



The presidents role in a selected number of community junior colleges in seven midwestern states  
by John Nicholas Harms

A dissertation submitted in partial fulfillment of the requirements for the degree of DOCTOR OF  
EDUCATION

Montana State University

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Abstract:

It was the purpose of this study to: (1) identify what the community junior college authorities say are the president's important responsibilities; (2) determine how a selected number of community junior college presidents perceive their responsibilities according to the degree of importance; (3) compare the presidents' perceptions with the views of their immediate administrative subordinates, the deans of instruction, according to the degree of importance; and (4) compare how the presidents of the faculty associations perceive the responsibilities of the president according to the degree of importance.

There were seventy-two community junior colleges involved in this study located in seven midwestern states. A total of 216 individuals were surveyed. Eighty-six per cent of the subjects who participated returned their questionnaire. A Chi Square Test and Analysis of Variance was utilized in analyzing the four null hypotheses of this study.

The major findings and conclusions of the study were: 1. There are significant differences among the groups as to their responses to the administrative categories.

2. There are significant differences in the responses of the participants among the six administrative categories, 3. There are significant differences among the three groups within the six administrative categories.

4. There are significant differences among the three groups on how they responded to each of the individual items on the question-naire.

5. There was a very small number of chief executives who were presidents at another community junior college prior to assuming their present positions. The investigator believes that most of the presidents were deans of instruction in the same institution that they are now the chief executives.

6. The study revealed that your chances of becoming a community college president after you have been a dean of instruction with a doctor's degree in higher education is good.

7. The presidents showed the highest overall ranking of their responsibilities. The deans of instruction were second, and the presidents of the faculty associations were third.

8. The responses of the participants among six administrative categories showed the highest significant differences.

9. The most important responsibilities the president must perform is to work with the Board of Governors. The investigator feels that there is a real need for the presidents to have more formal training on how to work with the Board of Governors.

10. The three groups ranked instructional and student services as the least important in regard to the responsibilities of the president. The low ranking of these two important administrative categories is of

real concern to the writer. Both instructional and student services should be considered as the heart of the community junior college. The writer believes that these two administrative areas should play an important role in the overall responsibilities' of the two-year presidents.

THE PRESIDENT'S ROLE IN A SELECTED NUMBER OF COMMUNITY  
JUNIOR COLLEGES IN SEVEN MIDWESTERN STATES

by

JOHN NICHOLAS HARMS

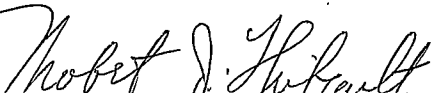
A dissertation submitted in partial fulfillment  
of the requirements for the degree


of

DOCTOR OF EDUCATION

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Bozeman, Montana

July, 1975

## ACKNOWLEDGMENT

This writer is grateful to the many persons whose valuable assistance made this study possible. The author owes a tremendous debt of gratitude to Dr. F. Clark Elkins, Vice President for Instruction at Arkansas State University, who constantly gave the author encouragement to enroll in an advance degree program. The writer is also indebted to Dr. Michael Paradise, President of Central Nebraska Technical Community College, whose counsel and encouragement were of continual inspiration throughout his studies at Montana State University. Likewise, it is at once a pleasure and an obligation to extend deepest gratitude to Dr. Earl N. Ringo, whose suggestions were invaluable. Sincere appreciation for the time spent with the author must also be expressed to Dr. Al Suvak, whose in-depth, in-breadth understanding underscored with kindness and helpfulness will always be remembered. A special acknowledgment to my parents whose encouragement and guidance will never be forgotten.

Special sincere love and gratitude is expressed to my wife, Pat, for her inspiration, support, and assistance during the planning and completion of this study.

A very special thank you to my children, Stacy, Susie, and Nicky, for their prayers and patience through those many months of completing this project.

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## ABSTRACT

It was the purpose of this study to: (1) identify what the community junior college authorities say are the president's important responsibilities; (2) determine how a selected number of community junior college presidents perceive their responsibilities according to the degree of importance; (3) compare the presidents' perceptions with the views of their immediate administrative subordinates, the deans of instruction, according to the degree of importance; and (4) compare how the presidents of the faculty associations perceive the responsibilities of the president according to the degree of importance.

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The major findings and conclusions of the study were:

1. There are significant differences among the groups as to their responses to the administrative categories.
2. There are significant differences in the responses of the participants among the six administrative categories.
3. There are significant differences among the three groups within the six administrative categories.
4. There are significant differences among the three groups on how they responded to each of the individual items on the questionnaire.
5. There was a very small number of chief executives who were presidents at another community junior college prior to assuming their present positions. The investigator believes that most of the presidents were deans of instruction in the same institution that they are now the chief executives.
6. The study revealed that your chances of becoming a community college president after you have been a dean of instruction with a doctor's degree in higher education is good.
7. The presidents showed the highest overall ranking of their responsibilities. The deans of instruction were second, and the presidents of the faculty associations were third.
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## Chapter 1

### INTRODUCTION

The community junior college is the liveliest and most talked about development in the field of higher education today.<sup>1</sup> These colleges have become the fastest growing post-secondary institutions in America. Nothing has happened in higher education the past half century that can surpass the recent flowering of the uniquely American community junior college.<sup>2</sup>

There were numerous reasons why the two-year colleges have been going through such a rapid growth and development. In America today, there has been a growing demand on the part of its people to get education beyond high school and a general feeling that education should play a major part in raising the sights of men and women to improve their social conditions.<sup>3</sup> Under the leadership of Presidents Kennedy and Johnson, commissions were developed with leaders from businesses, education, government, and local civic organizations who began asking for provisions of universal opportunity for a minimum of two years of education beyond high school.

The community junior college, which started its growth before

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<sup>1</sup>Ralph R. Fields, The Community College Movement (New York: McGraw Hill Book Company, 1962), p. 3.

<sup>2</sup>Edmund J. Gleazer, Jr., "Junior College Explosion," American Education, V (January, 1969), p. 1.

<sup>3</sup>Ibid., p. 1.

the nineteen-hundreds but had moved neither very far nor very fast, seemed made to order for the job of extending and expanding opportunities for education beyond high school. Students attended these institutions because of their open-admissions policies, the costs were not high, proximity to those it was designed to serve, low tuition policies, and excellent counseling services. These two-year colleges have offered more varied programs for a larger variety of students than any other post-secondary institution in higher education. They also provided higher education for many people who were not fully committed to four years of college education, and appealed to those students who were not sure what career they wanted to pursue.<sup>4</sup>

Without following the conventional concepts of what constitutes a college education, the community junior college developers focused on vocational technical education, traditional Arts and Sciences transfer programs, and community based education (community services). The planners of these two-year institutions recognized that the world of work has become very sophisticated. Also, it was becoming very apparent that many of the unskilled and skilled jobs were disappearing from the employment picture. These jobs were being replaced by new kinds of occupations that required a special training--usually beyond high school.<sup>5</sup>

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<sup>4</sup>A Digest of Reports of the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Company, 1974), p. 23.

<sup>5</sup>Gleazer, op. cit., p. 2.



If there was one thing that characterized the community junior college as a phenomena of the sixties, it was that people were attracted to the many different opportunities they offered. The students who attended these two-year institutions came from every walk of life. It was not unlikely to find on the campus of a community junior college the very young, middle-aged, and elderly attending classes at the same time.

These two-year colleges could be classified as the melting pot of higher education, because their students came from all races and national origins.<sup>6</sup> The majority of the students attending the community junior colleges could not have been enrolled in such a post-secondary institution if it had not been spawned in their immediate locale.

It was not unusual to find community junior college campuses located in buildings that were new or old. Many of the community junior college campuses were very hard to identify because the college presidents did not wait for the physical plant to be built before they started offering classes. Some of these colleges were located in old, unused school buildings, or in warehouses, abandoned department stores, car garages, and even on farms for their campuses. Once the voters have approved the establishment of such a college, the interim campus has become the acceptable approach to making education available to the communities.<sup>7</sup>

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<sup>6</sup>"Phenomenon of the Sixties," American Education, V (January, 1969), p. 4.

<sup>7</sup>Ibid., p. 6.

Because of the rapid growth, constant change, and philosophy of the community junior colleges, the presidents of these institutions must have special leadership qualities in order to be successful in their jobs. The kind of leadership the presidents gave their institution would affect the type of contribution they were allowed to make to society.<sup>8</sup> How precisely each of the community junior colleges met the appropriate educational needs of their students, adults, and community would depend upon the initiative, leadership, and the managerial abilities of the president.

The community college president must possess solid leadership qualities that would enable him to take the lead, not only in his institution and the academic world, but also in the community at large. Because of the vast array of the president's activities, he must be a learned person; and he must be aware of the main social, economical, political, and educational currents, not only of his own area and state but of the whole nation. The president must be a skillful diplomat, a stout political observer, and a good tactician.

For the community junior college president, the above requisites were even more pronounced; especially in states where community colleges were emerging as a social and educational force and as a distinct entity

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<sup>8</sup>William G. Shannon, "The Community College President, A study of the Role of President of the Public Community Junior College," (Unpublished Doctor's Dissertation, The University of Columbia, 1962), p. 2.

with many growing pains to be encountered. In addition to these attributes, the community junior college president must be a "human being." The president must be firm, but compassionate; seeking success, but with humility; leading, but with gentleness; serious and decorous, but not forgetting humor and fun; getting angry when he must, but also forgiving when he should; aware of his own strong points, but also of his limitations; strong in will and the exercises of his duties, but sensitive to the wants and needs of others, especially of the faculty and the students.

The community junior college president must be a visionary (a dreamer), looking ahead constantly, yet never losing touch with the present. The chief executive must also be a good judge of professional competence, especially when he chooses his key administrators, as he would be as good and as effective as his top assistants he had chosen.

A community junior college president must be able to understand the students, faculty, curriculum development, and community needs as well as having a good grasp of the major financial and budgetary procedures. In other words, although he would not and he must not himself perform all the major functions of administration, he must understand well the functioning of the different parts of the college.

Most of all, however, the community junior college president was there to serve the students, the faculty, the community, and to assist the Board of Governors in developing the major governing policies

of the college as well as seeing to it that these policies were implemented. It was his responsibility to oversee the provision of the services for which the college owed its very existence: Arts and Science transfer education, vocational technical education, and community based education (community services).

Because of the vast array of responsibilities, pressures, and conflicts being placed upon the community junior college president, there was a need for these leaders to be well trained in community college education. They must also possess leadership qualities that were very solid, reflective, descriptive, honest, and flexible because they could not be insulated from the problems and frustrations they must face.<sup>9</sup> The community junior college presidents would not earn their pension in one assignment. Their calling card may include the following, "Have resume' will travel."<sup>10</sup>

The leaders of these colleges could not avoid controversy. Dispute was the midwife of academic freedom and social change; and the community junior college president must be able to accept dissent as routine.

William Moore stated in his book, Blind Man on A Freeway, how he viewed the many pressures that were being placed upon the presidents

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<sup>9</sup>William Moore, Jr., Blind Man on a Freeway (San Francisco: Jossey-Bass Inc., 1971), p. 1.

<sup>10</sup>Ibid., p. 2.

of community junior colleges and other administrators:

Finally, the community college administrator must accept the reality that he is usually the villain or the scapegoat. He can be both. He must be prepared to deal with English students, assorted demands, racism, tradition, budget cuts, unions, faculty senate, board of trustees, the public, the press, the legislature, and other administrators. In spite of these sometimes adversal components, he must keep upper most in his mind that the improvement of the quality of education is his main objective. This is difficult. When one is up to his ass in alligators, it is easy to forget that his original objective was to drain the swamp.<sup>11</sup>

Because of the many aforementioned pressures, and conflicts that could be found in the rapid growing community junior colleges, the presidents were finding that their responsibilities were also under constant change. Those presidents who could not identify their changing responsibilities were having difficulty being successful. This study was designed to help identify what the authorities in the community junior college field say were the important responsibilities of the president as well as how the presidents, deans of instruction, and presidents of the faculty associations rated the president's responsibilities according to the degree of importance.

## THE PROBLEM

### Statement of the Problem

The purposes of this study were: (1) to identify what the community junior college authorities said were the president's important

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<sup>11</sup>Ibid., p. 32.

responsibilities; (2) to determine how a selected number of community junior college presidents perceived their responsibilities according to the degree of importance; (3) to compare the presidents' perceptions with the views of their immediate administrative subordinates, the deans of instruction, according to the degree of importance; and (4) to compare how the presidents of the faculty associations perceived the responsibilities of the president according to the degree of importance.

#### Purpose of the Study

McConnell of the University of California at Berkeley had observed, "So little research has been done on how colleges and universities are organized and administered, it is fair to say in fact the field has not been touched."<sup>12</sup>

The educational authorities have written an enormous amount of literature on public school administration, but very little material on community college administration. The field of community college administration showed a real need for research and for a definite division of the research between the president's role and the other administrators' roles. There had been very little research as well as literature written that isolated the community college administration into the aforementioned categories.

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<sup>12</sup>Robert Chin, "The Utility of System Models, and Developmental Models for Practitioners," The Planning of Change, eds. Warren G. Bennis, Kenneth D. Benne, and Robert Chin (New York: Holt, Rinehart and Winston, Inc., 1961), p. 119.

The community junior colleges were growing at an alarming rate throughout the nation. These institutions had been opening at the rate of more than one per week.<sup>13</sup> Because of this rapid growth, pressures, and constant change occurring within the community junior colleges, there was a definite need to identify the changing responsibilities of the president. The identification of responsibilities could be of some help to those individuals who had become presidents for the first time in their careers. The new administrative neophyte often became confused, frustrated, and disillusioned about his job responsibilities. He has had some administrative experience on the college or secondary levels, but never as a college president. The new president knew he had been given powers, vested in him by the Board of Governors, but he did not know how to use them. This study could help the new college president see how other presidents, deans of instruction, presidents of the faculty associations, and various authorities perceived his responsibilities.

Individuals who had been community junior college presidents for more than five years often needed to re-evaluate their job description to determine what they were doing. Presidents who were in this category, at times, may have become complacent and may not have kept up with the changing times. This study could help presidents who had become complacent see that their responsibilities may be changing.

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<sup>13</sup>"Junior College Research Review," American Association of Junior Colleges, II (June, 1968), p. 1.

Colleges and universities that have educational leadership training programs for community junior college presidents may have received some assistance from this study in regard to evaluating their curriculum. This study will show how various administrators perceived the responsibilities of the president according to the degree of importance. This would allow the four-year colleges and universities to compare the results of this study with what was being taught in their programs to see if there were changes that needed to be made in their curriculum to meet the new changing needs of the community junior college presidents.

#### Limitations

This investigation included the public community junior colleges located in Nebraska, Iowa, Kansas, South Dakota, North Dakota, Montana, and Wyoming. The number of community junior colleges participating in the study was seventy-two. The investigation was limited to the presidents, deans of instruction, and presidents of the faculty associations found in the aforementioned states.

#### Definitions of Terms Used

Community junior college. A two-year post-secondary institution that offers the traditional Arts and Sciences transfer curriculum, vocational technical curriculum, general education, and community based education (community services).



President. The chief executive of the Board of Governors who enacts the policies established by the governing board for the organization and administration of the college.

President of faculty association. The individual who has been chosen by the faculty to serve as president of their local college association.

Dean of Instruction. The individual who has been appointed by the president and ratified by the Board of Governors to supervise the curriculum, program development, faculty development, and instruction of the community college.

Role. "The way people behave in a position depends partly on how they think they are expected to behave and how others actually expect them to behave. These expectations are called roles."<sup>14</sup>

#### SUMMARY

The purposes of this study were: (1) to identify what the community junior college authorities said were the president's important responsibilities; (2) to determine how a selected number of community junior college presidents perceived their responsibilities according to

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<sup>14</sup>Harlan C. Stamm, "The Role Expectations of Eighteen California Community Junior College Presidents comparative to Three Associative Reference Groups," (Unpublished Doctor's Dissertation (The New Mexico State University, 1968), p. 6.

the degree of importance; (3) to compare the president's perceptions with the views of their immediate administrative subordinates, the deans of instruction; and (4) to compare how the presidents of the faculty associations perceived the responsibilities of the president.

The importance of this study was threefold:

1. To assist the new community junior college presidents in perceiving their responsibilities.
2. To assist those community junior college presidents who have been in their position for five years or more in identifying their changing responsibilities.
3. To assist those four-year colleges and universities that have leadership training programs for community junior college presidents in identifying whether or not their curriculum is meeting the needs of the changing responsibilities of these two-year chief executives.

The study was limited to the public community junior colleges located in Iowa, Kansas, Montana, Nebraska, North Dakota, South Dakota, and Wyoming. The number of colleges participating in the study was seventy-two. The investigation was limited to the presidents, deans of instruction, and presidents of the faculty associations.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Historical and recent literature was examined for the opinions and views on the community junior colleges. The presidency position in these two-year post-secondary institutions could be considered as prestigious and influential. But regardless of how predominant this position was considered, there has been very little literature written on the role or responsibility of the community junior college presidents. This topic in higher education could be considered as one of the unexplored areas in college administration.

The investigator was forced to review various unpublished dissertations on the role of the president, memoirs written by the presidents, written reports on special leadership conferences for presidents, ERIC Reports, and various chapters in books on higher education administration.

The review of literature that was selected for this chapter can be divided into three basic categories:

1. Historical review: The brief historical background given in this chapter would help the reader understand the growth and development of the community junior colleges. The growth of these two-year colleges has had considerable effect in formulating the new and changing responsibilities of community junior college presidents.

2. The role of the community junior college: This topic is

twofold: First, even though the community junior colleges are growing at an alarming rate, there are still many educators, governmental officials, students, and lay citizens who do not understand the philosophy of these two-year colleges. The information that can be found in this section of the chapter will help those people better understand the two-year colleges. Second, the philosophy of each institution helps determine the presidents' responsibilities.

3. Responsibilities of the president: Major emphasis was placed upon the presidents' responsibilities based upon research and various authorities' opinions.

#### HISTORY OF THE COMMUNITY JUNIOR COLLEGES

The community junior college could be classified as an outgrowth from the public school system. The very basic principles and traditions that built the public schools' educational system guided the community junior college development. Charles Monroe stated in his book, Profile of the Community College, that the foundation of the public schools was built around three traditions, and these same traditions were a major portion of the community junior college foundation:

1. Universal opportunity for a free public education for all persons without distinction based on social class, family income, and ethnic, racial, or religious backgrounds.
2. Local control and support of free, non-tuition educational systems.

3. A relevant curriculum designed to meet both the needs of the individual and those of the nation.<sup>15</sup>

The community junior college movement in America was very slow in starting. A close examination of the history revealed that the real surge came during the twentieth century.

There were four basic reasons why the community junior colleges developed in the United States:

1. The upward extension of high schools or academies.
2. The transformation of many church-related colleges from four-year to two-year institutions.
3. The evolution of educational institutions initially intended to bring advantages to young people in rural areas.
4. The creation of junior community colleges by philanthropic groups or individuals.<sup>16</sup>

The historical review of the community junior colleges could be traced through the following four major stages:

1. 1850-1920. This was the first and longest stage. During this time, the community junior college became known as a separate institution where a student could receive the first two years of a baccalaureate curriculum.
2. 1920-1945. This phase of the community junior college development has been classified as the expansion of occupational education. During this stage, the concepts on technical and semi-professional education got its start in the community junior colleges.
3. 1945-1965. After World War II, there were many new changes that occurred in post-high school education. During this period of time, the major emphasis in the community junior colleges were to develop services to the adults of the community.

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<sup>15</sup> Charles Monroe, Profile of the Community College, A Handbook (San Francisco: Jossey Bass, Inc., 1972), p. 1.

<sup>16</sup> James W. Reynolds, The Junior College (New York: Center for Applied Research in Education, 1965), p. 3.

4. 1965 ---. The major realization of the open-door concept became a vital part of the community junior college during this period of time.<sup>17</sup>

Beginning of the Community Junior College

1850-1920. The first real suggestion for change in our system of higher education came during the inaugural address of Henry P. Tappan as the president of the University of Michigan in the year of 1852.<sup>18</sup> In his address, he suggested that the universities should be transferring to the high schools those courses which were secondary in nature.<sup>19</sup>

During the year of 1859, the University of Georgia stated that their freshmen students who were entering the liberal art programs were too young. The University eliminated the first two years in 1862, but the Civil War prevented the execution of the overall plan.<sup>20</sup>

William W. Folwell in his inauguration as the president of the University of Minnesota in 1869 hinted that he had an overall plan for education in Minnesota, but he did not unfold his plan at that time.

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<sup>17</sup>James W. Thornton, The Community Junior College (New York: John Wiley & Sons, Inc., 1972), p. 47.

<sup>18</sup>Walter C. Eells, The Junior College (New York: Houghton Mifflin Company, 1931), p. 44.

<sup>19</sup>Harold F. Landrith, Introduction to the Community Junior College (Danville: The Interstate Printers & Publishers, Inc., 1971), p. 15.

<sup>20</sup>Ibid., p. 15.

Folwell did not want to appear too radical in his inaugural address. Neither Tappan nor Folwell were successful in eliminating the secondary years at their universities or the development of the extended programs in high school.<sup>21</sup>

William Rainey Harper was often referred to as the father of the community junior college movement.<sup>22</sup> In the year 1892, President Harper divided his university into two major divisions. These divisions were called the "Academic College," and the "University College." The names were changed in 1896 to the "Junior College" and the "Senior College."<sup>23</sup> This was the first time the term "junior college" was used to identify a post-high school institution.<sup>24</sup>

In the year 1902, J. Stanley Brown, Superintendent for the Joliet Township High School extended his high schools to include two years of college education. Superintendent Brown created in Joliet, Illinois, the oldest public junior college still in existence in America.

The first state law approving public junior college education

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<sup>21</sup>Daniel R. Gerber, "William Watts Folwell and the Idea of the Junior College," Junior College Journal, 41 (March, 1971), pp. 50-53.

<sup>22</sup>Ken A. Brunner, "Historical Development of the Junior College Philosophy," Junior College Journal, 40 (April, 1970), p. 30.

<sup>23</sup>Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, 1962), p. 18.

<sup>24</sup>Fells, op. cit., p. 47.

was passed in California in the year 1907. The Board of Trustees in a high school district were allowed to develop post-graduate courses for their high school graduates. The law stated that the education received must be of the same quality received in the first two years of any university.<sup>25</sup>

The community junior college movement began to create attention by the year 1920.<sup>26</sup> P. P. Claxton, the Commissioner of Education, called a two-day meeting in St. Louis on June 30 through July 1, 1920. Thirty-four representatives were present at this conference.<sup>27</sup>

This conference was called to discuss the functions and organizations of the community junior colleges throughout the country. This meeting was the beginning of a number of significant events in the development of the two-year college movement. From this two-day conference, came the development of the organization called the American Association of Junior Colleges.<sup>28</sup> This newly formed organization defined the two-year college as, "an institution offering two years of instruction of strictly collegiate grade."<sup>29</sup>

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<sup>25</sup>Landrith, op. cit., p. 20.

<sup>26</sup>Ibid., p. 20.

<sup>27</sup>Eells, op. cit., p. 75.

<sup>28</sup>Landrith, op. cit., p. 23.

<sup>29</sup>Thornton, op. cit., p. 52.



Development of Occupational  
Programs

1920-1945. The American Association of Junior Colleges was forced to change its definition of the two-year post-secondary institution. Because of the rapid growth of the community junior colleges, they found their definition was already out of date. The passage of the new federal vocational education bill during World War II was beginning to attract attention with many of the community junior colleges. They were desirous of participating in some of the federal grants available at this time.<sup>30</sup> The vocational phase in the community junior colleges' curriculum got its real start from the Smith-Hughes legislation enacted in the early 1920's. Also, the very pressing economic needs growing out of the great depression played a very important role in stimulating the vocational development in the college's curricula.

In the year 1917, the state of California passed the following statute concerning the community junior colleges:

Junior College courses of study may include such studies as are required for the junior certificate at the University of California, and such other courses of training in the mechanical and industrial arts, household economy, agriculture, civic education, and commerce as the high school board may deem advisable to establish.<sup>31</sup>

Because of the increased interest in adding the vocational

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<sup>30</sup>Leland L. Medsker, Dale Tillery, and Joseph D. Cosand, Breaking the Access Barriers (New York: McGraw-Hill Book Company, 1971), p. 14.

<sup>31</sup>Thornton, op. cit., p. 62.

phase to the two-year post-secondary institution, the American Association of Junior Colleges was forced to expand its definition of these colleges in the year 1925. The Association defined these institutions as:

The junior college is an institution offering two years of strictly collegiate grade. The curriculum may include these courses usually offered in the first two years of the four-year college, in which case these courses must be identical, in scope and in thoroughness, with corresponding courses of the standard four-year college. The junior college may and is likely to develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also, the work offered shall be on a level appropriate for high school graduates.<sup>32</sup>

This was only the beginning, because the two-year colleges throughout the country started adding many different phases of vocational technical education to their curriculum. This trend of thought firmly established the concept of vocational technical education in these colleges.

The New Concept: Community  
College

1945-1965. The two-year institutions had not achieved the true community college concept, even though they had added the vocational phase to their curriculum. In order for these institutions to adopt the complete community college concept, they needed to add to their overall programs community based education (community services).

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<sup>32</sup>Ibid., p. 55.

During World War II, the community junior colleges found less students attending classes during the daytime. They were forced to add community based education to their program for temporary measures. This new approach proved to be so valuable that after the war they continued to develop these offerings and the community college concept was born.<sup>33</sup>

#### Consolidation Period

1965. Edmund J. Gleazer, Jr., stated in his book, This Is the Community College:

The community college has become a comprehensive institution with a great variety of programs to match the cross section of the community represented in its students. The concept of comprehensiveness, although still a subject for occasional debate, generally is accepted. This means preparation for employment as well as transfer to four-year colleges and includes a number of other community-related services. The comprehensive community college exists to give students opportunity beyond the high school level to find suitable lines of educational development in a social environment of wide range of interests, capacities, aptitudes, and types of intelligence.<sup>34</sup>

In 1965, the community junior colleges started developing the open-door concept. This new approach to higher education developed because the two-year colleges were prepared to meet the need of the students. The students' needs could be met through the liberal arts and vocational technical curriculum, as well as through the community

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<sup>33</sup>Ibid., p. 55.

<sup>34</sup>Edmund J. Gleazer, Jr., This Is the Community College (Boston: Houghton Mifflin Company, 1968), p. 28.

based education (community services).

"In effect, it is possible to suggest that history has developed a workable concept of the true community college."<sup>35</sup>

#### THE ROLE OF THE COMMUNITY JUNIOR COLLEGE

##### Growth

The 1973 Community and Junior College Directory indicated that in 1920, 12,000 students were enrolled in 207 American community junior colleges. In 1930, 77,014 students were enrolled in 469 two-year colleges; in 1950, 439,332 students were enrolled in 597 two-year colleges; in 1960, 660,216 students could be found in 678 two-year colleges; and in 1970, 2,450,451 students were enrolled in 1,091 two-year colleges.<sup>36</sup>

In 1970, the report of a Carnegie Commission on Higher Education projected that the present two-year post-secondary college enrollments would double by 1980, and triple by the year 2000. The Commission proposed that a community junior college should be constructed within commuting distance of every potential student, with regional two-year institutions in thinly populated areas of the nation, thereby requiring

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<sup>35</sup>Thornton, op. cit., p. 33.

<sup>36</sup>1973 Community and Junior College Directory (Washington, D.C.: American Association of Community Junior Colleges, 1973), p. 7.

an additional 230 to 280 new community junior colleges by 1986.<sup>37</sup>

### Purposes of the Two-Year College

The community junior colleges were created from a philosophy that believed:

The American way of life holds that all human beings are supreme, hence, of equal moral worth and as, therefore, entitled to equal opportunities to develop to their fullest capacities. The basic function of public education then should be to provide educational opportunity by teaching whatever needs to be learned, to whoever needs to learn it, whenever he needs to learn it.<sup>38</sup>

Ricciardi suggested that the philosophy of the major two-year colleges should include:

A fully organized community junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those not going beyond graduation from the community junior college, vocational training for particular occupations usually designated as semi-professional vocations, and short courses for adults with special interests.<sup>39</sup>

Eells, in his book on The Junior College, connoted that there were four major functions: (1) the popularizing function, (2) the preparatory function, (3) the terminal function, and (4) the guidance

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<sup>37</sup>Carnegie Commission of Higher Education, The Open-Door Colleges: Policies for Community Colleges (New York: McGraw-Hill Book Company, 1970), p. 3.

<sup>38</sup>The Philosophy of Education of the Joliet Township High School and Junior College (Illinois: Joliet Board of Education, 1950), p. 1.

<sup>39</sup>Nickolas Ricciardi, "Vital Junior College Problems in California," Junior College Journal, I (October, 1930), p. 24.

function.<sup>40</sup>

The yearbook committee of the National Society for the Study of Education identified four major purposes of the community junior college: (1) preparation for advance study, (2) vocational education, (3) general education, and (4) community services.<sup>41</sup>

Crawford, in his address given at the Southwestern College Agreement Conference, gave his views on what purposes the community junior colleges should serve:

1. The provision of programs of liberal arts and sciences of a sound quality.
2. The provision of occupational technical programs needed to meet the needs of society.
3. The provision of programs for adults and other community college students; designed to provide general education and to improve self-government, healthful living, understanding of civic and public affairs, a vocational growth, constructive use of leisure time, cultural depth, and to facilitate occupational advancement.
4. The provision of programs that will aid students in career selection and other guidance requirements.
5. The provision of programs and services for individuals and other groups interested in cultural, civic, recreational, or other community betterment projects.<sup>42</sup>

Representatives at a community junior college conference in

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<sup>40</sup>Eells, op. cit., p. 191.

<sup>41</sup>National Society for the Study of Education, "The Public Junior College," Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: National Society for the Study of Education, 1956), p. 74.

<sup>42</sup>Ferris Crawford, "A Twentieth Century Institution: The Community College" (Paper read at Southwestern College Agreement Conference, Battle Creek, Michigan, November, 16, 1961), pp. 1-2.

California agreed on the following functions:

1. The program should include occupational education for persons who end their formal training in the community junior college.
2. The community junior college should offer general education courses to prepare students to become effective citizens in the community, state, and nation.
3. It should offer college education for transfer credit in liberal arts, pre-scientific engineering, and professional fields.
4. The community junior college program should include guidance to assist the student in selecting an occupation and in preparing him for the successful pursuit of the work.
5. It should perform a service to the community by helping all persons in the community with their occupational and general educational needs.<sup>43</sup>

The 1967 edition of the American Junior Colleges divided the community junior colleges into three major purposes: (1) transfer programs, (2) occupation programs, and (3) evening programs.<sup>44</sup>

The Carnegie Commission in its book, A Digest of Reports of the Carnegie Commission on Higher Education, suggested the following goals for the community junior college:

1. 1976
  - a. Open access to all public community colleges.
  - b. Removal of all barriers to enrollment
  - c. A state plan for the development of community colleges in every state.
  - d. Comprehensive programs that provide meaningful learning options in all public two-year institutions of higher education.

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<sup>43</sup>A Restudy of the Needs of California in Higher Education (Sacramento: California State Department of Education, 1955), pp. 52-53.

<sup>44</sup>Edmund Gleazer, Jr. (ed.), American Junior Colleges (Seventh Edition; Washington, D.C.: American Council on Education, 1967), pp. 22-25.

- e. Achievement of the goal of a community college within commuting distance of every potential student, except in sparsely populated areas where residential colleges are needed--plans for 230 to 280 new community colleges initiated by 1976.
  - f. Low tuition or no tuition in community colleges.
  - g. Adaptation of occupational programs to changing manpower requirements and full opportunities for continuing adult education.
- 2. 1980
    - a. 230 to 280 new community colleges in operation.
    - b. 35 to 40 percent of all undergraduate students enrolled in community colleges.
  - 3. 2000
    - a. Establishment of the additional community colleges needed to provide for the increased enrollment in the final decade of this century.
    - b. 40 to 45 percent of all undergraduate students enrolled in community colleges.
    - c. Continuing adaptation of the community colleges to the changing educational and occupational needs of our society as we approach the twenty-first century.<sup>45</sup>

THE RESPONSIBILITIES OF THE COMMUNITY  
JUNIOR COLLEGE PRESIDENTS

The community junior college presidency must be considered the most important position in the administrative organizational structure. The president's office exerted more influence on policy development than any other administrative office within the institution.<sup>46</sup> Even though

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<sup>45</sup>A Digest of Reports of the Carnegie Commission on Higher Education, op. cit., p. 29.

<sup>46</sup>Arthur M. Cohen and John E. Roueche, Institutional Administrator or Educational Leader?; The Junior College President (Monograph Series; Washington, D.C.: American Association of Junior Colleges, 1969), p. viii.



the president was the most influential person on campus, there was still little agreement among authorities in regard to what the responsibilities were to be of the college president.

Robert Graham, in his study, supported this view:

There is a lack of empirical evidence denoted to the specifics of the community junior college president's job. Additionally, there is little agreement by either practitioners or authorities in the field on what are the most important activities of the job.<sup>47</sup>

#### Definition of President

In his study, Morgan defined the community junior college president as:

Typically the ultimate responsibilities for the administration and governance of a community junior college are vested in a lay board. In practice, however, the board engages the services of a full time professional, usually designated president, to serve as chief administrator. The president is then defined as that official responsible for the operation of the college. He may be called a dean or director and may report to a policy-making board directly, or through another administrative unit, such as a district chancellor (as in the case of a multi-campus district), or a superintendent of schools (as in a unified or common school district).<sup>48</sup>

In an article written by Tunnicliffe and Ingam, they defined the community junior college president as the "chief executive and operating

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<sup>47</sup>Robert Gene Graham, "The Junior College President's Job: Analysis of Perceived Job Performance and Possible Influencing Variables," (Unpublished Doctor's Dissertation, The University of Texas, Austin, Texas, 1965), p. 93.

<sup>48</sup>Don A. Morgan, "Perspectives of the Community College Presidency," (Occasional Report Number 14, Junior College Leadership Program, Graduate School of Education, The University of California, Los Angeles, March, 1970), p. 3.

officer of the institution; that person appointed by the governing board to represent it in day-to-day operation."<sup>49</sup>

Millet suggested that the "president is the chief administrative officer of the college, exercising general oversight of the functions of administration with the academic community."<sup>50</sup>

### Desirable Characteristics

There were certain desirable characteristics that various authorities believed a community college president should possess to be successful in this position. Price reported in his study the following characteristics:

1. Faith in people
2. Confidence in human integrity
3. Sincere interest in each individual man <sup>51</sup>

Hillway surveyed five-hundred professors, from ninety-three colleges, in twenty-four states, and identified the desirable characteristics that a president should maintain:

1. Integrity in personal and professional relations
2. Intellectual ability and scholarship
3. Ability to organize and lead
4. Democratic attitude and methods
5. Warmth of personality

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<sup>49</sup>G. W. Tunnicliffe and J. S. Ingam, "The College President: Who Is He?"; Educational Record, 2 (Spring, 1969), p. 190.

<sup>50</sup>John D. Millet, The Academic Community: An Essay on Organization (New York: McGraw-Hill Book Company, 1962), pp. 196-197.

<sup>51</sup>Hugh Price, "The Role of the Administrator in Excellent Teaching," Junior College Journal, 24 (September, 1953), p. 37.

6. High moral and intellectual ideas
7. Objectivity and fairness
8. Interest in education
9. Culture and breeding
10. Self-confidence and firmness <sup>52</sup>

Morgan, in his study, recommended that a president should have the following ingredients:

1. Human relations skills
2. Administrative skills
3. Intelligence
4. Personal leadership ability
5. Philosophy commitment and dedication <sup>53</sup>

#### Responsibilities of the President

Morgan reported, at the UCLA Junior College Leadership Program, in July of 1968, the following views about the community junior college presidency:

It would appear that the role and responsibilities of the American two-year college president are shifting, as indeed they must. A Florida State Department of Education publication included the statement that the president is "the most important single individual in the community junior college." However, as the numbers of the two-year college increase, as existing colleges mature, and as the major societal changes of increasing technology and increasing urbanization of population continue, the nature of

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<sup>52</sup>Tyrus Hillway, "What Professors Want in a President," School and Society, 87 (June 20, 1959), pp. 306-308.

<sup>53</sup>Don A. Morgan, "Implications for the Junior College Leadership Training Program Drawn from a Continuing Study of the Two-year College President," (Paper in partial fulfillment of the requirements of Education 4706, Professor Lamar B. Johnson; The University of California, Los Angeles, December, 1968), p. 10.





















































































































































































