Enrollment is 6,074
      Located in Jackson County
      Title: Vice-President for Academic Affairs

11. Kalamazoo Valley Community College
      Established in 1966
      Enrollment is 8,281
      Located in Kalamazoo County
      Title: Dean of Instruction--Academic Affairs

12. Kellogg Community College
      Established in 1956
      Enrollment is 4,553
      Located in Calhoun County
      Title: Dean Arts and Sciences Division

13. Kirtland Community College
      Established in 1966
      Enrollment is 1,333
      Located in Roscommon County
      Title: Dean of Instruction

14. Lake Michigan College
      Established in 1946
      Enrollment is 3,199
      Located in Berrien County
      Title: Vice-President of Instruction

15. Lansing Community College
      Established in 1957
      Enrollment is 19,157
      Located in Ingham County
      Title: Vice-President for Administration

16. Macomb Community College
      Established in 1954
      Enrollment is 30,892
      Located in Macomb County
      Title: Vice-President of Academic Affairs

17. Mid Michigan Community College
   Established in 195
   Enrollment is 1,761
   Located in Clare County
   Title: Dean of Instruction

18. Monroe County Community College
   Established in 1964
   Enrollment is 2,880
   Located in Monroe County
   Title: Dean of Instruction

19. Montcalm Community College
   Established in 1965
   Enrollment is 1,398
   Located in Montcalm County
   Title: Dean of Arts and Sciences

20. Muskegon Community College
   Established in 1926
   Enrollment is 4,623
   Located in Muskegon County
   Title: Dean of Faculty

21. North Central Michigan College
   Established in 1958
   Enrollment is 1,692
   Located in Emmet County
   Title: Dean of Instruction

22. Northwestern Michigan College
   Established in 1951
   Enrollment is 3,222
   Located in Grand Traverse County
   Title: Vice-President of Instructional Services

23. Oakland Community College
   Established in 1964
   Enrollment is 26,609
   Located in Oakland County
   Title: Vice-Chancellor of Academic and Student Affairs

24. St. Clair County Community College
   Established in 1923
   Enrollment is 3,885
   Located in Saint Clair County
   Title: Dean of Instruction

25. Schoolcraft College
    Established in 1961
    Enrollment is 8,512
    Located in Wayne County
    Title: Vice-President for Instruction

26. Southwestern Michigan College
    Established in 1964
    Enrollment is 2,365
    Located in Cass County
    Title: Vice-President for Instruction

27. Washtenaw Community College
    Established in 1965
    Enrollment is 7,858
    Located in Washtenaw County
    Title: Vice-President of Instruction and Student Services

28. Wayne County Community College
    Established in 1967
    Enrollment is 12,505
    Located in Wayne County
    Title: Vice-President of Academic Affairs/Provost

29. West Shore Community College
    Established in 1967
    Enrollment is 1,083
    Located in Mason County
    Title: Dean of Instruction--Academics

APPENDIX C

LETTER TO COLLEGES TO OBTAIN MAILING LIST

January 8, 1987

Dear Colleague:

I am working on my dissertation at Michigan State
University. To complete my study I need to send a
questionnaire to individuals who have held or are now holding
the position of chief academic officer or president at one of
the twenty-nine Michigan community colleges from 1960 to 1987.

In order to contact these individuals I need a current
mailing address. I have attached a list of chief academic
officer's and presidents at your college since 1960. Would
you please take a moment to forward addresses if they are
available. The list was obtained from The Higher Education
Directory. If an individual has been left off the list or
included on it erroneously, would you please simply insert the
correct name and address and mail the list back to me using
the self-addressed stamped envelope enclosed. If you have any
questions, please feel free to contact me at my office at
Delta College, (517-686-9027).

Sincerely,

Patricia Esmond
Associate Professor

Attachment   .

APPENDIX D

QUESTIONNAIRES

Chief Academic Officer

Biographical Data

1. Age when hired as the Chief Academic Officer _____   2. Sex ___ Male ___ Female

3. Date hired as the Chief Academic Officer _____

4. What is your ethnic or racial group?

   ____ Black/Negro/Afro-American   ____ Native American/American Indian
   ____ White/Caucasian   ____ Oriental
   ____ Hispanic   ____ Other (please specify) _____

5. When you were hired as the Chief Academic Officer, what was your:

   Highest Degree _____ Major _____ Institution _____
   Undergraduate Degree _____ Major _____ Institution _____

6. From what source or sources did you learn of the position opening?

   ____ Publication (which one) _____   ____ Internal posting
   ____ Nomination   ____ External posting
   ____ Word of mouth   ____ Other (please explain) _____
   ____ Contact from the institution

   COMMENTS: _____

   _____

7. Please state the position and institution you were employed at when you were selected as Chief Academic Officer:

   Position _____

8. Below are presented seven models of careers in higher education. **Please circle the model that most closely resembles the path your career has taken.** As with all models, these are **generalizations** that may not precisely fit the experience of all respondents to the survey. **If your career has had a major variation, from the closest model, please note the difference in the comments section.**

Model A Dean or Vice-President Department or Division Chair Full-Time Faculty	**Model C** Dean or Vice-President Full-Time Work Outside of Education	**Model E** Dean or Vice-President Full-Time Faculty in Community College	**Model G** Dean in College or Vice-President Faculty and/or Superintendent in K-12 Setting Faculty or Administrative Positions in K-12 Setting
Model B Dean or Vice-President Mid-Level Administrative Position Entry-Level Administrative Position	**Model D** Dean or Vice-President Full-Time Faculty in Community College Full-Time Faculty in K-12 Setting	**Model F** Dean or Vice-President Faculty in Community College Full-Time Work Outside of Education	

   COMMENTS: _____

   _____

9. List what you consider to be the three (rank) most important attributes that contributed to your selection as Chief Academic Officer:

   ____ degree   ____ mentor/sponsor
   ____ previous administrative experience   ____ internal candidate
   ____ noneducation experience   ____ external candidate
   ____ administrative experience outside of education ____ community college experience
   ____ faculty   ____ sex   ____ race
   ____ age   ____ nominated
   ____ other (explain) _____

   COMMENTS: _____

   _____

10. If you were an external candidate, did you know someone at the college? _____

   a. If so, what was the highest administrative-level position held by someone who know you? _____

   b. Did this person encourage you to apply for the position of Chief Academic Officer? ____ Yes ____ No

   COMMENTS: _____

   _____

To what extent did the following variables play a role in your selection as the Chief Academic Officer? Please check the box that best reflects your opinion on each item below.

Rating Scale

Not Important At All:	1	Important:	4
Minimally Important:	2	Very Important:	5
Of Average Importance:	3	Not Applicable:	NA Does not apply

Selection Variables In Hiring Decision

Experiential Variables

	1	2	3	4	5	NA
1. Doctorate						
2. Master's						
3. Major discipline area of Master's or Doctorate						
4. Public school teaching experience						
5. Community college teaching experience						
6. Administrative experience (other than college)						
Public school						
Business/industry						
Other (please specify)						

	1	2	3	4	5	NA
7. Community college administrative experience						
Division/Department Chair						
Associate/Assistant Dean						
Dean						
Vice-President						
Other (please specify)						

	1	2	3	4	5	NA
8. Noneducation experience (please specify)						
9. Scholarly activity/publications						
10. Offices held in state/national organizations						
11. Sources (how you heard about the position)						
12. Internal candidate						
13. External candidate						
14. Other (please specify)						

15. Other (please specify) _____

COMMENTS _____

_____

_____

Selection Variables In Hiring Decision

Personal Variables

	1	2	3	4	5	NA
16. Age						
17. Sex						
18. Race						
19. Married						
20. Single						
21. Divorced						
22. Children						
23. Communication Skills						
24. Leadership						
25. Maturity						
26. Belief in community college philosophy						
27. Attitude						
28. Ability to work with others						

COMMENTS: _____

_____

_____

If you have any further comments on the selection process of the chief academic officer, please attach your comments.

President

Size of Institution _____

1. What was the date that you hired the chief academic officer? _____

    a. If you hired more than one CAO between 1960 and 1974 please use the candidate hired first.
    b. If more than one between 1974 to the present use the candidate hired last.
    c. If you hired CAO's in both time periods, please restrict your comments to those hired from 1974 to the present.

2. Was the selected candidate an internal candidate _____ or external _____

3. Did the institution utilize a selection committee? _____yes   _____no

    If so: a. Which of the following most closely resembled its composition? (Check all that apply)

          _____ Faculty were represented
          _____ Professional staff were represented
          _____ First line administrative level was represented
          _____ Mid-management was represented
          _____ Classified was represented
          _____ Minorities were represented
          _____ Both sexes were represented
          _____ Other (please specify) _____
          _____ Other (please specify) _____

COMMENTS: _____

                _____

                _____

                _____

    b. What was the selection committee's role in the final selection?

                _____

                _____

                _____

    c. How long did the selection process take?

          _____ less than a month   _____ 9 months or less
          _____ 3 months or less   _____ 12 months or less
          _____ 6 months or less   _____ more than 1 year

    d. What were the three most important characteristics of your selection process that had the most impact on the hiring of the candidate?

                _____

                _____

                _____

4. List what you considered to be the three (rank) most important **attributes** that helped in the selection of the candidate for the chief academic officer position. (examples of degree, experience, the selection of committee, etc.)

                _____

                _____

                _____

5. Did the institution develop a position description? ____yes ____no

If so, what qualifications were sought? Please complete the following rating scale:

Rating Scale

Not Important At All:	1	Important:	4
Minimally Important:	2	Very Important:	5
Of Average Importance:	3	Not Applicable:	NA Does not apply

Experiential Variables

Selection Variables in Hiring Decision

	1	2	3	4	5	NA
1. Doctorate						
2. Master's						
3. Major discipline area of Master's or Doctorate						
4. Public school teaching experience						
5. Community college teaching experience						
6. Administrative experience (other than college)						
Public school						
Business/industry						
Other (please specify)						
7. Community college administrative experience						
Division/Department Chair						
Associate/Assistant Dean						
Dean						
Vice-President						
Other (please specify)						
8. Noneducation experience (please specify)						
9. Scholarly activity/publications						
10. Offices held in state/national organizations						
11. Sources (how you heard about the position)						
12. Internal candidate						
13. External candidate						
14. Other (please specify)						

15 Other (please specify) _____

COMMENTS _____

_____

Personal Variables

Selection Variables in Hiring Decision

	1	2	3	4	5	NA
16. Age						
17. Sex						
18. Race						
19. Married						
20. Single						
21. Divorced						
22. Children						
23. Communication Skills						
24. Leadership						
25. Maturity						
26. Belief in community college philosophy						
27. Attitude						
28. Ability to work with others						

COMMENTS: _____

_____

If you have any further comments on the selection process of the chief academic officer, please attach your comments.

APPENDIX E

LETTERS SENT TO PRESIDENTS AND CHIEF ACADEMIC OFFICERS
TO PILOT TEST THE QUESTIONNAIRES

DELTA COLLEGE
Touching Your Life

October 6, 1987

Dear Ms.

I am working on my dissertation at Michigan State University on the preparation, recruitment and selection methods of chief academic officer's at Michigan community colleges. To complete my study I need to send a questionnaire to individuals who have held or are now holding the position of chief academic officer or president at all of Michigan's community colleges.

Enclosed is the questionnaire the president's will be asked to complete. Would you be a part of the pilot testing of this questionnaire by reading it and commenting on the clarity, ease of understanding and readability of the questions. If you feel any of the questions are inappropriate and should be deleted or if you feel questions should be added please indicate this on the questionnaire.

Would you then mail the questionnaire back to me using the self-addressed stamped envelope enclosed. If you have any questions, please feel free to contact me at my office at Delta College, (517-686-9027). Thank you very much for your assistance.

Sincerely,

Patricia Esmond
Associate Professor

DELTA COLLEGE

Touching Your Life

October 6, 1987

Dear Dr.

I am working on my dissertation at Michigan State University on the preparation, recruitment and selection methods of chief academic officer's at Michigan community colleges. To complete my study I need to send a questionnaire to individuals who have held or are now holding the position of chief academic officer or president at all of Michigan's community colleges.

Enclosed is the questionnaire the chief academic officer's will be asked to complete. Would you be a part of the pilot testing of this questionnaire by reading it and commenting on the clarity, ease of understanding and readability of the questions. If you feel any of the questions are inappropriate and should be deleted or if you feel questions should be added please indicate this on the questionnaire.

Would you then mail the questionnaire back to me using the self-addressed stamped envelope enclosed. If you have any questions, please feel free to contact me at my office at Delta College, (517-686-9027). Thank you very much for your assistance.

Sincerely,

Patricia Esmond
Associate Professor

APPENDIX F

PERMISSION LETTER FROM UNIVERSITY COMMITTEE ON

RESEARCH INVOLVING HUMAN SUBJECTS

MICHIGAN STATE UNIVERSITY

March 18, 1988

Patricia Esmond
Delta College
University Center, MI 48710

Dear Ms. Esmond:

      Subject: "CAREER PATHS AND SELECTION PROCESSES OF CHIEF
                 ACADEMIC OFFICERS IN MICHIGAN COMMUNITY COLLEGES
                 #88-031"

UCRIHS' review of the above referenced project has now been completed.
I am pleased to advise that the rights and welfare of the human
subjects appear to be adequately protected and the Committee,
therefore, approved this project at its meeting on March 7, 1988.

You are reminded that UCRIHS approval is valid for one calendar year.
If you plan to continue this project beyond one year, please make
provisions for obtaining appropriate UCRIHS approval prior to March 7,
1989.

Any changes in procedures involving human subjects must be reviewed by
the UCRIHS prior to initiation of the change. UCRIHS must also be
notified promptly of any problems (unexpected side effects,
complaints, etc.) involving human subjects during the course of the
work.

Thank you for bringing this project to our attention. If we can be of
any future help, please do not hesitate to let us know.

Sincerely,

John K. Hudzik, Ph.D.
Chair, UCRIHS

JKH/sar

cc: E. Nonnamaker

APPENDIX G

LETTERS SENT TO PRESIDENTS AND CHIEF ACADEMIC OFFICERS

Dear Colleague:

The career paths and selection processes of chief academic officers in Michigan community colleges is the topic of my dissertation at Michigan State University. The substantial increase in the number of community colleges in the 1960's and 70's resulted in a large number of administrators of the same general age being hired at the same time. These administrators are all starting to think about retirement now or in the near future and will, thus, create vacancies in the academic area. Hopefully, the results of this project will aid individuals in their preparation for these positions.

In order to finish this study, I am asking all the individuals who have held or are now holding the position of president at any of the community colleges to complete a short questionnaire regarding the chief academic officers they have hired. I feel that it is extremely important to have the president's persepctive on the selection of chief academic officers.

Would you take a few minutes to complete the attached questionnaire and return it to me. I have enclosed a self-addressed, stamped envelope for your convenience. You can be assured that you will not be identified in the study by name or institution.

If you have any questions, please feel free to contact me at my office at Delta College (517-686-9027). Thank you very much for your assistance.

Sincerely,

Patricia Esmond
Associate Professor
Delta College
University Center, MI   48710

Attachment

Dear Colleague:

The career paths and selection processes of chief academic officers in Michigan community colleges is the topic of my dissertation at Michigan State University. The substantial increase in the number of community colleges in the 1960's and 70's resulted in a large number of administrators of the same general age being hired at the same time. These administrators are all starting to think about retirement now or in the near future and will, thus, create vacancies in the academic area. Hopefully, the results of this project will aid individuals in their preparation for these positions.

In order to finish this study, I am asking all the individuals who have held or are now holding the position of chief academic officer at any of the community colleges to complete a short questionnaire regarding chief academic officers.

Would you take a few minutes to complete the attached questionnaire and return it to me. I have enclosed a self-addressed, stamped envelope for your convenience. You can be assured that you will not be identified in the study by name or institution.

If you have any questions, please feel free to contact me at my office at Delta College (517-686-9027). Thank you very much for your assistance.

Sincerely,

Patricia Esmond
Associate Professor
Delta College
University Center, MI   48710

Attachment

APPENDIX H

FOLLOW-UP LETTERS TO CHIEF ACADEMIC OFFICERS

AND PRESIDENTS
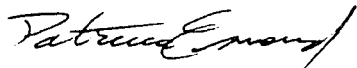
Patricia Esmond
Delta College
University Center
Michigan, 48710

Dear Colleague:

Recently I sent you a questionnaire as part of a study on the
career paths and selection processes of Chief Academic Officer's
at Michigan Community Colleges. There is interest in this topic
because it appears that many Community College Administrators are
in the same general age category and, when they as a group reach
retirement age, a significant void will exist which must be filled
by competent new people.

In a study such as this it is important to receive input from as
many Presidents and Chief Academic Officers as possible. The final
report will be much more meaningful if we are able to include your
responses to our questions. Would you please take just a few minutes
now to supply the requested information and send the completed form
back to us in the reply envelope which is included with it? If you
have any questions, feel free to contact me at my office at Delta
College, (517) 686-9027.

Sincerely,

Patricia Esmond
Associate Professor

Dear Colleague:

I have enclosed envelopes with questionnaires to be completed
by individuals who have held the position of president or chief
academic officer at your college. I am asking your help with
my study on career paths and selection processes of chief
academic officer. It will enhance the study to have as many
individuals respond as possible. Would you please forward
these questionnaires to these individuals as I have been unable
to obtain an address.

Thank you very much for your assistance. If you have any
questions, please feel free to contact me at my office at
Delta College (517-686-9027).

Sincerely,

Patricia Esmond
Associate Professor

APPENDIX I

IMPORTANCE OF FACTORS IN THE SELECTION PROCESS

Table 1.--Importance of the doctorate in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	4	21.1	7	36.8	8	42.1
Post-1974	42	13	54.8	10	23.8	9	21.4

Table 2.--Importance of the master's degree in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	9	47.3	7	36.9	3	15.8
Post-1974	42	19	45.2	18	42.9	5	11.9

Table 3.--Importance of the major discipline area of the master's or doctorate in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	8	42.1	10	52.7	1	5.3
Post-1974	42	15	35.7	25	59.5	2	4.8

[a]Does not total 100.0% due to rounding.

Table 4.--Importance of public school teaching experience in the
selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	2	10.5	10	52.6	7	36.9
Post-1974	42	3	7.2	27	64.3	12	28.5

Table 5.--Importance of community college teaching experience in
the selection process, as perceived by chief academic
officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	9	47.4	7	36.9	3	15.8
Post-1974	42	25	59.5	11	26.2	6	14.3

[a]Does not total 100.0% due to rounding.

Table 6.--Importance of administrative experience other than com-
munity college in the selection process, as perceived
by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	9	47.4	2	10.6	8	42.1
Post-1974	42	10	23.8	12	28.6	20	47.6

[a]Does not total 100.0% due to rounding.

Table 7.--Importance of public school administrative experience in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	4	21.0	4	21.1	11	57.9
Post-1974	42	7	16.7	12	28.6	23	54.7

Table 8.--Importance of business/industry experience in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	2	10.6	3	15.8	14	73.6
Post-1974	42	3	7.1	13	31.0	26	61.9

Table 9.--Importance of community college administrative experience in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	7	36.8	2	10.6	10	52.7
Post-1974	42	22	52.4	5	11.9	15	35.7

[a]Does not total 100.0% due to rounding.

Table 10.--Importance of division/department chair experience in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	4	21.1	2	10.6	13	68.4
Post-1974[a]	42	23	54.8	5	12.0	14	33.4

[a]Does not total 100.0% due to rounding.

Table 11.--Importance of associate/assistant dean experience in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	4	21.1	3	15.9	12	63.1
Post-1974	42	14	33.3	7	16.7	21	50.0

[a]Does not total 100.0% due to rounding.

Table 12.--Importance of dean experience in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	7	36.9	1	5.3	11	57.9
Post-1974	42	24	57.1	4	9.6	14	33.3

[a]Does not total 100.0% due to rounding.

Table 13.--Importance of vice-president experience in the selec-
tion process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	1	5.3	1	5.3	17	89.5
Post-1974	42	7	16.7	6	14.3	29	69.0

[a]Does not total 100.0% due to rounding.

Table 14.--Importance of noneducation experience in the selection
process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	3	15.8	2	10.6	14	73.7
Post-1974	42	14	33.3	12	2.4	16	38.1

[a]Does not total 100.0% due to rounding.

Table 15.--Importance of scholarly activity--publications in the
selection process, as perceived by chief academic
officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	6	31.6	8	42.1	5	26.3
Post-1974[a]	42	5	11.9	31	73.8	6	14.2

[a]Does not total 100.0% due to rounding.

Table 16.--Importance of offices held in state/national organizations in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	4	21.1	9	47.4	6	31.6
Post-1974	42	9	21.4	23	54.8	10	23.8

[a]Does not total 100.0% due to rounding.

Table 17.--Importance of sources in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	7	36.9	2	10.6	10	52.5
Post-1974	42	6	14.3	18	42.9	18	42.9

[a]Does not total 100.0% due to rounding.

Table 18.--Importance of internal candidate in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	7	36.9	2	10.5	10	52.6
Post-1974	42	15	35.7	9	21.4	18	42.9

Table 19.--Importance of external candidate in the selection
process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	4	21.1	4	21.0	11	57.9
Post-1974[a]	42	8	19.0	9	21.4	25	59.5

[a]Does not total 100.0% due to rounding.

Table 20.--Importance of age in the selection process, as perceived
by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	2	10.5	14	73.7	3	15.8
Post-1974	42	7	16.7	25	59.5	10	23.8

Table 21.--Importance of gender in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	2	10.5	14	73.7	3	15.8
Post-1974[a]	42	3	7.1	33	78.6	6	14.2

[a]Does not total 100.0% due to rounding.

Table 22.--Importance of race in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	1	5.3	15	78.9	3	15.8
Post-1974	42	2	4.8	32	76.2	8	19.0

Table 23.--Importance of being married in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	3	15.8	15	78.9	1	5.3
Post-1974	42	2	4.8	32	76.2	8	19.0

Table 24.--Importance of being single in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	0	0	10	52.6	9	47.3
Post-1974	42	0	0	17	40.5	25	59.5

[a]Does not total 100.0% due to rounding.

Table 25.--Importance of being divorced in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	0	0	8	42.1	11	57.9
Post-1974	42	0	0	17	40.5	25	59.5

Table 26.--Importance of children in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	2	10.6	15	79.0	2	10.6
Post-1974[a]	42	3	7.2	26	61.8	13	30.9

[a]Does not total 100.0% due to rounding.

Table 27.--Importance of communication skills in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	19	18	94.7	0	0	1	5.3
Post-1974[a]	42	40	95.3	0	0	2	4.8

[a]Does not total 100.0% due to rounding.

Table 28.--Importance of leadership in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/No Response	
		N	%	N	%	N	%
Pre-1974	19	18	94.7	0	0	1	5.3
Post-1974	42	39	92.8	0	0	3	7.1

Table 29.--Importance of maturity in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/No Response	
		N	%	N	%	N	%
Pre-1974[a]	19	17	89.5	1	5.3	1	5.3
Post-1974	42	37	88.1	3	7.1	2	4.8

[a]Does not total 100.0% due to rounding.

Table 30.--Importance of belief in the community college philosophy in the selection process, as perceived by chief academic officers.

Group	Cases	Important		Not Important		Does Not Apply/No Response	
		N	%	N	%	N	%
Pre-1974	19	16	84.2	1	5.3	2	10.5
Post-1974	42	37	88.1	4	9.5	1	2.4

Table 31.--Importance of attitude in the selection process, as
perceived by chief academic officers.

Group	Cases	Important		Not Important		Does No	Not Apply/ Response
		N	%	N	%	N	%
Pre-1974	19	18	94.7	0	0	1	5.3
Post-1974[a]	42	38	90.5	2	4.8	2	4.8

[a]Does not total 100.0% due to rounding.

Table 32.--Importance of the ability to work with others in the
selection process, as perceived by chief academic
officers.

Group	Cases	Important		Not Important		Does No	Not Apply/ Response
		N	%	N	%	N	%
Pre-1974	19	18	94.7	0	0	1	5.3
Post-1974	42	38	90.5	0	0	4	9.5

Table 33.--Importance of the doctorate in the selection process, as
perceived by presidents.

Group	Cases	Important		Not Important		Does No	Not Apply/ Response
		N	%	N	%	N	%
Pre-1974[a]	16	8	50.0	6	37.6	2	12.5
Post-1974	25	20	80.0	5	20.0	0	0

[a]Does not total 100.0% due to rounding.

Table 34.--Importance of the master's degree in the selection
process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	12	75.0	1	6.3	3	18.8
Post-1974	25	20	80.0	0	0	5	20.0

[a]Does not total 100.0% due to rounding.

Table 35.--Importance of the major discipline area of the master's
or doctorate in the selection process, as perceived by
presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	6	37.6	8	50.0	2	12.6
Post-1974	25	12	48.0	11	44.0	2	8.0

[a]Does not total 100.0% due to rounding.

Table 36.--Importance of public school teaching experience in the
selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	1	6.3	12	75.1	3	18.8
Post-1974	25	3	12.0	15	76.0	3	12.0

[a]Does not total 100.0% due to rounding.

Table 37.--Importance of community college teaching experience in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	11	68.8	4	25.1	1	6.3
Post-1974	25	16	64.0	6	24.0	3	12.0

[a]Does not total 100.0% due to rounding.

Table 38.--Importance of administrative experience other than community college in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	7	43.8	3	18.9	6	37.6
Post-1974	25	9	36.0	7	28.0	9	36.0

[a]Does not total 100.0% due to rounding.

Table 39.--Importance of public school administrative experience in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	2	12.6	5	31.3	9	56.3
Post-1974	25	4	16.0	12	48.0	9	36.0

[a]Does not total 100.0% due to rounding.

Table 40.--Importance of business/industry experience in the
selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	5	31.3	2	12.6	9	56.3
Post-1974	25	3	12.0	9	36.0	13	52.0

[a]Does not total 100.0% due to rounding.

Table 41.--Importance of community college administrative experi-
ence in the selection process, as perceived by presi-
dents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	7	43.8	2	12.6	7	43.8
Post-1974	25	22	88.0	3	12.0	7	28.0

[a]Does not total 100.0% due to rounding.

Table 42.--Importance of division/department chair experience in
the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	16	6	37.5	6	37.5	4	25.0
Post-1974	25	14	56.0	4	16.0	7	28.0

[a]Does not total 100.0% due to rounding.

Table 43.--Importance of associate/assistant dean experience in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	9	56.3	4	25.0	3	18.8
Post-1974	25	16	64.0	2	8.0	7	28.0

[a]Does not total 100.0% due to rounding.

Table 44.--Importance of dean experience in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	8	50.0	3	18.9	5	31.3
Post-1974	25	18	72.0	1	4.0	6	24.0

[a]Does not total 100.0% due to rounding.

Table 45.--Importance of vice-president experience in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	4	25.0	5	31.3	7	43.8
Post-1974	25	7	28.0	6	24.0	12	48.0

[a]Does not total 100.0% due to rounding.

Table 46.--Importance of noneducation experience in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	2	12.5	6	50.0	6	37.6
Post-1974	25	4	16.0	9	36.0	12	48.0

[a]Does not total 100.0% due to rounding.

Table 47.--Importance of scholarly activity--publications in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	2	12.5	8	50.1	6	37.5
Post-1974	25	5	20.0	15	60.0	5	20.0

[a]Does not total 100.0% due to rounding.

Table 48.--Importance of offices held in state/national organizations in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	2	12.5	9	56.4	5	31.3
Post-1974	25	6	24.0	14	56.0	5	20.0

[a]Does not total 100.0% due to rounding.

Table 49.--Importance of sources in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	0	0	5	31.3	11	68.8
Post-1973	25	3	12.0	12	48.0	10	40.0

[a]Does not total 100.0% due to rounding.

Table 50.--Importance of internal candidate in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	2	12.6	8	50.1	6	37.5
Post-1974	25	7	28.0	8	32.0	10	40.0

[a]Does not total 100.0% due to rounding.

Table 51.--Importance of external candidate in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	2	12.6	8	50.1	6	37.5
Post-1974	25	6	24.0	9	36.0	10	40.0

[a]Does not total 100.0% due to rounding.

Table 52.--Importance of age in the selection process, as per-
ceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	1	6.3	11	68.9	4	25.1
Post-1974	25	2	8.0	13	52.0	10	40.0

[a]Does not total 100.0% due to rounding.

Table 53.--Importance of gender in the selection process, as per-
ceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	2	12.6	8	50.0	6	37.6
Post-1974	25	0	0	16	64.0	9	36.0

[a]Does not total 100.0% due to rounding.

Table 54.--Importance of race in the selection process, as per-
ceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	0	0	9	56.3	7	43.8
Post-1974	25	1	4.0	15	60.0	9	36.0

[a]Does not total 100.0% due to rounding.

Table 55.--Importance of being married in the selection process,
as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	1	6.3	8	50.1	7	43.8
Post-1974	25	1	4.0	15	60.0	9	36.0

[a]Does not total 100.0% due to rounding.

Table 56.--Importance of being single in the selection process,
as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	0	0	9	56.4	7	43.8
Post-1974	25	1	4.0	14	56.0	10	40.0

[a]Does not total 100.0% due to rounding.

Table 57.--Importance of being divorced in the selection process,
as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	0	0	10	62.6	6	37.6
Post-1974	25	0	0	15	60.0	10	40.0

[a]Does not total 100.0% due to rounding.

Table 58.--Importance of children in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	1	6.3	8	50.1	7	43.8
Post-1974	25	1	4.0	15	60.0	9	36.0

[a]Does not total 100.0% due to rounding.

Table 59.--Importance of communication skills in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	13	81.3	1	6.3	2	12.5
Post-1974	25	23	92.0	1	4.0	1	4.0

[a]Does not total 100.0% due to rounding.

Table 60.--Importance of leadership in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	16	14	87.5	0	0	2	12.5
Post-1974	25	22	88.0	0	0	3	12.0

Table 61.--Importance of maturity in the selection process, as
perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	13	81.3	0	0	3	18.8
Post-1974	25	21	84.0	0	0	4	16.0

[a]Does not total 100.0% due to rounding.

Table 62.--Importance of belief in community college philosophy
in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974	16	14	87.5	0	0	2	12.5
Post-1974	25	22	88.0	0	0	3	12.0

Table 63.--Importance of attitude in the selection process, as
perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	14	87.6	0	0	2	12.5
Post-1974	25	22	88.0	0	0	3	12.0

[a]Does not total 100.0% due to rounding.

Table 64.--Importance of ability to work with others in the selection process, as perceived by presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Response	
		N	%	N	%	N	%
Pre-1974[a]	16	13	81.3	0	0	3	18.8
Post-1974	25	22	88.0	0	0	3	12.0

[a]Does not total 100.0% due to rounding.

Table 65.--Importance of the doctorate in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-CAOs	19	4	21.1	7	36.8	8	42.1
Pre-presidents	16	8	50.0	6	37.6	2	12.5
Post-CAOs	42	13	54.8	10	23.8	9	21.4
Post-presidents	25	20	80.0	5	20.0	0	0

Table 66.--Importance of the master's degree in the selection
process, as perceived by chief academic officers and
presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	9	47.3	7	36.9	3	15.8
Pre-1974 presidents	16	12	75.0	1	6.3	3	18.8
Post-1974 CAOs	42	19	45.2	18	24.9	5	11.9
Post-1974 presidents	25	20	80.0	0	0	5	20.0

Table 67.--Importance of the major discipline area of the master's
or doctorate degree in the selection process, as per-
ceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	8	42.1	10	52.6	1	5.3
Pre-1974 presidents	16	6	37.6	8	50.0	2	12.6
Post-1974 CAOs	42	15	35.7	25	59.5	2	4.8
Post-1974 presidents	25	12	48.0	11	44.0	2	8.0

Table 68.--Importance of public school teaching experience in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	2	10.5	10	52.7	7	36.9
Pre-1974 presidents	16	1	6.3	12	75.1	3	18.8
Post-1974 CAOs	42	3	7.1	27	64.3	12	28.5
Post-1974 presidents	25	3	12.0	15	60.0	3	12.0

Table 69.--Importance of community college teaching experience in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	9	47.4	7	36.9	3	15.8
Pre-1974 presidents	16	11	68.8	4	25.1	1	6.3
Post-1974 CAOs	42	25	59.5	11	26.2	6	14.3
Post-1974 presidents	25	16	64.0	6	24.0	3	12.0

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Table 70.--Importance of administrative experience other than
community college in the selection process, as per-
ceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	9	47.4	2	10.6	8	42.1
Pre-1974 presidents	16	7	43.8	3	18.9	6	37.6
Post-1974 CAOs	42	10	23.8	12	28.6	20	47.6
Post-1974 presidents	25	9	36.0	7	28.0	9	36.0

Table 71.--Importance of public school administrative experience
in the selection process, as perceived by chief aca-
demic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	4	21.1	4	21.1	11	57.9
Pre-1974 presidents	16	2	12.6	5	31.3	9	56.3
Post-1974 CAOs	42	7	16.7	12	28.6	23	54.7
Post-1974 presidents	25	4	16.0	12	48.0	9	36.0

Table 72.--Importance of business/industry experience in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	2	10.6	3	15.8	14	73.6
Pre-1974 presidents	16	5	31.3	2	12.6	9	56.3
Post-1974 CAOs	42	3	7.1	13	31.0	26	61.9
Post-1974 presidents	25	3	12.0	9	36.0	13	52.0

Table 73.--Importance of community college administrative experience in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	7	36.8	2	10.6	10	52.7
Pre-1974 presidents	16	7	43.8	2	12.6	7	43.8
Post-1974 CAOs	42	22	52.4	5	11.9	15	35.7
Post-1974 presidents	25	22	88.0	3	12.0	7	28.0

Table 74.--Importance of division/department chair experience in
the selection process, as perceived by chief academic
officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	4	21.1	2	10.6	13	68.4
Pre-1974 presidents	16	6	37.5	6	37.5	4	25.0
Post-1974 CAOs	42	2	54.8	5	12.0	14	33.4
Post-1974 presidents	25	17	56.0	4	16.0	7	28.0

Table 75.--Importance of associate/assistant dean experience in
the selection process, as perceived by chief academic
officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	4	21.1	3	15.9	12	63.1
Pre-1974 presidents	16	9	53.3	4	25.0	3	18.8
Post-1974 CAOs	42	14	33.3	7	16.7	21	50.0
Post-1974 presidents	25	16	64.0	2	8.0	7	28.0

Table 76.--Importance of dean experience in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important N	Important %	Not Important N	Not Important %	Does Not Apply/ No Resp. N	Does Not Apply/ No Resp. %
Pre-1974 CAOs	19	7	39.9	1	5.3	11	57.9
Pre-1974 presidents	16	8	50.0	3	18.9	5	31.3
Post-1974 CAOs	42	24	57.1	4	9.6	14	33.3
Post-1974 presidents	25	18	72.0	1	4.0	6	24.0

Table 77.--Importance of vice-president experience in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important N	Important %	Not Important N	Not Important %	Does Not Apply/ No Resp. N	Does Not Apply/ No Resp. %
Pre-1974 CAOs	19	1	5.3	1	5.3	17	89.5
Pre-1974 presidents	16	4	25.0	5	31.3	7	43.8
Post-1974 CAOs	42	7	16.7	6	14.3	29	69.0
Post-1974 presidents	25	7	28.0	6	24.0	12	48.0

Table 78.--Importance of noneducation experience in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important N	Important %	Not Important N	Not Important %	Does Not Apply/ No Resp. N	Does Not Apply/ No Resp. %
Pre-1974 CAOs	19	3	15.8	2	10.6	14	73.7
Pre-1974 presidents	16	2	12.5	6	50.0	6	37.6
Post-1974 CAOs	42	14	33.3	12	28.6	16	38.1
Post-1974 presidents	25	4	16.0	9	36.0	12	48.0

Table 79.--Importance of scholarly activity--publications in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important N	Important %	Not Important N	Not Important %	Does Not Apply/ No Resp. N	Does Not Apply/ No Resp. %
Pre-1974 CAOs	19	6	31.6	8	42.1	5	26.3
Pre-1974 presidents	16	2	12.5	8	50.1	6	37.5
Post-1974 CAOs	42	5	11.9	31	73.8	6	14.2
Post-1974 presidents	25	5	20.0	15	60.0	5	20.0

Table 80.--Importance of offices held in state/national organiza-
nations in the selection process, as perceived by chief
academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply	
		N	%	N	%	N	%
Pre-1974 CAOs	19	4	21.1	9	47.4	6	31.6
Pre-1974 presidents	16	2	12.5	9	56.4	5	31.3
Post-1974 CAOs	42	9	21.4	23	54.8	10	23.8
Post-1974 presidents	25	6	24.0	14	56.0	5	20.0

Table 81.--Importance of sources in the selection process, as
perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	7	36.9	2	10.6	10	52.6
Pre-1974 presidents	16	0	0	5	31.3	11	68.8
Post-1974 CAOs	42	6	14.3	18	42.8	18	42.9
Post-1974 presidents	25	3	12.0	12	48.0	ι	40.0

Table 82.--Importance of internal candidate in the selection
process, as perceived by chief academic officers and
presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	7	36.9	2	10.5	10	52.6
Pre-1974 presidents	16	2	12.6	8	50.1	6	37.5
Post-1974 CAOs	42	15	35.7	9	21.4	18	42.9
Post-1974 presidents	25	7	28.0	8	32.0	10	40.0

Table 83.--Importance of external candidate in the selection
process, as perceived by chief academic officers and
presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	4	21.1	4	21.0	11	57.9
Pre-1974 presidents	16	2	12.6	8	50.1	6	37.5
Post-1974 CAOs	42	8	19.0	9	21.4	25	59.5
Post-1974 presidents	25	6	24.0	9	36.0	10	40.0

Table 84.--Importance of age in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	2	10.5	14	73.7	3	15.8
Pre-1974 presidents	16	1	6.3	11	68.9	4	25.1
Post-1974 CAOs	42	7	16.7	25	59.5	10	23.8
Post-1974 presidents	25	2	8.0	13	52.0	10	40.0

Table 85.--Importance of gender in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	2	10.5	14	73.7	3	15.8
Pre-1974 presidents	16	2	12.6	8	50.0	6	37.6
Post-1974 CAOs	42	3	7.1	33	78.6	6	14.2
Post-1974 presidents	25	0	0	16	64.0	9	36.0

Table 86.--Importance of race in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important N	Important %	Not Important N	Not Important %	Does Not Apply/ No Resp. N	Does Not Apply/ No Resp. %
Pre-1974 CAOs	19	1	5.3	15	78.9	3	15.8
Pre-1974 presidents	16	0	0	9	56.3	7	43.8
Post-1974 CAOs	42	2	4.8	32	76.2	8	19.0
Post-1974 presidents	25	1	4.0	15	60.0	9	36.0

Table 87.--Importance of being married in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important N	Important %	Not Important N	Not Important %	Does Not Apply/ No Resp. N	Does Not Apply/ No Resp. %
Pre-1974 CAOs	19	3	15.8	15	78.9	1	5.3
Pre-1974 presidents	16	1	6.3	8	50.1	7	43.8
Post-1974 CAOs	42	2	4.8	32	76.2	8	19.0
Post-1974 presidents	25	1	4.0	15	60.0	9	36.0

Table 88.--Importance of being single in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	0	0	10	52.6	9	47.3
Pre-1974 presidents	16	0	0	9	56.4	7	43.8
Post-1974 CAOs	42	0	0	17	40.5	25	59.5
Post-1974 presidents	25	1	4.0	14	56.0	10	40.0

Table 89.--Importance of being divorced in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	0	0	8	42.1	11	57.9
Pre-1974 presidents	16	0	0	10	62.5	6	37.6
Post-1974 CAOs	42	0	0	17	40.5	25	59.5
Post-1974 presidents	25	0	0	15	60.0	10	40.0

Table 90.--Importance of having children in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	2	10.6	15	79.0	2	10.6
Pre-1974 presidents	16	1	6.3	8	50.1	7	43.8
Post-1974 CAOs	42	3	7.1	26	61.9	13	30.9
Post-1974 presidents	25	1	4.0	15	60.0	9	36.0

Table 91.--Importance of communication skills in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	18	94.7	0	0	1	5.3
Pre-1974 presidents	16	13	81.3	1	6.3	2	12.5
Post-1974 CAOs	42	40	95.2	0	0	2	4.8
Post-1974 presidents	25	23	92.0	1	4.0	1	4.0

Table 92.--Importance of leadership in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	18	94.7	0	0	1	5.3
Pre-1974 presidents	16	14	87.5	0	0	2	12.5
Post-1974 CAOs	42	39	92.8	0	0	3	7.1
Post-1974 presidents	25	22	88.0	0	0	3	12.0

Table 93.--Importance of maturity in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	17	89.5	1	5.3	1	5.3
Pre-1974 presidents	16	13	81.3	0	0	3	18.8
Post-1974 CAOs	42	37	88.1	3	7.1	2	4.8
Post-1974 presidents	25	21	84.0	0	0	4	16.0

Table 94.--Importance of belief in the community college philos-
ophy in the selection process, as perceived by chief
academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	16	84.2	1	5.3	2	10.5
Pre-1974 presidents	16	14	87.5	0	0	2	12.5
Post-1974 CAOs	42	37	88.1	4	9.5	1	2.4
Post-1974 presidents	25	22	88.0	0	0	3	12.0

Table 95.--Importance of attitude in the selection process, as
perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	18	94.7	0	0	1	5.3
Pre-1974 presidents	16	14	87.5	0	0	2	12.5
Post-1974 CAOs	42	38	78.6	2	4.8	2	4.8
Post-1974 presidents	25	22	88.0	0	0	3	12.0

Table 96.--Importance of ability to work with others in the selection process, as perceived by chief academic officers and presidents.

Group	Cases	Important		Not Important		Does Not Apply/ No Resp.	
		N	%	N	%	N	%
Pre-1974 CAOs	19	18	94.7	0	0	1	5.3
Pre-1974 presidents	16	13	81.3	0	0	3	18.8
Post-1974 CAOs	42	38	90.5	0	0	4	9.5
Post-1974 presidents	25	22	88.0	0	0	3	12.0

APPENDIX J

RESPONSES TO OPEN-ENDED QUESTIONS

Chief Academic Officers, Pre-1974 and Post-1974

"If your career had a major variation from the closest career path model, please note the difference."

Pre-1974

Full-time faculty member, department head at State College. Left administration to return to faculty, recruited to administration.

Was not a chairman.

Full-time teaching.

University position in between.

Experience in educational responsibilities in military service (World War II).

Left education for four years to work in industry. Back into K-12/ community college teaching, full-time faculty, dean.

Supervision business and industry/vocational.

Education secondary/college administration-coordinator.

Dean of instruction/director of marketing-business/supervision/ consultant firm.

High school faculty, university counseling (foreign student advisor), dean of men (community college), dean of students (community college), dean of arts and sciences.

In my opinion there are only career educators--career administrators are an abomination to the profession.

Post-1974

Full-time faculty K-12.

Department head and provost.

Full-time faculty at four-year college.

High school teaching prior to college teaching.

Community college faculty member, coordinator, director, acting dean.

"What do you consider to be the three most important attributes that contributed to your selection as chief academic officer?"

Pre-1974

A community college's instructional program must always be more important than the individual entrusted with charting its course.

All administrations usually try to promote from within because outsiders have people lie for them whether in writing or on the phone about how great they are.

Trust.

Belief in faculty.

Demonstrated philosophy in education.

Believe work with highly competent leaders of industry, labor, and citizens of the largest populated county in Michigan was impressive.

Experience in a variety of jobs.

Reputation.

Internal contacts were most instrumental.

Reputation.

Politics.

Persistence.

Post-1974

Good people-relations skills.

University, college and government experience.

Knowledge of college and college's desire to keep a level of continuity.

Selection committees stress communication skills, leadership, maturity, belief in community college philosophy, attitude, ability to work with others.

A well-regarded internal candidate generally is most successful in the position. Because of political and disciplinary groups, it takes a super external candidate to fit in. The ability to deal with teacher unions and collective bargaining is of utmost importance in looking at a candidate's qualifications.

Being on the scene obviously helped because I was known and the president and others wanted me. The decision for an internal candidate was not a political one as it is sometimes, here and elsewhere. It was an accident that the timing and experience were matched to both our needs. I did not apply.

Presidents, Pre-1974 and Post-1974

"What was the selection committee's role in the final selection?"

Pre-1974

I do not remember the procedures and degree of involvement that we used in the several instances where an academic officer was chosen.

To recommend to the president.

To recommend no fewer than two finalists.

Recommending body to the president.

To present ranked list of candidates to the president.

Advisory.

They made recommendation to president, who recommended to the Board of Trustees.

I recommended by selection to the Board.

Usually the committee's recommendation was considered. In some places the general environment that has developed over a period of time may require a high degree of involvement by all the various categories of personnel. In other places a minimum of involvement would be expected by the various categories of personnel.

Post-1974

Advisory, to recommend three or more acceptable candidates to the president.

Recommend top three candidates.

Advisory to the president.

Recommend top two candidates.

Ranking.

Recommend at least two finalists to the president for final selection.

Narrowed finalist (including interviews) to last two candidates.

Recommend finalist to the president.

Interview finalist--made recommendation based on points to the president and board.

Screened all applicants and selected three candidates.

To screen applicants, select those to be interviewed, interview them and recommend to president all those they deemed to be qualified.

"What were the three most important characteristics of your selection process that had the most impact on the hiring of the candidate?"

Pre-1974

Experience, computer knowledge, strength.

Don't remember.

Resume and transcript, interview, answers to questions.

Background experience, academic qualifications.

Sex (female), academic credentials, proven track record.

Determination to make an internal selection, involvement of first-line administrators, first-hand knowledge of the (internal) candidate's qualifications.

No committee.

Education, experience, perceived ability to work effectively with all constituents.

National advertising for candidates, broad-based involvement in screening, clear definition of candidates' qualifications.

Academic leadership, compatibility, curriculum-development background.

Committee participation in setting criteria/guidelines, academic credentials heavily emphasized (education, teaching experience, higher education experience), candidate's satisfaction with small rural community.

Acquiring first-hand knowledge of his/her performance on current job.

My personal philosophy in hiring was to look for credentials, probe during interviews, and then go with the gut feelings as to which candidate would make the best team player based on the qualifications of the field of candidates.

Post-1974

Formal interview.

Credentials, experience, personal traits.

Selection committee recommendation.

Own evaluation of candidate's capabilities.

Own evaluation of candidate's experience.

Administrative experience.

Teaching experience.

Attitude.

Background and experience--past successes.

Personality, people skills.

Match between candidate's skills and the needs of the college.

Broad base from staff.

Determination of characteristics thought important.

Open discussion about candidates following interviews.

Extensive staff improvement, consensus on one candidate.

Previous performance especially in academic matters.

Esteem of fellow employees.

His ideas for future direction of education. Knowledge of past performance.

Excellent relationships with faculty.

Ability to conceptualize and broad academic understanding.

Staff reception, all staff had open opportunity to meet candidates.

Screening committee.

Spent a lot of time (BEFORE we advertised) talking about what background and experience we wanted.

Reached agreement on profile before files were reviewed.

Everyone saw and ranked the files.

Involvement of staff.

Track record.

Appropriate experience.

Had performed well as acting dean.

Respected by faculty.

Knowledgeable.

Broad range of academic leadership.

Teaching experience.

Personal style.

Interpersonal skills.

Knowledge of curriculum.

Past performance.

Range of committee.

Faculty input.

Anyone could nominate a candidate.

Ability to relate well with others.

Prior work record.

Academic preparation.

Knowledge of college and its needs.

Academic programs as top priority.

Authority of chief academic officer to carry out responsibilities.

Credentials and resume.

Interview performance.

References that were genuine.

Broad teaching and administrative experience in both liberal arts and technical education.

"What did you consider to be the three most important attributes that helped in the selection of the candidate for the chief academic officer position?"

Pre-1974

Degree, experience, recommendations and personal handling in visitation.

Skills, experience, acceptance by faculty.

Experience, known by all and respected.

Experience, computer knowledge, strength.

Personality, education, experience.

Experience, academic ability, advisory committee.

Sex--female, academic credentials, proven track record.

Ability to communicate with faculty and administrative peers, academic teaching background, leadership potential.

Background of experience, background of educational training, and personal knowledge of candidate.

Education, experience, perceived ability to work effectively with all constituents.

Experience, academic preparation, staff involvement in the selection process.

Experience, committee support (selection committee), educational background.

Community college experience, personal qualities, academic preparation.

University teaching, administrative experience, commitment to academic excellence, Ph.D.

Candidate's statement of philosophy as applicable to position either demonstrated ability to implement that philosophy or indication of ability to.

Evaluation by selection committee.

Proper qualifications verified.

Post-1974

Past experience.

Degree.

Responses to "case situations."

Experience.

Personal traits.

Credentials.

Knowledge of higher education.

Personality.

Degree.

Experience.

Management style.

Degree.

Broadly based representation.

Experience.

Degree.

Personality.

Past record at this situation.

Prior study of qualifications, sought experience, personality, type of individual, management style.

National search.

Open process.

Experience.

Has been acting dean.

Trust.

Integrity.

Experience in a comparable institution.

Academic degree (Ph.D.)

References.

Communication skills.

Experience.

Leadership skills.

Experience.

Style.

Credentials (academic).

Intelligence.

Experience.

Attitude.

Administrative ability to do the job.

Ability to work with people.

Intellectually competent.

Specific experiences at another community college.

People skills.

Match between candidate skills and need of college.

Past experience with respect to curriculum design.

Personal background with respect to "fitting in" to community college.

Personal appearance, vitality and articulateness.

Experience at similar institution (similar size and configuration).

Successful (open and candid) interview.

Compatible management philosophy.

Ability to relate well to others.

Experience.

Academic preparation.

Clear position description.

Clear committee charge.

Respect of the faculty.

Experience.

"What qualifications were sought for the position of chief academic officer?"

<u>Pre-1974</u>

Maturity and attitude were weak, so I got him "promoted" to chief community college administrator in another state.

It is hard for me to imagine considering anyone for chief academic officer with anything less than a doctorate.

I would prefer someone with proven experience, although everyone needs to get a start somewhere.

A good understanding of the purpose and function of the community college--not a university. Some of these students need additional help and they do very well. As to personal traits, I feel that a record of truthfulness, honesty, and sincerity (assuming that the person has the necessary academic background) are the most valuable traits to look for.

We got the best person available--regardless of persons variables. However, we hoped all were committed to the community college philosophy.

Knowledge of the real world of work experience in academic world.

The person selected had industrial experience, plus community college teaching and administrative experience.

Post-1974

Significant college administrative experiences prior to our school-- at a four-year institution.

The rating for external candidate does not mean it is not a consideration--it simply means external is not a favorable consideration.

In choosing a person for this position my primary interests are ability to do the job, leadership, ability to work with others, belief in the community college philosophy and intellectual competence. Other personal variables are incidental.

Educational institutions have unsuitable selection practices. Instead of actually preparing selected employees for advancement, colleges stew over favoritism. Result often is insufficiently trained appointees and inexcusable delays in making choices, and the activities of the position languish.

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