

The Community College Presidency: Current Status and Future Outlook

Vaughan, George B.

Note: This is not the actual book cover

Community College Presidency

George B. Vaughan



Community College Presidency:

The Community College Presidency George B. Vaughan, 1986 Who are the men and women leading America's two year colleges What are their distinctive roles and responsibilities their frustrations and rewards What leadership skills do they bring to their work And how do they interpret and articulate the community college mission in a changing society In this pioneering book George Vaughan answers these and many other crucial questions about the leaders of American community colleges Here community college presidents speak frankly about their beliefs values attitudes goals problems and objectives as do their spouses colleagues and trustees The interviews conducted over a three year period provide an evolutionary perspective on the changing role of the presidents and the presidency From publisher's description *Leadership in Transition* George B. Vaughan, 1989 Index and bibliography included *A Practical Guide to Becoming a Community College President* Edward J. Valeau, Rosalind Latiner Raby, 2021-05-26 This practical resource helps aspiring leaders demystify the challenges associated with becoming a community college president Building on existing scholarship and research related to historical origins of the community college this book explores the role and function of the presidency discusses existing demographics and the importance of meeting the needs of a diverse student population and unpacks the required competencies and leadership challenges related to becoming a community college president Including real voices from award winning and current presidents as well as a step by step approach to attaining the position this is an important resource that speaks to the needs of today and tomorrow's community college leaders [Generation X Presidents Leading Community Colleges](#) Martha M. Ellis, Linda Garcia, 2017-03-08 The American Association of Community Colleges AACC reports over 900 presidential transitions in the last five years It also estimated that nearly 50% of presidents will retire in the next 5 years The flood of imminent retirements of sitting presidents and other senior leaders from community colleges is widely known As community colleges are facing unprecedented challenges with the exodus of successful presidents Generation X leaders are stepping in to fulfill the vacant leadership positions This book is about them their views on the community college presidency new challenges facing community colleges balancing work and other obligations tapping future rock star leaders and what every president needs to know that was not taught in graduate school *Generation X Presidents Leading Community Colleges* Martha M. Ellis, Linda García, 2017 The American Association of Community Colleges AACC reports over 900 presidential transitions in the last five years It also estimated that nearly 50% of presidents will retire in the next 5 years The flood of imminent retirements of sitting presidents and other senior leaders from community colleges is widely known As community colleges are facing unprecedented challenges with the exodus of successful presidents Generation X leaders are stepping in to fulfill the vacant leadership positions This book is about them their views on the community college presidency new challenges facing community colleges balancing work and other obligations tapping future rock star leaders and what every president needs to know that was not taught in graduate school [Examining Two Doors to the Community College](#)

Presidency Rochelle Rush, 2012 ABSTRACT Previous research studies explain how the presidential selection process at community colleges works and identify competencies that community college trustees look for in community college presidential candidates. However, few scholars have empirically tested specific features of community colleges that may impact which individuals are chosen to fill presidential vacancies. The purpose of this study was to examine whether certain departing president and community college trustee board characteristics influence the type of president that is selected at a community college. The samples for this quantitative study were North Carolina's 58 community colleges and 740 trustees who have served or who are serving at those colleges. Cross tabulations and one-way ANOVA, Kruskal-Wallis, and regression analyses revealed that departing presidents and board chairs significantly influence presidential selection at community colleges. These analyses also determined that female presidential candidates are not more likely to be selected at community colleges that have female board chairs and departing presidents, but individuals who are non-Whites and/or internal candidates are more likely to be hired at institutions with a non-White board chair, female departing president, and/or non-White departing president. The study also found that females, non-Whites, and internal candidates have a greater chance of being hired as presidents at smaller community colleges. The study's findings have implications for aspiring community college presidents, community college leadership degree program faculty, individuals who train trustees participating in presidential selection processes, and state-level officials who appoint community college trustees.

Crisis and Opportunity
Achieving the Dream, Inc., 2013 In recent years, Americans have awakened to the profound connection between community college student success and the strength of our nation. That community colleges matter deeply is clear from a few simple facts: 1) They educate over 7 million degree-seeking students, more than 40 percent of the U.S. college population; 2) They have, in recent years, been growing at four times the rate of four-year colleges; and 3) They enroll a disproportionately large share of the rapidly expanding number of college students of color and first-generation students. Today, though, not enough community college students succeed. Focusing exclusively on the challenges facing the entire sector, however, obscures an important fact: Many community colleges have been engaged in difficult work on their campuses to achieve improved rates of completion, higher levels of student learning and job preparedness, and more equitable outcomes for students of color and others who have historically been left behind in public education. The organizations that prepared this report, Achieving the Dream and the Aspen Institute, work with many institutions that are, in fact, demonstrably improving student success. What they have learned through their work is that while strong leadership can be exercised by people throughout an institution, every high-performing community college has a first-rate president. The best leaders across the country have a special set of qualities and know how that enable them to lead institutions to high and improving levels of student success. This report presents a unified vision of who these leaders are and what they do so that everyone involved in hiring and preparing community college presidents, trustees, and leaders of state systems, universities, and associations can consider the extent to which their

assumptions and practices ensure that strong presidents are chosen and effectively trained to lead colleges in ways that meet the aspirations of every student as well as the critical goal of significantly improving student outcomes Appendices include 1 Competencies Community College Presidents Will Need to Respond to Change 2 Community College Presidential Hiring Authority By State and 3 Methodology

Raising the Bar Meredith Noel Brunen, 2012 One of the largest challenges facing community colleges in the new millennium is identifying leaders who possess the necessary skills and competencies to successfully navigate the modern presidency Facing a dynamic shift in the fiscal landscape community college presidents are tasked with filling the gap between institutional needs and existing forms of financial support The purpose of this study was to examine community college presidents with former fundraising backgrounds and to explore the impact of prior fundraising experience on their current roles Because the president plays a pivotal role in the acquisition of alternative funding sources the effectiveness of this leader is critical to the overall mission of the institution therefore it is necessary to understand how their prior experiences in fundraising may impact the ease with which they develop and engage in external relationships with key constituents Employing purposive sampling methods three current community college presidents serving public single campus two year colleges with institutionally affiliated foundations were selected as case study participants The qualitative research design engaged various methods of data collection with face to face semi structured interviews serving as the primary data source accompanied by document collection observational field notes and reflexive journal entries In this inquiry the research questions spanned three broad categories which served as the framework for coding and analyzing the data The categories included a impact of full time fundraising experience b fundraising skills and competencies perceived as valuable to the community college presidency and c advice for aspiring college presidents The findings suggested that advancement professionals are well suited for the presidency based on the heightened expectation of fundraising as a means of achieving financial stability and the increasingly external nature of the presidency The valuable fundraising skills and competencies recommended for today's leaders included personalized communication and the ability to build lasting relationships with a variety of constituents The study's participants offered advice for future leaders related to organizational leadership and professional preparation based upon their own personal journey to the presidency The highly transferable skills that presidents with prior fundraising experience bring to the position establish them as qualified and effective candidates for the modern presidency

The Community College Presidency at the Millennium George B. Vaughan, Iris M. Weisman, 1998 Offers a snapshot of the community college presidency today as well as a sense of how it has evolved over the past few decades drawing on a survey of community college presidents and incorporating candid comments from interviews with 13 presidents Looks at career paths and goals of presidents including previous positions number of presidencies and plans for future work or retirement and reveals trends in the personal profile of the presidency such as age education level and civic affiliations Annotation copyrighted by Book News Inc Portland OR [The Role of the Community](#)

College President in Fundraising Rudolph Joseph Besikof, 2004 A 2008 statement from the Foundation for California Community Colleges in the Chronicle of Higher Education revealed that two year institutions provide education for approximately half of the nation's undergraduate students Wiessner 2008 However when it comes to benefiting from dollars that are raised from donors for postsecondary schools community colleges generate only 2% of the total funds that are raised Lanning 2008 For the community colleges that are effective as fundraisers what are their best practices Within them presidents are described as the living logos of their institutions but what roles do they play in successful efforts T study endeavored to answer the following research questions 1 What kinds of preparation or ongoing training if any do community college presidents say has helped them to develop fundraising skills What preparation do they identify as the most helpful 2 How do community college presidents rank fundraising in importance among all of their duties and what percentage of their time is spent on fundraising 3 What activities constitute the work of fundraising that presidents do and among those activities which do they find to be the most effective Which give them the greatest amount of difficulty Why 4 How do the college presidents of successful fundraising community colleges interact with their respective college foundations and or their development offices and how involved are members of foundations and development offices in the colleges mission and long range planning I conducted case studies of three Midwest community colleges as well as a cross case analysis To identify the research sites I used the Council for Aid to Education's Voluntary Support for Education Survey which provided more relevant statistical data than IRS Forms Specific amounts such as Alumni Corporate and Employee Giving totals were available Some state systems required all of their community colleges to complete the survey and I identified one of them for my study I chose three within it that were consistent fundraisers which is to say that their overall money raised or foundation alumni or corporate totals gave them an average ranking in the top five With these criteria three community colleges that all had similar enrollment numbers emerged Each community college visit included document study and observations but the main source was interviews At each community college I spoke with at least ten people who included but were not limited to the college president the executive director of the Foundation Foundation staff members Foundation Board of Directors members and faculty Interviews ranged from 25 minutes in length to nearly two hours To better allow for more detailed elaboration on the part of the presidents and executive directors of the respective Foundations I used the elite interview format a semi structured protocol employed by Kezar in her 2006 study of college presidents Doing so allowed for more anecdotal answers as well as deeper insights into the beliefs and perspectives of these individuals who by virtue of their higher positions had unique perspectives on fundraising and community college leadership issues Despite the similarly consistent numbers from the VSE survey the three colleges could not have been more different One was located in the center of a large urban area and had a Foundation staff that contained four employees Its executive director in addition to his foundation duties was a dean over the entire development effort at the college which included having the Public Relations

and Marketing Department report to him Another college was in a nearby suburban area Its Foundation staff was composed of three full time employees and a part time grant writer Its executive director was listed on the same organizational level as the vice presidents The third college had a district president who presided over several community colleges in a rural area At the one I learned that the chief executive level campus fundraiser was a provost which led me to include her with the three presidents in my study Its foundation staff was the smallest of the three community colleges with only two 50% employees The executive director in the rest of her assignment directed the college s Institutional Research Office As she was new to the position I also interviewed the former executive director who had been employed at 100% Interviews were transcribed and coded into an average of approximately 75 different themes per site After analyzing them through a series of matrices I reported my findings by addressing each of the four research questions directly From those I was able to note best practices of the presidents and make recommendations for both them and the fundraising effort as a whole Concerning the preparation and professional development in the area of fundraising for presidents I found that the presidents of the two urban area colleges came strictly from Academic Affairs and had little or no training in fundraising while the president and provost at the rural area college did In fact the president of the rural college gained meaningful presidential level exposure to fundraising while serving as a provost She also mentioned that her most meaningful professional development came from face to face dialogue with another president while her provost sought it in other areas For one of the urban presidents his professional development came directly from his experience working as president while the other reported being heavily involved in it since he has similar teaching and learning expectations of others Looking at the four leaders I saw efforts to fill needs in professional development in ways that seemed to be consistent with their beliefs and their own needs In terms of the importance of fundraising data showed that they all devoted roughly a fifth of their time to it directly The three presidents all answered questions about time spent on fundraising with responses about time not only with donors but also in the state legislature This was curious since they had not been asked about political involvement but only fund raising importance or practices Concerning practices in fundraising not all of the presidents asked their major donors for money all the time Responses ranged from minimal asking on the part of the president of the suburban college to asking nearly every time which was what the president of the downtown community college did Though they did not all ask with the same frequency they all included their Foundation Executive Directors either to make the ask or to lay the groundwork for them to appeal to the potential donor Other common practices included their interactions with their Foundation Boards of Directors They attended all or nearly all meetings gave reports about college news as well as their own endeavors with the legislature stayed in meetings to answer questions and clarify issues or concerns and personally emailed and met with each board member regularly The campus level leaders nearly always attended fundraising events as well and foundation leaders reported that they were available at any time in the cultivation process Finally each of these leaders emphasized some type of

partnership with potential donors in speaking to them In all three cases I saw the presidents involving foundations in the mission of the college As previously mentioned their executive directors were involved in central leadership They included the elevated positions each of them held along with their service on groups such as hiring and planning committees outside their respective Foundations Having provided these findings I was able to make several recommendations a Presidents are only as effective in fundraising as their development teams Ultimately my data showed that this higher level relationship was more important than who was asking for money b Future presidents are advised to accept responsibilities that fall outside Academic Affairs and if possible should hold positions with responsibilities similar to those of provosts they should also have some interaction in the political arena for my study concluded that fundraising meant fundraising and networking with members of the state legislature c For college presidents and Foundations building their college s fundraising efforts the internal giving campaign should be the first step Each college had a positive statistic about internal giving should present to the public d Since the alumni effort is cumbersome colleges should employ faculty and program level employees as cultivators and networkers and compensate them The focus of these efforts should be programs of study or college organizations such as campus clubs e Foundation Boards of Directors should have a limited number of members and their meetings should be run efficiently rather than serving as social functions The most active participant in meetings should be the president who also meets personally with each member on a regular basis f In order for feasibility studies to be valued by presidents and their Foundations there must be contextual similarity to their own community colleges g State community college systems should align audit work and other financial reporting to make it more streamlined with actual tax forms In order to provide more data this reporting should also be aligned with the VSE The findings were used to identify best practices of how community colleges do their fundraising despite having limited resources The findings and recommendations may assist presidents community colleges and state systems as they become more responsible for generating revenue and providing opportunities for the students of both today and tomorrow

Perspectives of the Community College Presidency Don A. Morgan,1970 Selection of Community College Presidents Mark Charles Henry Watkins,2011 The selection of a community college president is a responsibility for the governing Board of Trustees This qualitative study sought board members understanding about 1 their institution s identity utilizing the organizational identity theory and 2 the critical elements of the match between their understanding of the community college and the desired characteristics of the selected presidential candidate Mission statements vision statements and presidential position descriptions which described responsibilities and qualifications were collected from both rural and urban community colleges across the nation and were analyzed and compared with board members interview data Board members suggested that communication skills and the ability to develop relationships were vital to the president for effective leadership in collaborative efforts with businesses and the community These efforts would support the community colleges core attribute

of student access to a post secondary education in preparation for the workforce or baccalaureate degree Both urban and rural participants understood the community colleges role in the community as a conduit for economic development by establishing partnerships with local businesses Data also reflected the utilization of community colleges for self preservation of rural communities or culture and tradition

Pathway to the Presidency George B. Vaughan,1990

Community College Leadership Gary L. Rhodes,Mark A. Creery, Sr.,2021-11-01 Written from the dual perspectives of a community college president and community college board chair this book covers everything about college leadership Through personal anecdotes peppered with solid strategies it offers advice on the responsibilities and challenges that come with leading a college Whether you are a sitting college president or someday might be this book will help you If you serve on a community college board and would like insight into how to lead your college to its greatest potential this book will help

The Evolving College Presidency: Emerging Trends, Issues, and Challenges Martin III, Quincy,Cooney, Matthew A.,2022-06-24 Incoming college presidents are entering the job at a time when the role is increasingly challenging as they are asked to do more decide and act faster create and maintain more relationships and demonstrate successes while under an unrelenting microscope The range of leadership skills and competencies surrounding the current college presidency requires well prepared and well informed college presidential aspirants Research shows there is no formal training framework available in colleges to prepare successful candidates for the presidency Consequently most incoming college presidents have lamented being ill prepared for the role The Evolving College Presidency Emerging Trends Issues and Challenges provides guidance and career trajectory advice for aspiring college presidents as they prepare to take on this challenging and dynamic role The text also explores the emerging trends issues and challenges of the college presidency including issues such as diversity and inclusion funding and fundraising and political issues Covering a range of critical topics such as student affairs and community relationships this reference work is vital for higher education professionals administrators researchers practitioners scholars academicians instructors and students

A Multiple Case Study of Community College Presidents David Jeffery Fox,2008 This multiple case study examined five community college presidents perceptions of the demands and competencies of community college presidential leadership The participants were chosen using a purposeful selection method Ages ranged from 46 to 63 years old mean 56 years SD 6 15 years The tenure at their current college ranged from less than one year to over twenty four years The interview data was processed into an elite portrait of each president and from those portraits conclusions were drawn about the demands and competencies of the community college presidency

Community College Presidential Leadership Styles and Ranking of Financial Challenges Phillip D. Price,2010 A number of new community college presidents will need to be hired in the next five years due to the large percentage of current presidents who plan to retire within that timeframe As current presidents leave it is essential that these new presidents be prepared to lead community colleges through financial challenges Leadership

development programs must be designed to ensure that future presidents have the necessary leadership skills to lead these institutions through these challenges. The purpose of this study was to examine the relationship between community college presidents' leadership styles and their ranking of financial challenges. Due to findings in the literature, it was hypothesized that presidents who had a leadership style that focused both on accomplishing tasks and involving staff in the accomplishment of tasks were best suited for leading community colleges during times of financial crisis. Presidents who have such a leadership style use active participation of subordinates to ensure there is a buy-in by everyone on the team. There is an open communication system in which all information and ideas are placed on the table. In this study, leadership style was determined through the use of a survey designed to classify a president's leadership style according to the Blake and Mouton Managerial Grid. The survey also contained six financial challenges identified in the literature as pressing concerns for community colleges. Each of the challenges was classified as either being a production-related concern, i.e., the accomplishment of a task, or as a concern that was people-related, i.e., intentional effort to involve staff in the accomplishment of a task. The surveys were sent to presidents of the 58 community colleges in North Carolina. Forty-one surveys were returned, representing a 70.7% response rate. The findings revealed that all the presidents' scores fell in the team management orientation of the Blake and Mouton Managerial Grid. This finding is meaningful as it indicates that the majority of the currently serving community college presidents in North Carolina use leadership skills that are best suited for leading their institutions during financially difficult times. Analysis of the data revealed that the mean scores on concern for production, i.e., accomplishment of tasks, and concern for people were slightly higher for presidents from a curriculum instruction background and also for presidents whose highest degree was Higher Education Adult Education. Each of the six financial challenges was ranked as the most challenging by at least one president and as the least challenging by at least one president. Further, the presidents did not rank challenges labeled as having a production focus higher than those labeled as having a people focus, and vice versa. This is congruent with the finding that most of the presidents have a team management orientation and believe that the accomplishment of a task is equally as important as working with staff to accomplish the task. The value of many of the professional development programs for community college presidents already in place could be enhanced by adding a component that explains the benefit of using team management-oriented practices.

The Role of the Community College President Richard Thomas Saunders, 1978
Examining the Community and Two-year Technical College Presidency Juliet Jefferson Brown, 2009
The Community College President in Action Curtis L. Ivery, 1983

Community College Presidency: Bestsellers in 2023 The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous engrossing novels captivating the hearts of readers worldwide. Lets delve into the realm of bestselling books, exploring the fascinating narratives that have captivated audiences this year. The Must-Read : Colleen Hoovers "It Ends with Us" This poignant tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph. Community College Presidency : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This intriguing historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids captivating storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens "Where the Crawdads Sing" This evocative coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These bestselling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of captivating stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a exceptional and suspenseful novel that will keep you speculating until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

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