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FACTORS INFLUENCING THE HIRING OF WOMEN  
AS COMMUNITY COLLEGE CHIEF  
EXECUTIVE OFFICERS

by

Diane Chaddock

A Dissertation  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Doctor of Education  
Department of Educational Leadership

Western Michigan University  
Kalamazoo, Michigan  
April 1995

FACTORS INFLUENCING THE HIRING OF WOMEN  
AS COMMUNITY COLLEGE CHIEF  
EXECUTIVE OFFICERS

Diane Chaddock, Ed.D.

Western Michigan University, 1995

The purpose of this study was to provide information, in the community college setting, about the boards of trustees who hire the leaders of these institutions, and to provide information about the men and women who have been successful in obtaining these positions.

Four basic hypotheses underlie this research. They are: (1) there is a difference in the characteristics of male and female community college presidents; (2) there is a difference in the selection processes which lead to the hiring of male community college presidents compared to those processes which lead to the hiring of female presidents; (3) there is a difference in the characteristics of the boards which hire male community college presidents as compared to the boards which hire female presidents, and (4) there is a difference in the community and institutional demographics of those community colleges that have male presidents as compared to those that have female presidents.

Two hundred and forty-eight midwestern community college presidents were surveyed about the characteristics of the boards who hired them, and other factors re-

lating to their presidency. Data from these surveys were used to construct profiles of male and female community college presidents, and profiles of boards which had hired male presidents and those which had hired female presidents. T-tests, ANOVAs, and chi-square analysis were used to compare data grouped by the sex of the president.

Support was found for two of the four hypotheses. First, the study supported the hypothesis that, there is a difference in the characteristics of male and female community college presidents. Female presidents were found to have an average of less years in the position of president, and to have an average of less experience as a chief executive officer than their male counterparts. The study also showed that female presidents have a substantially lower average annual salary than their male counterparts. No variables, other than the sex of the president, correlated with these differences. Finally, female community college presidents were found to come from a more diverse ethnic background than their male counterparts.

The study also supported the hypothesis that there is a difference in the characteristics of the boards who hire male community college presidents and those hiring female presidents. Boards that hired female presidents were found to come from a more varied ethnic background, and be more often employed in a professional capacity than their male counterparts.

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## ACKNOWLEDGMENTS

When I think back over the people and events that have enabled me to come to this point in my education and in my life, I think most of all of my father, Paul Dumke, Jr. My earliest memories are of his faith and confidence in me. He believed that I could do anything, be anything that I desired. Consequently, I believed it, too. My husband, Doug Chaddock, then carried on that tradition of faith in me for the next twenty-five years of our married life. My mother, Marilyn Dumke, my children, Mike and Kim, and my colleagues and friends have also supported and encouraged me every step of the way. I thank God for blessing me so richly through all of you. How could I do anything but succeed with so much support? To all of you my heart felt thanks.

Secondly, to the members of my committee, Dr. David Cowden, Dr. Charles Warfield, and Dr. Gwen Raaberg, I extend my sincere appreciation for their guidance and support.

Diane Chaddock

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## CHAPTER I

### INTRODUCTION

In 1985, 1 of every 10 public community colleges searched for a new president (Chipps, 1989). Governing boards in this country select 2 community college presidents every working day, 500 per year (Cedillo, 1991). Clearly, numerous opportunities should exist for qualified individuals to obtain positions as chief executive officers in this country's community colleges. But that may not be true for women aspiring to these positions. The American Association of Community Colleges lists 1,017 associate degree granting institutions (1994). Of the chief executive officers, only about 6% are women.

In light of today's "progressive" society, this was a rather startling statistic, which raises a number of questions. How does the meager percentage of women in community college administration compare with that of other educational institutions and occupations in this country? If the number of women in leadership positions is consistently low throughout our educational institutions, then what are the perceptions that have contributed to this situation? Who hires the leaders in educational institutions? Do the men and women who have been successful in obtaining these positions possess some unique characteristics which have contributed to their success? And fi-

nally, how do the answers to these questions relate to the status of women in positions of leadership in this country's community colleges?

In view of the history of women in the administration of public educational institutions, it is not altogether surprising that there are so few women in community college administration. Nearly three quarters of a century passed between the appointment of the first woman superintendent of the Chicago school system, Ella Flagg Young in 1909, and the appointment of the second, Ruth B. Love in 1980. Since this time, we have seen minimal improvement in the number of females appointed to the position of superintendent in our public schools. Even after the enactment of Affirmative Action and Equal Opportunity Legislation, research continues to demonstrate that males and females remain unequally represented in school administration (Gotwalt and Towns, 1986). The number of females serving as public school superintendents rose from only 0.5% in 1973 to 7% in 1993 (Montenegro, 1993). Much has happened in the field of education in the 83 years since Ella Flagg Young was appointed the first female school superintendent in 1909 but the administrative prospects for women in both eras were nearly identical (Shakeshaft, 1989).

During the last 40 years, the number of women in the workforce has shown a dramatic increase. In 1950, only 33% of the labor field consisted of women. By 1985, the percentage rose to 55% and the U.S. Census bureau predicts that by 1995, 60% of all adult workers will be women (U.S. Department of Labor, 1990). However, the proportion of women in leadership positions in corporate America remains dismal. In 1977, Kanter reported that the percentage of women in top leadership positions of



major corporations was also about 5%. In 1993, although the numbers of women in top leadership positions has increased, the overall proportion remains about the same (Tramontin, 1993).

A number of cultural perceptions have contributed to the relatively low numbers of women in leadership positions in our society today, both in our educational institutions and in the private sector. In certain socioeconomic circles the role of women was considered to be that of staying home and rearing children. Others perceive women as lacking the desire to succeed, unable to endure stress, and unwilling to work full time with more interest in families than in a career (Shakeshaft, 1989). Images of female roles projected in our textbooks and other media, together with the lack of career counseling in schools for girls to enter non-traditional roles contributes to the lack of equity (Gillilan, 1990; Shakeshaft, 1989). Far too infrequently do the textbooks used in our schools depict women as the heroine in law enforcement, fire fighting, or even as the principal of a high school (McKenna, 1989). Our schools not only educate our society by what is taught, but also serve as a reflection of the values of our society (McKenna, 1989). It is no wonder then, that women are still not being hired for leadership positions in our schools.

The final decision about the hiring of most chief executive officers in community colleges lies with a local board of trustees. According to Freeman, Underwood and Fortune (1991), the typical school board member in this country was an Anglo male between the ages of 41 and 50. This person was married and had one or more children in school, was a college graduate with an advanced degree, and was employed

in a professional capacity. Although the majority of these board members are male, women now compose one-third of the membership of these boards (McGrath, 1992). While studies of females in administration have been available since the early 1970's, few have investigated the role of the board which actually makes the final hiring decision. These studies, instead, have examined the profile of the female administrator and have covered a few concerns about district demographics and hiring practices. Such studies have concentrated on why women are not being appointed to the top management position in public schools without relating their findings to the composition of the board which does the hiring.

An examination of women who currently hold administrative positions in education reveals that most of these women are Anglo, in their forties, and have more education than their male counterparts (Marietti, 1992). In her study of women in administration, Carole Funk (1988) described the typical female administrator as in her forties, having held an administrative position for less than 10 years. Profiles of women administrators in higher education were not found.

Studies about women in leadership abound and many of these studies have taken place in educational settings. Educational systems provide a unique setting in which to study the roles of males and females in our society. They are relatively simple organizational structures compared to those of business and industry, they serve approximately equal numbers of males and females, and have the historical distinction of being one of the few professions available to women (Schmuck, 1987). However, of the numerous studies, most of them have attempted to profile the leadership style of

the woman administrator, and rarely have described the institutions and boards which hired her. Few of these studies have included the community college as a setting. In a reported study of the topics and designs of research regarding women in education administration over a 7 year period from January 1973 through January 1979, only 10 of 114 studies included community colleges (Schmuck, et al., 1981).

The female community college president was chosen as the subject of this study because of the lack of data about women in this position and the context in which they serve, and also because of the relative scarcity of women in upper level community college administration. Despite the large number of female faculty members, educational institutions of all types have long been male dominated in terms of leadership. At the community college level in 1983, approximately 92,500 females and 142,000 males were faculty members (AACJC, 1983), and yet only 50 female chief executive officers presided (Eaton, 1984). Considering that in 1988, over half the students studying education administration in graduate school were women (Marshall, 1988), it might have been predicted that a proportionate increase in the number of women leaders in education would have followed, either in the K-12 system or in our community colleges. Yet, the number of female school superintendents remains at about 7% (Montenegro, 1993), and the number of women serving as presidents of community colleges is slightly less at about 6% (AACC, 1994). The increasing number of women earning doctorates in education (Evangelauf, 1984), deserve fair consideration for positions in the administrative ranks of higher educational institutions. In order for this consideration to be given, it is important to reveal the

context in which women have been successful in obtaining these positions. The organizational barriers that prevent women from receiving fair consideration for administrative positions in education need to be researched (Shakeshaft and Hanson, 1986). The broad questions which need to be answered are: are there certain contexts identifiable by particular cultural characteristics such as political climate, age, sex, and education of board members in which women are hired? And, are there certain characteristics that are common to men and women who acquire these leadership positions?

Research has shown that the gender, age, race, ideology and group dynamics of screening, interviewing and job offering committees all affect the selection of the female education administrator. The purpose of this study is to identify the context in which women are employed as chief executive officers of community colleges. This research will identify those variables which emerge as common denominators in community colleges in which women serve as chief executive officers.

#### Statement of the Problem

The intent of this study is to draw a profile of boards of trustees of community colleges which hire female chief executive officers as well as profiling male and female community college leaders. This will be accomplished by examining, through a questionnaire, variables such as the personal characteristics of the board members and other community considerations which may affect the outcome of such hiring decisions. Specifically, this study addresses the following: How does the profile of boards

who select female presidents compare with boards which hire males? Is there a relationship between the gender mix of a board and the gender of the current chief executive officer? How does the selection process differ in the hiring of females or males? Is there a relationship between demographic and political factors in the district and community and the gender of the current president? What is the profile of the typical female community college chief executive officer as compared to the typical male community college chief executive officer?

### Rationale for the Study

Concern over the inequity of the number of women in positions of leadership in this country is not new. Our federal government has attempted to legislate this equity in acts such as the Equal Employment Opportunity Act of 1972 which prohibits discrimination in all terms and conditions of employment on the basis of race, color, national origin, religion, and sex (Heneman, et. al., 1989). Research has shown that despite these concerns and our attempts over the past 25 years to correct this situation, the inequity remains at all levels of education administration. Although women possess equal or higher levels of formal preparation, few are able to advance to upper level administrative positions (Dopp, and Slone, 1986).

In an effort to begin to correct the situation, in 1987 the Michigan Model project, funded by the Women's Educational Equity Act and the Michigan Department of Education, was developed to increase the number of females in these positions. The project was primarily concerned with changing the perceptions and attitudes of those

presently in positions of authority who make hiring decisions for leadership positions. If women are to make greater inroads into education administration, researchers must develop a greater understanding of the boards which do the hiring, and those candidates which have been successful at obtaining leadership positions in education. Although some studies have attempted to profile women public school superintendents and the boards which hire them (Marietti, 1992), no such studies have been done for the community colleges or any other area of higher education. This study will provide information, in the community college setting, about the boards which hire the leaders of these institutions, and about those men and women who have been successful in obtaining these positions.

There are four basic hypotheses underlying this research. They are: (1) there is a difference in the characteristics of male and female community college presidents; (2) there is a difference in the selection processes which lead to the hiring of male community college presidents as compared to those processes which lead to the hiring of female community college presidents; (3) there is a difference in the characteristics of the boards which hire male community college presidents as compared to the boards which hire female community college presidents; and (4) there is a difference in the community and institutional demographics of those community colleges which have male presidents as compared to those which have female presidents.

### Conditions of the Study

This study is based on the following conditions:

1. This study has been based, in part, on the work of Margert D. Marietti (1992) in her research on boards which hire female superintendents. Although the subject of this study is community college presidents and the boards which hire them, the survey instrument was developed using Marietti's survey as a foundation.
2. The subjects who were surveyed are chief executive officers of 248 community colleges in 11 midwestern states holding this position in October of 1994.
3. The survey sample included the entire population of community college chief executive officers, in the 11 midwestern states, as listed in the 1994 Membership Directory of the American Association of Community Colleges.

### Limitations of the Study

The following are limitations of this study:

1. Data were procured from a survey which placed limitations on the quality of the information obtained. The survey was performed in a confidential manner thereby eliminating the opportunity to explore the responses in a more qualitative fashion.
2. Chief executive officers were surveyed regarding characteristics of their governing board and its members. The quality of the responses is limited to the ability of these individuals to respond to these questions. For instance, some community

college presidents may not be personally acquainted with individual board members and thus be unable to accurately provide some of the information requested.

3. The profile of the boards which hire chief executive officers of community colleges was based upon the premise that these boards play a key role in this hiring process. While this was generally true, the role of community college boards of trustees in hiring the college president varied in some institutions.

4. This study was descriptive in nature and was not designed to establish cause and effect relationships. It was designed to profile male and female community college chief executive officers and the boards which hired them. The chi square test was used to determine where statistically significant differences in characteristics exist between male and female chief executive officers and the boards which hired them. As most of the data collected in this study were nominal or ordinal in nature, correlational studies were performed in only a few instances.



## CHAPTER II

### REVIEW OF THE LITERATURE

The purpose of this study was to determine if there are differences in the characteristics of the community college boards of trustees which hire female presidents as compared to those which hire male presidents. The study also seeks to determine if there were differences in the characteristics of male and female community college presidents. The review of literature in Chapter II was divided into four sections: (1) historical perspectives of women, (2) profiles of school boards and boards of trustees, (3) the context of hiring education administrators, and (4) profiles of community college presidents.

#### Women in Administration

Through out American history until the 1960's, the career role for women has been perceived as secondary, to be assumed only when it became necessary. This need for women to work outside the home has been most commonly reserved for times of war. The rise and fall of female representation in the labor force of this country has corresponded to its military commitments from the American Revolution, through the Civil War, and through World War I and II (Kanter, 1977). Only in the past several decades has the perception that only males should assume the traditional roles of providers, decision makers, and organizational players begun to fade. A marked increase

in the number of women in the labor force has accompanied this change in perception about the role of women. In 1990, women made up 40 % of the managers, half of all accountants, one-third of the computer scientists, and one-third of the managers in advertising, marketing, and public relations (McGrath, 1992). However, the odds of a woman becoming a chief executive officer of a large corporation are formidable. According to Jaclyn Fierman in a July, 1990 issue of *Fortune Magazine*, only 19 women represent the highest paid officers and directors of this country's 1,000 largest industrial and service companies. She also found that only 5% of the 9,000 plus names contained in the annual reports of 255 major corporations were women. Her findings also cited Continental Corporation reports that two-thirds of its 15,000 employees are women, but only 1 of 10 senior managers are women.

The history of women in school administration parallels that of women in management in the corporate world, and is intertwined with the history of women in teaching. Although teaching has been identified, in the twentieth century as a female profession, teachers have not always been women. Until the late eighteenth century, nearly all teaching was done by men (Shakeshaft, 1989).

Information about the numbers of female school administrators over the years is relatively unavailable. Hansot and Tyack (1981) report that the NEA and other agencies that collected such information, ceased breaking down their tables by sex in 1930. They further commented:

Amid the proliferation of other kinds of statistical reporting in an age enamored with numbers—reports so detailed that one could give the precise salary of staff in every community across the country, and exact information on all

sorts of other variables—data by sex became strangely inaccessible. A conspiracy of silence could hardly have been unintentional. (1981, p. 13).

According to Edson (1987), women comprised only one fourth of all school administrators in the entire country in 1981 and 1982, and in the position of public school superintendent, men outnumbered women by 82 to 1 as late as 1982 (Cunningham and Hentges, 1982).

The most success that women experienced in the field of education administration was during the period from 1900 through 1930. These positions were mostly in elementary school principalships and in a few state and county elected superintendencies. The fact that women gained these positions is attributable largely to the fact that they were low-paying, low prestige positions, with very little power. Also, women were allowed to vote in school elections, and tended to support each other for such appointments when these positions were elected (Schmuck, 1987; Shakeshaft, 1989). As of 1975, only 6 women had ever served as superintendents within the 25 largest school districts in the United States, and 3 of these served prior to 1900 (Cuban, 1985).

When these positions were not elective, as in many school superintendencies, women were usually faced with male school boards that were not supportive and which tended to hire those most like themselves. These boards often felt that investing in women administrators was a waste of time since women routinely left the field to become wives and mothers, and therefore were not considered to be committed to their profession. (Edson, 1988; Kanter, 1977; Shakeshaft, 1989).

The prospects for women in higher education administration have been equally bleak. Male domination remains the pattern in the leadership of both universities and community colleges where the representation of females in administration is no better than that of the corporate world (Boekhoudt-Cannon, 1989). In 1971, there was a conspicuous lack of women in administrative positions or as trustees in higher education, and as recently as 1991, there continued to be more male full-time faculty at the nation's colleges and universities than female (Marietti, 1992). At the community colleges, where females make-up nearly 40% of the faculty, they represent only about 5% of the chief executive officers (AACC, 1994).

History shows that women have always been second choice in the selection of school leaders. The barriers today are not much different from those in the early 1900's. In the past 15 years, a number of studies have attempted to define, more clearly, what barriers exist and how effectively those barriers prevent women from entering school administration. A number of competing explanations to account for women's lack of success have been reported. Those include: sex-role stereotyping, sex-role socialization, career socialization, organizational characteristics, and devaluation of women perspectives (Shakeshaft, 1989). In a study of female applicants for elementary school principalships, Folmar (1989) found that there was a bias toward female candidates present in school governing boards. He also found that school board members from small rural districts ranked females lower than did boards from larger districts.

In order to overcome these barriers to women in education administration, Shakeshaft (1989) recommends changing the organizational context in which women work. Although there are some positive changes, such as the increasing number of women being trained for education administration, as evidenced by increased enrollments in graduate level education administration programs, and the increased number of female professors in these programs, this is not enough. Even well-trained, motivated women aren't hired for administrative positions (Shakeshaft, 1989).

### School Boards/Boards of Trustees

Today's school boards grew out of the historical right of communities to form their own school system and select the method of taxation that would support it. Originally, city councils would select a small group of three men to oversee the governing of the schools. Later, when the schools became more complicated, these groups were expanded to form school committees called "boards" to assist in the management process. These boards were almost 100% male. Women were first elected to school boards in the late 1800's, but it was commonly agreed that more than one woman on a board impaired its functioning (AASA, 1956). Although there has been some progress since that time, in the late 1970's and the early 1980's boards were still predominantly male and had only one or two female members on the average. The past decade has shown a significant change in this pattern and the number of women on school boards has increased from 12% in 1972 to 33% in 1990 (Freeman et al., 1991).

Most public community colleges in the United States are organized within single, local districts and are governed by a board of trustees, either appointed by a government agency, or locally elected. These boards usually consist of from 5 to 9 members who are elected by the constituents for a four-year term (Cohen & Brawer, 1989). Ideally, the board is the bridge between the college and the community and its decisions reflect the needs of the local district. Most community college boards are small in size with over 87% having fewer than 10 members. In comparison, boards of private institutions have at least 20 or more members, and many public four-year institutions also have much larger boards (Pray, 1975). According to the Association of Community College Trustees, the primary responsibilities of the board are to select, evaluate, and dismiss the president, and to set institutional policy.

According to a recent study reported in the American School Board Journal, January 1991, the members of school boards in the United States are typically middle aged and well educated, most holding at least a baccalaureate degree. This same study depicted typical board members as being relatively new to their positions, with one to three years experience on the board. It also reported that typical boards across the nation are comprised of seven members.

Although studies of the characteristics of college boards of trustees are scarce, some work has been done to determine the characteristics of K-12 school boards which hire female superintendents. A recent study comparing the characteristics of K-12 school board members which have recently hired female school superintendents with those who have hired male superintendents, found some significant differences in

the characteristics of these board members. According to Marietti (1992), the members of boards which hired female superintendents were, on average, more highly educated than those members which hired male superintendents. She also reported that the former members had a higher percentage of college graduates with graduate degrees than did the latter members. The members of school boards which hired female superintendents were on average, professional people, while the members of school boards which hired male superintendents were not. Surprisingly, the members of boards which hired female superintendents were more conservative than those who hired males, and while boards which hired female superintendents governed predominantly rural and suburban K-12 districts, those who hired males governed predominantly rural K-12 districts. While this study found that both female and male majority boards hire female superintendents, females stand a better chance of being hired as superintendents if they apply with female majority boards.

### The Context of Hiring

Many factors have contributed to the low numbers of women in senior management positions of community colleges. In a study of the factors that influence the underrepresentation of women in administrative positions in community colleges in northern California (Boekhoundt-Cannon, 1989), women were found to hold less than 10% of these positions. Two of the major factors which were cited as attributing to this situation were organizational barriers, and gender bias. In a report of a study conducted from 1976 to 1979, which was a part of the Sex Equity in Educational Leader-

ship Project, funded by the Women's Educational Equity Act Program of the United States Office of Education, characteristics of selection committees were found to influence the hiring of women into these positions. Sex, age, race, ideology, and group dynamics of the screening, interviewing, and job offering committees all affected the selection of women education administrators. So much so, that the odds of a woman being hired by a job offering committee with at least one female member were 1.79 compared to .85 with a committee which had no female members. Further, when an incumbent was a female a female replaced her nearly half the time, but a female replaced a male only 13% of the time. Also, large metropolitan districts were more likely to hire a female than were smaller districts (Schmuck, et al., 1981). Another study which profiled women presidents in public associate degree institutions described the typical college board which hired these women presidents. These boards were of all sizes, respectably well-funded, but very few had significant endowments, they were governed by a nine member board one third of which was female (Despain, 1991).

Few other studies have attempted to profile boards which hire female chief executive officers. Of those which have, most have dealt with the hiring of public school superintendents. In one such study, the boards which hire female superintendents were described as older, well educated, professionals with a high personal income who were not paid to serve on the board. These boards did not hire an outside consultant to conduct the search, but rather conducted it themselves. This study also reported that female majority boards more often hired female superintendents than did male



majority boards. Community and institutional demographics were also correlated with the hiring of female superintendents. The researcher found that females were most often hired by large districts with large enrollments in politically conservative communities (Marietti, 1992). Another study conducted in Texas, which was intended to compare the competencies between female and male superintendents as perceived by their boards of education, also compared the demographics of the boards who had hired male superintendents with those of boards who had hired female superintendents. This study also found that they were statistically significant differences on a number of those variables (Coombs, 1992).

### Profiles of Community College Presidents

These same studies have shown that there are differences in the characteristics of female education administrators as compared with their male counterparts. Again, most of the studies which have profiled chief administrators in education describe superintendents in K-12 districts. One such study found that female superintendents have more experience, seven years, than their male counterparts who averaged three years experience (Marietti, 1992). This same study showed that female superintendents were better educated than males with 52% educated beyond a Masters Degree, while only 36% of males were educated at that level. Contrary to the findings of Shakeshaft (1989), Edson (1987), and others which revealed that women earn less than men for the same type of work, Marietti's (1992) research showed that salaries were correlated more with the level of education than with the sex of the superinten-

dent. She also found no difference in the average age, 46, or ethnicity, Anglo, of male and female superintendents.

A recent study (Despain, 1981) which was designed to profile women presidents in public associate degree institutions in the United States showed that female community college presidents were similar to their counterparts in K-12 education. The average female community president, according to this study, was Anglo, 48 years old, and married with two children. She held a doctorate degree, had served less than three years in her current position, and succeeded a male (Despain, 1991). No comparison to male community college presidents was made.

### Summary

According to Schmuck, Charters, and Carlson (1981), the number of women education administrators at all levels needs to be recorded systematically. This information is essential for policy making decisions. The organizational barriers to women in education administration need to be researched.

Women's relationships to organizational structures are still unknown. How women administer and function in certain organizational structures and modes and what the relationship is between the organization and the position women hold are yet unanswered questions. (p.29).

In this same discussion, Schmuck, Charters, and Carlson note that the many recent studies which have profiled women leaders were of passing interest only. They comment that the leadership style inventories commonly used in these studies were mostly from a sexist prospective and were based on a male paradigm which sought to determine whether women measure up to this paradigm.

Other experts on women in leadership agree. In her discussion of women in education administration, Shakeshaft (1989) makes the following comments:

The issues of personnel selection need to be examined in light of both gender differences and discriminatory practices. It is crucial that we examine interview and selection procedures for the presence of bias as well as ways of overcoming these biases so that the best person is hired. (p. 206).

It is clear that we need to determine the context in which women have been successful in obtaining administrative positions in educational institutions and compare that to the context in which they have not been successful. Although studies of females in administration have been available since the early 1970's, few have dealt with the board that actually makes the hiring decision. There are large numbers of females who are qualified for, and aspire to positions of leadership in community colleges. Yet, the percentage of female community college presidents remains low. For these reasons, it is important to identify those contexts in which females have been hired as community college presidents. It is the goal of this study to begin to examine the context in which women are hired as community college administrators. This is the first step in examining the actual hiring practices of the boards of trustees of community colleges. Only when these contexts and practices are better understood will women be able to find new inroads into community college administration. Further, citizens and boards concerned about gender equity in community college administration may be able to use these data to help create contexts which favor the hiring of female presidents.

## CHAPTER III

### METHODOLOGY

The purposes of this study were first, to provide a descriptive profile of the characteristics of the community college boards of trustees, and their districts, in colleges which have hired a female as chief executive officer as compared to those which hired a male chief executive officer. Second, this study will provide a profile of the characteristics of female community college chief executive officers. To accomplish these purposes, chief executive officers of community colleges in the midwest United States were surveyed to determine personal characteristics, and the characteristics of their representative boards. Data related to personal characteristics of the board members and community issues, demographics and politics were collected as well as data related to personal characteristics of the college president. These and other variables were derived from a review of the literature and from personal contacts with current and past community college presidents along with the board members who hired them.

#### The Hypotheses

There were four basic hypotheses underlying this research. They were: (1) there is a difference in the characteristics of male and female community college presidents; (2) there is a difference in the selection process utilized in the hiring of female

community college presidents as compared to those utilized in the hiring of male community college presidents; (3) there is a difference in the characteristics of the boards which hire male community college presidents as compared to the boards which hire female community college presidents; (4) there is a difference in the community and institutional demographics of those community colleges which have male presidents as compared to those which have female presidents.

### Population Definition

The population of this study was the presidents or chief executive officers of the 248 midwestern community colleges as listed by the 1994 Membership Directory of the American Association of Community Colleges (AACC, 1994). (Most of these colleges use the term president to describe their chief executive officer although a few use the term chancellor or dean. In this study, the word president was used synonymously with that of chief executive officer. In the survey and accompanying letter the term chief executive officer was used in order to avoid confusion.) The midwest is a geographical district of 10 or 11 states including the area around the Great Lakes and the upper Mississippi valley from Ohio (and sometimes Kentucky) on the east to North and South Dakota, Nebraska and Kansas on the West (Merriam Co., 1973). This includes the following states, Iowa, Illinois, Indiana, Kansas, Kentucky, Michigan, Minnesota, Missouri, North Dakota, Ohio and Wisconsin. In order to be included in the AACC listing, these institutions must be accredited by the one of the regional accrediting bodies in the United States and offer the associate degree. The population includes

several types of institutions: multicollge districts, colleges within multicollge districts, multicampus colleges, campuses of multicampus colleges, university branch campuses offering the associate degree, and single institutions that are not part of multicampus or multicollge districts. Most of the institutions were under public control, although a few were governed by a tribal council. An initial review indicated that this population includes 32 female chief executive officers and 209 male chief executive officers. Data were collected from the entire population of this study.

### Data Collection

A survey was developed using variables described in the literature as having bearing on the selection of female chief executive officers of organizations. Also, the survey from a similar study of K-12 school boards which hire female superintendents (Marietti, 1992) served as a model. The survey also included questions to collect information about variables which could be used to create a profile of the male and female community college chief executive officers. These variables also emerged from the literature. The survey was designed from suggestions obtained in the works of Fink and Kosecoff (1990) and Babbie (1990).

The survey was reviewed by faculty members of the Educational Leadership Department of Western Michigan University and by the researcher's Dissertation Committee. The instrument was refined based on this input and then field tested. The field testing utilized, as a pilot group, the 14 community colleges in the state of Kentucky and their chief executive officers, as listed in the 1994 Membership Directory of

the American Association of Community Colleges. This group included twelve male presidents and two female presidents. Ten of the 12 pilot surveys (83%), were returned. The pilot survey contained 13 questions about characteristics of the community college presidents and the hiring practices utilized at the time of their employment. It also contained 18 questions about the board of trustees, the school, and the community. The pilot survey also asked the respondents to indicate the length of time it took them to complete the survey and for their input on the quality and type of questions asked. Respondents to the pilot survey indicated that the survey took about 10 minutes to complete. Little difficulty was encountered in answering any of the first 13 questions about the characteristics of the chief executive officer and hiring practices. However, there were several questions regarding the characteristics of the members of the board of trustees which respondents had difficulty answering. These questions dealt with family and marital status, annual income of the board members, and the length of time each member had served on the board. As a result, these questions were eliminated on the final form of the survey which was mailed to chief executive officers of community colleges in the other 10 states (see Appendix A).

Because the pilot study did not yield any major revisions, the data from the pilot group was included in the data analyses for the population. After incorporating all revisions, the questionnaire was addressed to each community college chief executive officer and mailed with a self-addressed return envelope. A cover letter indicated the purpose of the survey, requested cooperation and assumed that return of the completed survey indicated consent. Respondents were assured of confidentiality (see

Appendix B). Surveys were coded for the purpose of follow-up in the case of non-respondents, and in order to match respondents with enrollment data obtained from the 1994 Membership Directory of the American Association of Community Colleges. Codes were removed after this purpose was accomplished. There were 181 surveys (73%) returned after the first mailing. Non-respondents were sent a second copy of the survey with a reminder letter (see Appendix C). This resulted in 23 more surveys returned for a total response rate of 82%.

### Data Analysis

The variables pertaining to the college president included the following: (a) length of time in office, (b) level of education, (c) annual salary, (d) age, (e) ethnicity, (f) gender, (g) hired from within or without, and (h) years of experience.

The variables about the hiring practices were (a) national, regional or local search, (b) preceding presidents - male or female, (c) preceding presidents - ethnicity, and (d) whether or not a consultant was used.

The variables under consideration about the board included (a) gender, (b) ethnicity, (c) age, (d) level of education, (e) occupation, (f) elected/appointed, (g) length of term, and (h) political perspective.

Lastly, the variables pertaining to the school and community were (a) community type, (b) enrollment of school, and (c) political perspective of community.

Each of these variables has been taken from previous research relating to the characteristics of boards which hire female leaders and the characteristics of female



leaders in educational institutions. The work of Coombs (1992), Despain (1991), Folmar (1989), Marietti (1992), and Schmuck (1981) provided a strong basis for the selection and development of these variables.

Data from all surveys were hand coded using a numerical code for each response. Prior to statistical analyses, data were examined by plotting a histogram for each item on the questionnaire.

Data related to the community college presidents was used to build a profile of a typical community college president in the midwest by gender. The t-test was used to determine if differences existed between measures of characteristics of chief executive officers which used an interval scale. These included annual salary, age and the number of years experience. Results from the analysis of nominal data were compared using a contingency table and a chi square analysis. When ordinal data were evaluated, a mean for combined groups and subgroups by the sex of the chief executive officer were reported. Contingency tables and the chi square analysis were used to compare the groups. Categorical data, such as the ethnicity of the previous chief executive officer, highest degree, gender, and the like were compared on a contingency table. Differences occurring in groups, by the gender of the president, were analyzed further using the Chi Square test.

The same procedures were followed to build a profile of the boards that hired male and female presidents, as well as the communities in which these presidents were hired. Frequencies for each category of response were divided by gender and tabulated. These were analyzed on a contingency table and differences occurring in groups,

by gender of the president, were then analyzed for differences with the Chi Square test. Means for subgroups on interval data were compared using the t-test of independent means or the simple factorial analysis of variance.

## CHAPTER IV

### FINDINGS

The findings section is divided into five major subsections: (1) an introduction which reviews some general methodological information and information about nonrespondents; (2) four major sections according to the four hypotheses; (3) additional findings; (4) a section which discusses additional findings not addressed in the hypotheses; and (5) a summary. The four major sections according to hypotheses were: (1) characteristics of male and female community college presidents in the midwest; (2) characteristics of the boards who had hired female community college presidents in the midwest as compared to boards who had hired male community college presidents in the midwest; (3) comparison of the selection process used in the hiring of female community college presidents in the midwest as compared with those used in the hiring of male community college presidents in the midwest; and (4) community and college demographics of midwestern community colleges which have male presidents as compared to midwestern community colleges which have female presidents.

#### Introduction

This research was designed to study four main hypotheses. They are: (1) there is a difference in the characteristics of male and female community college presidents; (2) there is a difference in the selection process which leads to the hiring of male

community college presidents as compared to those processes which lead to the hiring of female community college presidents; (3) there is a difference in the characteristics of the boards which hire male community college presidents as compared to the boards which hire female community college presidents; and (4) there is a difference in the community and institutional demographics of those community colleges which have male presidents as compared to those which have female presidents.

The alpha level selected for the testing of these hypotheses was, in all cases, .05. Of the 248 surveys mailed to chief executive officers of 11 midwestern states, 204 (82%) were returned. All data which were analyzed came from these surveys except for enrollment numbers which were taken from the 1994 Membership Directory of the American Association of Community Colleges (AACC). Of the 204 responses, 4 indicated that their presidential office is currently vacant. In these cases, enrollment data, and demographic data on the institution and the board of trustees was included in the tabulation of results, when given on the returned survey. Other cases where missing information was worthy of note occurred in responses from community college presidents from the states of Kentucky and Minnesota. The community colleges in these two states operate under a state-wide system in which there is one State Board of Trustees governing all community colleges within the state. Each community college may also have its own advisory board which make recommendations to the state board about the hiring of the chief executive officer. There were 8 respondents out of the total of 44 community colleges (15 in Kentucky and 29 in Wisconsin) surveyed in these two states who indicated that their State Board of Trustees was more influential

in their hiring than their local board, and that they were not familiar enough with their state board of trustees to reply to the survey questions, although they did respond to other survey items. One respondent from the state of Iowa indicated that his community college was a branch of another institution which was also surveyed, and so did not provide any data.

A state-by-state analysis of the percentage of nonrespondents indicated that of the total of 43 non-respondents which constituted 17% of those surveyed, the percent of nonrespondents by state varied from a high for the state of Michigan of 24% to a low of 10% for the state of Kansas. Table 1 shows the response rate by state. The range for the response rates by state was 76% to 90%. The overall response rate for all states was 82%.

The number of community college presidents surveyed, by state, varied from a low of 8 in North Dakota to a high of 54 in Illinois. The total number of community college presidents surveyed was 248, with 204 of those responding.

A review of the names of the nonresponding presidents indicated that of the 43 nonrespondents, 5 appeared to be female and 38 appeared to be male. Otherwise stated, 12% of the nonrespondents appeared to be female. The percent of female respondents was 14%. The percent of male respondents was 86% and the percent of nonrespondents which were male was 88%. A chi-square analysis comparing the percent of male respondents and nonrespondents and female respondents and nonrespondents gave a value of .02 with a significance of .90. At the preset alpha level of .05,

no difference in the frequency of gender distribution of respondents and nonrespondents could be detected.

Table 1  
Response Rate by State

State	# Surveyed	# Responses	Percent Return
Illinois	54	43	80%
Kentucky	14	12	86%
Indiana	11	9	82%
Iowa	20	16	80%
Kansas	20	18	90%
Michigan	29	22	76%
Minnesota	23	19	83%
Missouri	22	19	86%
North Dakota	8	7	88%
Ohio	32	27	84%
Wisconsin	15	12	80%
Total	248	204	82%

Data from each questionnaire item were given a numerical code and stored in a data file by case. In cases where the presidential office was vacant, the code given was

0. This allowed the data from these institutions to be used in calculating means for other variables such as enrollments, community type, etc. without interfering with the separation of data into those institutions with a male president and those with a female president. The computer program used for creation of the data file and computation of statistical analysis was SPSS for Windows Release 6.0 (1993, SPSS Inc.).

### About the President

A profile of the typical community college president in the midwestern United States shows this individual to be an Anglo Saxon male, 54 years of age, with a doctorate degree, earning \$90,000 a year. He has held the position as president for nearly 8 years, and has 11 years experience as a chief executive officer of a community college. Most commonly, this individual was hired from outside of his current organization. Male respondents numbered 167 (82%), while 28 (14%) of the respondents were female. The remaining 6% of the respondents indicated that the presidential position in their community college was currently vacant, or did not give this information. The profile of male community college presidents in the midwest differed from that of the female community college presidents in the midwest on the variables of age, years of experience, salary, and years in office. These data can be seen in Table 2 which gives an overview of the averages of interval data split by gender. Nominal measures included highest earned degree, ethnicity, and whether each president was hired from within or outside of the organization.

Table 2  
Profile of Community College Presidents in the Midwest

Sex of CEO	n	Years in Office	Salary/Yr.	Years Ex- perience	Age
Male	167	8.5	\$91,032	11.4	54.4
Female	28	3.7	\$83,519	6.7	51.4
All	195	7.8	\$89,940	10.7	54.0

The first survey question asked "How long have you held your current position as CEO at this institution?" Responses which included a fraction of a year were rounded to the nearest whole number. On the average, the number of years in their current position as president for males was about 8, while for females it was about 4. A t-test of independent means was performed to test for differences in the mean number of years in the current position between male and female community college presidents. Because Levene's test for Equality of Variances gave a probability of less than .30, a t-test of independent means with unequal variance was performed. This test revealed a t-value of 6.33 and a one-tail significance of .000. These results demonstrate a statistically significant difference in the mean number of years as president for male and female respondents. Table 3 shows these differences.

The second question on the survey was "What is your highest degree?" The highest earned degree for all respondents was most often a doctorate. The lowest



Table 3  
Years in Current Position as Chief Executive Officer

Sex of President	n	Mean Years as CEO	Standard Deviation
Male	167	8.47	6.10
Female	27	3.70	3.05

level of education reported was a master's degree. A contingency table with chi-square analysis comparing the number of males and females with each of the various degrees revealed a Pearson value of .75 with a significance of .69. Therefore, no difference was found in the level of education of male and female community college presidents. Table 4 summarizes these results.

Table 4  
Highest Earned Degree by Sex of the President

Sex of President	n	Masters	Specialist	Doctorate
Male	167	22 (13%)	2 (1%)	143 (86%)
Female	28	5 (18%)	0 (0%)	23 (82%)
Total	195	27 (14%)	2 (1%)	166 (85%)

Respondents were then asked to "Please state your current annual salary." The dollar amounts reported were rounded to the nearest thousand. The average annual salary for community college presidents in the midwest was about \$89,954. Of the 199 respondents who gave information about themselves in the position of chief executive officer, 14 did not give information about their annual salary. Many indicated that the salary figure which they supplied did not include benefits. The average annual salary for male presidents was \$91,032, while that of female presidents is \$83,519. A t-test of independent means was performed to compare these two values. Levene's Test for Equality of Variances revealed a probability of .999. Therefore, the t-value for equal variances was used with a resultant value of 1.84 and a one-tail significance of .03. At an alpha level of .05, these results demonstrated a statistically significant difference in the mean annual salaries of male and female community college presidents in the midwest. Table 5 summarizes these results.

Table 5  
Mean Annual Salaries for Community College Presidents in the Midwest

Sex of President	n	Mean Annual Salary	Standard Deviation
Male	158	\$91,032	1.58
Female	27	\$83,519	3.36
All Presidents	185	\$89,940	19.71

The fourth question on the survey was "What is your age?" The average age for all respondents was found to be 54. The mean age for female community college presidents responding to the survey was 51 and for males 54. The t-test for independent means was performed. Because Levene's Test for Equality of Variances showed a probability of .328, the t-test for equal variances was used. The t-value was 2.50 with a one-tail significance of .007. Therefore, there was a statistically significant difference in the age of the female presidents and the male presidents. Table 6 below summarizes these results.

Table 6  
Mean Age of Community College Presidents

Sex of President	n	Mean Age	Standard Deviation
Male	167	54.41	5.59
Female	27	51.44	6.44

Question 5 of the survey asked the respondents to indicate their ethnic background. Respondents were to indicate one of six categories: Anglo, Black, Native American, Asian, Hispanic, or other. While the majority of both male and female presidents reported that they were of Anglo descent, the percentage of female presidents reporting an ethnic background other than Anglo was higher than that of male presidents. Responses of male and female presidents were compared on a contingency

table using a chi-square test to determine if differences exist between the two groups. The chi-square analysis gave a Pearson value of 10.9 with 5 degrees of freedom and a significance of .05. Using the preset alpha level of .05, this indicated that there was a difference in the ethnicity of male and female community college presidents in the midwest. Table 7 summarizes these results.

Table 7  
Ethnic Background of Community College Presidents

Sex	n	Anglo	Black	Native American	Asian	Hispanic	Other
Male	167	151 (90%)	9 (5%)	2 (1%)	4 (2%)	3 (2%)	0 (0%)
Female	28	22 (79%)	4 (14%)	1 (4%)	0 (0%)	0 (0%)	1 (4%)

Question 6 of the survey asked the presidents "What is your gender?" Data from these responses was used to group other variables. As previously indicated, the number of respondents reporting that they are male is 167, female 28, and currently vacant presidencies were 4.

The next question on the survey asked the community college presidents to indicate if they were hired "from within your current organization, or outside your current organization". A majority of both male and female community college presidents indicated that they were hired from outside their current organization. Once more, a contingency table and a chi-square analysis were used to compare the frequency of

responses in each of these two categories for male and female respondents. The Pearson value for this analysis was 1.16 with a significance of .56. Therefore, no differences were found between the frequency of male and female community college presidents hired from outside or within their current organization, at the preset alpha level of .05. Table 8 below summarizes these results.

Table 8  
Hiring Patterns of Community College Presidents

Sex of President	n	Hired from Within	Hired from Outside
Male	167	55 (33%)	112 (67%)
Female	28	7 (25%)	21 (75%)

Finally, the presidents were asked "How many years of experience do you have as a community college chief executive officer?" Again, where fractions of a year were reported, the numbers were rounded to the nearest full year. The mean number of years experience as a chief executive officer for all presidents was 10.74, for male presidents it was 11.41 years, and for female presidents it was 6.71 years. A t-test of independent means was used to determine if there was a difference in these values. Levene's Test for Equality of Variances yielded a value of 12.5 with a probability of .001. Consequently, the variances were considered to be unequal. The t-value for unequal variances was 6.3 with a one-tail significance of .00. At the alpha level of .05,

this would indicate that there was a difference in the number of years experience as chief executive officer of male community college presidents as compared to female community college presidents in the midwest. Table 9 summarizes these results.

Table 9  
Mean Number of Years Experience as CEO

Sex of President	n	Mean Years Experience	Standard Dev.
Male	167	11.41	7.38
Female	27	6.71	5.62

In summary, of the following variables relating to characteristics of the mid-western community college presidents were analyzed: length of time in office, level of education, annual salary, age, ethnicity, sex, hired from within the organization or outside the organization, and years experience as a community college chief executive officer. These variables were compared for the two groups, male and female community college presidents. Differences were found in: (a) the number of years in their current position as chief executive officer with males averaging about 8 years in this position and females averaging about 3 years in the position; (b) the mean salary levels of the two groups with the mean male salary of approximately \$91,000 per year and the mean female salary of approximately about \$84,000 per year; (c) the mean age of the two groups with males averaging about three years older than females; (d) ethnic-

ity of the two groups showed females were of a more mixed ethnic background than males; (e) the total number of years experience as chief executive officer in which males averaged about 11 years experience while females averaged about 7 years experience.

### Hiring Practices

This description of the hiring practices of the Boards of Trustees of the Midwestern community colleges in the United States included the following variables: (a) identification of the search process as national, regional or local; (b) identification of the previous chief executive officer as either male or female; (c) identification of the ethnicity of the previous chief executive officer; (d) determination of whether the community college has ever had a female chief executive officer; and (e) a determination of whether or not an outside consultant was used in the hiring of the current president. A description of the hiring practices of the typical community college represented in this survey would be that: (a) a national search was conducted in order to find their current president; (b) the previous chief executive officer was an Anglo male; (c) they did not use an outside consultant in their search for their current president; and (d) they have not previously had a female chief executive officer. This description would apply to either institutions with a male president or those with a female president because there were no differences found between the hiring practices in colleges with a male chief executive officer compared to those with a female chief executive officer.

Question 9 of the survey asked, "Was the previous CEO of your organization a male or female?" There were 174 of the 196 respondents (89%) who said that the previous chief executive officer of their college was a male. Sixteen (7%) said that their previous chief executive officer was a female, and 6 (3%), said that they were the first president of their college, and therefore had no predecessor. The percentage of male community college presidents who proceeded a female was 7.2% while the percentage of female community college presidents who proceeded a female was 14.3%. A contingency table separating the groups into those with a male president, a female president, and those with a current vacancy and cross tabulated with three possible variables for the response to this question; previous male CEO, previous female CEO, or no previous CEO was run with a chi-square analysis. The Pearson value for the chi-square analysis was 2.65 with a significance of .61. Using the alpha level of .05, no differences were found in the percentage of female presidents who followed a female president, and the percentage of male presidents who followed a female president. Table 10 summarizes this data.

The next question in the survey asked the respondents "What was the ethnicity of the previous CEO?" The majority of the previous chief executive officers, both those succeeded by a male and those succeeded by a female, were Anglo. Returns indicated 175, nearly 91% of the 193 respondents said that their previous chief executive officer was Anglo. The next most frequently represented ethnic race was black. Eleven, nearly 6%, of the previous chief executive officers were Black. Three presidents reported that they were the first chief executive officer of their school, and



Table 10

## Number of Presidents Who Proceeded Males or Females in Office

Gender of CEO	Followed Male	Followed Female	Previously Vacant
Vacant Office	1 (100%)	0	0
Male	149 (89%)	12 (7%)	6 (4%)
Female	24 (86%)	4 (14%)	0

four of the previous presidents were of some ethnic background other than Anglo or Black.

In order to compare the frequency of response in each category by the sex of the current president, a contingency table was used. A chi-square analysis of the frequency differences for each group gave a Pearson value of 2.74 with a significance of .99. Using an alpha level of .05, no differences were found between the two groups. Table 11 summarizes the ethnic distribution of the previous presidents by gender of the current president.

It is interesting to note here that the ethnic distribution of the current community college presidents varied only slightly from that of their predecessors. For instance, 151 of the 195 (77%) of the current presidents are Anglo, while 149 of the past 193 (77%) of the previous presidents were Anglo.

The next question asked the respondents, "Has your organization ever had a

female chief executive officer before?" There were 27 (14%) of 193 respondents who said that their organization had had a female chief executive officer, while 164 (85%) said that their organization had never had a female chief executive officer. Two respondents indicated that their organization had had no previous chief executive officers. That is, they were the first to hold the office of president in their college.

Table 11

Ethnicity of Previous Chief Executive Officer by Sex of Current President

Ethnicity of Prev. CEO	Male President	Female President	Vacant
Vacant	3 (2%)	0 (0%)	0 (0%)
Anglo	149 (90%)	25 (89%)	1 (100%)
Black	8 (5%)	3 (11%)	0 (0%)
Native American	2 (1%)	0 (0%)	0 (0%)
Asian	2 (1%)	0 (0%)	0 (0%)
Hispanic	1 (<1%)	0 (0%)	0 (0%)
Other	1 (<1%)	0 (0%)	0 (0%)

This data was analyzed using a contingency table and a chi-square analysis.

The Pearson value was 1.94 with a significance of .75. Therefore, no difference was found in the number of organizations with a female president who have had a previous

female chief executive officer and the number of organizations with male presidents who have had a female chief executive officer. Table 12 summarizes this data.

Table 12

Community Colleges Which Have Previously Had Female Presidents

Sex of President	Yes, Female CEO	No, Female CEO	No Prev. EO
Male	21 (13%)	141 (86%)	2 (1%)
Female	6 (21%)	22 (79%)	0 (0%)
Vacant	0 (0%)	1 (100%)	0 (0%)

Question 12 asked, "Did your institution use an outside consultant in the search for your current position?" Respondents were to answer simply, yes or no. Of the 193 responses, 126 (65%) said that an outside consultant was not used in the search for their current position. There were 108 (66%) male presidents who indicated that there was no outside consultant used in the search, while 17 of 28 (61%) of female presidents indicated that no outside consultant was used. Again, a contingency table was used to compare the frequencies of these responses by gender. A chi-square analysis gave a Pearson value of 1.03 with a significance level of .90. No difference was found in the use of an outside consultant in the search for a president in community colleges which hired male presidents as compared to those which hired female presidents. Table 13 below summarizes these results.

Table 13

## Use of an Outside Consultant in the Presidential Search

Sex of President	Outside Consultant	No Outside Consultant
Male	55 (34%)	108 (66%)
Female	11 (39%)	17 (61%)

The final survey item regarding hiring practices related to the search for the current president. Respondents were asked, "Was the search for your current position conducted nationally, regionally, or locally?" The majority of the 195 respondents, 150 (77%), indicated that the search for their current position was conducted on a national level. Five respondents indicated that there was no search for their position, 13 said that the search was regional, and 27 indicated that the search was conducted on the local level only. A contingency table was used to compare the frequency of each response for the two categories of male community college presidents and female community college presidents. A chi-square analysis was used to determine if there were any statistically significant differences in these frequencies. The Pearson value for the chi-square analysis was 1.47 with a significance of .96. Using an alpha level of .05, no differences were found. Table 14 summarizes this data.

In summary, the following variables regarding the hiring of community college presidents in the midwest were analyzed: (1) whether the previous chief executive officer was male or female; (2) the ethnicity of the previous chief executive officer; (3)

Table 14

## Type of Search by Sex of the President

Type of Search	Male President	Female President	Vacant
None	4 (2%)	1 (4%)	0 (0%)
Local Only	24 (14%)	3 (11%)	0 (0%)
Regional	10 (6%)	3 (11%)	0 (0%)
National	128 (77%)	21 (75%)	1 (100%)

whether or not the college had ever had a female president; (4) whether or not the college used an outside consultant in the search for the current president; and (5) if the research for the current president was conducted nationally, regionally, or locally.

These variables were used to profile the typical hiring practices of community colleges in the midwest as well as to compare the two groups, male and female community college presidents

The typical community college in the midwestern United States has had a previous chief executive officer who was an Anglo, male. It has never had a female chief executive officer. An outside consultant was not used in the search for the current president, and the search for this individual was held on a national level. When comparing the data by groups, according to the sex of the current president, no differences were found on any of these variables.

### The Board of Trustees

The second section of the survey asked respondents to describe characteristics of the board of trustees and the community which hired them. Questions 1 through 9, and 12 all related to the characteristics of the board and the board members. A profile of a typical community college board of trustees in the midwestern United States, based on the most frequent answers, or in the case of interval data, the mean of the responses, follows. The typical midwestern community college board of trustees had 8 members, 2 females and 6 males, which were elected, rather than appointed to a 5-year term of office. Seven of the members of this board were of Anglo background, one was black, and one was of some other ethnic background. One of the board members was between 36 and 45, 3 were between 46 and 55 years of age, 2 were between 56 and 65 and one was 66 or older. One or two of the members did not have a college degree, while the others held a minimum of a Baccalaureate degree. Six of the 8 members were employed, 1 was retired, and the other was a homemaker. Of the 6 employed members, 1 was in business, 1 was a manager, 3 were professionals, and 1 was in sales or farming. In general, the politics of the board as a group was moderate to conservative.

Boards of trustees in community colleges of the midwestern United States with a male president compared with those having a female president showed almost no differences. The following discussions compare the differences between these groups based on the variables described above.

The first question related to a description of the boards of trustees asked the total number of board members. The mean for both groups was 7.85. The mean and standard deviation for groups, by sex of the college president can be seen on Table 15. An analyses of these means was performed using the t-test for independent means. Levene's Test for Equality of Variances gave an F value of .425 with a significance of .52, therefore, the t-test of independent means with equal variance was used. The t-value was .72 with a one-tail significance of .24. At an alpha level of .05, no difference between the number of board members in Midwestern community colleges with male presidents, and those with female presidents was found.

Table 15  
Number of Members of the Board of Trustees

Sex of President	n	Mean Number of Board Members	Standard Deviation
Male	163	7.93	3.00
Female	28	7.50	2.10

Question 2 in the second part of the survey asked how many of the board members were male and how many female. For the entire population of respondents, the mean number of females on the board was 2.37, and the mean number of males on the board was 5.61. For those boards which hired a female president the mean number of females on the board was 2.37, and the mean number of males was 5.41.

For those boards with a male president, the number of females on the board was also 2.37, and the number of males on the board was 5.65. In order to compare the number of male and female board members of the two groups by sex of the president, two t-tests for independent means were performed. The first t-test compared the mean number of females on the board of trustees for the two groups. The Levene's Test for Equality of Variances gave an F value of 4.20 with a significance of .04. Therefore, a t-test for unequal variances was used. The t-value was .01 with a one-tailed significance of .50. The second t-test compared the number of males on the board of trustees for the two groups. Levene's Test for Equality of Variances gave an F value of .46 with a significance of .50. Therefore, a t-test for equal variances was used. The t-value for this analysis was .45 with a one-tailed significance of .33. Using an alpha level of .05 for both analyses, no differences were found in the number of male or female board members for boards which hired male presidents as compared to boards which hired female presidents. Table 16 summarizes the means for each of the two groups.

The next question asked respondents was, how many board members, of the board who hired them were of each ethnic background. The mean number of board members in each category was split by the sex of the president and compared using an analysis of variance. Data were not included in the analyses for cases where the presidential office was vacant, so as to be able to determine an effect only for the cases of primary interest, the male versus female president. The mean for each ethnic group by



Table 16

## Mean Number of Male and Female Board Members

Sex of President	n	Mean Number of Females	S.D.	Mean Number of Males	S.D.
Male	161	2.37	1.40	5.65	2.65
Female	27	2.37	1.74	5.41	1.47

sex of the president is listed in Table 16, along with the F value and the significance for the ANOVA.

Using an alpha level of .05, some statistically significant differences were found between boards which hired male presidents and those which hired female presidents. Boards which hired female presidents had more Asian and Black members than did boards which hired male presidents. Although these differences were statistically significant, they were not large enough to make the profile of the board which hired a female president different from that which hired a male president. (That is, the differences were so small that they were rounded to zero when working with whole numbers.) The summary of these analyses can be seen in Table 17.

Question 4 on the second portion of the survey asked the presidents about the ages of the board members who were on the board which hired them. Respondents were asked to indicate the number of members on this board in each of the following age categories: 25 to 35, 36 to 45, 46 to 55, 56 to 65, over 65. The most frequent

Table 17

## Results of ANOVA Comparing Ethnicity of Board Members

Ethnicity	x, Male President	S.D.	x, Female President	S.D.	F	Significance
Anglo	7.11	3.16	6.48	2.16	.98	.32
Asian	.00	.00	.26	1.35	6.12	.01
Black	.53	.85	1.22	1.69	10.87	.00
Hispanic	.12	.76	.44	1.37	3.15	.08
Native Amer.	.20	1.02	.19	.96	.00	.95

An alpha level of .05 was used.

response was in the 46 to 55 age group. The second most frequent response was in the 56 to 65 age group, and the least frequent response was in the 25 to 35 age group.

An Analysis of Variance was used, to determine if there were differences between boards which hired male presidents, and boards which hired female presidents, for each age category. Again, only the two categories of male president, and female president were included in the analysis, with vacant presidencies being excluded. The significance level of the ANOVA exceeded the Alpha level of .05 in all instances.

Therefore, no differences were found in the age distribution of these two groups.

Table 18 summarizes these results.

Table 18  
Mean Number of Board Members in Each Age Category

Age Range	x for Male CEO	S.D.	x for Female CEO	S.D.	F-Value	Significance
25 -35	.30	.50	.23	.43	.389	.53
36 - 45	1.60	1.47	1.00	1.50	3.61	.06
46 - 55	2.91	1.68	3.34	1.96	1.40	.24
56 - 65	2.21	1.98	2.08	1.99	.11	.75
66 & over	.97	2.14	1.04	1.49	.02	.88

An alpha level of .05 was used.

Question 5 in the second portion of the survey asked, the "Number of board members whose highest degree achieved was: high school graduate or less, some college, college graduate, and advanced degree." For the entire group of respondents, 53% of the board members were reported to have a college degree, an additional 28% an advanced degree, and 21% having no college degree. The boards which hired female presidents have a very similar distribution of members which have the various educational backgrounds. Thirty percent of the members of boards of trustees which have hired female presidents have advanced degrees, while 53% have a baccalaureate degree, and the remaining 17% do not have college degrees. An analysis of variance was performed to determine if there were statistically significant differences in the

numbers of board members in each degree category between the two groups, boards which hired female presidents, and boards which hire female presidents. At an alpha level of .05, no differences in educational background of the board members was found. Table 19 summarizes these results.

Table 19  
Mean Number of Board Members in Each Education Category

Education	x for Male CEO	S.D.	x for Female CEO	S.D.	F-Value	Significance
High School	.44	.90	.36	.58	.17	.68
Some College	1.13	1.39	.68	.89	2.16	.14
College	4.17	2.36	4.36	2.34	.13	.72
Adv. Degree	2.24	2.56	2.27	2.55	.00	.95

An alpha level of .05 was used.

Question 6 in this section asked about the employment of the board members. Respondents were asked how many of the board members who hired them fit into each category: employed, retired, and homemaker. Eighty percent of members of boards of trustees from the entire group, those who have hired male presidents and those who have hired female presidents, were employed. This percentage was the same for the two subgroups as well. Five percent of the board members were homemakers, and 15% were retired. An analysis of variance shows no difference between the numbers

of board members in each of these categories when subdivided by those who have hired a male president and those who have hired a female president. Table 20 summarized these results.

Table 20  
Mean Number of Board Members Employed, Retired, and Homemakers

Employment	x for Male CEO	S.D.	x for Female CEO	S.D.	F-Value	Significance
Employed	6.43	2.16	6.08	2.0	2.42	.09
Retired	1.16	1.94	1.15	1.35	.48	.62
Homemaker	.41	.68	.38	.80	.37	.69

An alpha level of .05 was used.

Question 7 asked the presidents to give the numbers of the board members which hired them who were employed in the various professions. These data were divided among the following categories: professional, business owners, clerical, farming, managers/executives, sales, trades and crafts, and don't know. A category of "other" was also included in the survey with instructions to specify. When the data were coded, all of the data in this category were placed into one of the previous categories mentioned through interpretation of the descriptions given (for instance, if "other" was marked and specified as a teacher, this was coded into the category of professional).

The most common occupation of all of the board members was that of professional. Of the entire group of board members, 42% fell into this category. Of those boards who hired a female president, 55% were in this category, and of those boards who hired a male president, 37% were in this category. An analysis of variance showed that there was a statistically significant difference in the number of board members who were categorized as professionals between the these two groups. The second most common occupation of the entire group of board members, as well as the subgroups, was that of manager/executive. For the group of all board members, 22% were managers/executives with similar percentages for the two subgroups.

Business owner was the next most common category, with 20% of all board members, 20% of board members who hired male presidents, and 9% of board members who hired female presidents. An analysis of variance showed a statistically significant difference between the number of board members who are business owners on boards which hired male presidents compared to boards which hired female presidents.

An analysis of variance was also performed on all other occupational categories, comparing the number of members from boards which hire male presidents with those from boards which hire female presidents. No other differences were found.

Table 21 summarizes these results.

The next question asked the community college presidents was whether the board which hired them was elected or appointed. There were 190 responses to this question. There were 106, or 56%, who said that the board was elected. However, the majority of boards which hired female presidents were appointed, while the major-

ity of boards which hired male presidents were elected. The percentage of boards who hired a female president and were elected was 39%, and the percentage of boards who hired a male president and were elected was 58%. A contingency table with chi-square analysis was used to determine if there was a statistically significant difference in the percentage of elected boards, between boards who hired male presidents, and those who hired female presidents. The Pearson value for this analysis was 4.32 with a significance of .12. Using the alpha level of .05, no difference was found.

Table 21

## Mean Number of Board Members in Each Occupational Category

Occupation	x for Male CEO	S.D.	x for Female CEO	S.D.	F-Value	Signif- cance
Professional	2.66	1.74	3.48	2.20	4.43	.04
Business	1.43	1.67	.60	.87	5.92	.02
Clerical	.14	.48	.12	.33	.05	.83
Farming	.46	.74	.44	.77	.02	.89
Manager	1.44	1.53	1.24	1.79	.34	.56
Sales	.66	1.51	.20	.41	2.28	.13
Trades	.21	.60	.20	.41	.00	.97
Don't Know	.13	.48	.08	.40	.29	.59

An alpha level of .05 was used.

The contingency table and chi-square analysis was repeated, this time eliminating the subgroup of vacant presidencies from the analysis. With this procedure, a Pearson value of 3.5 and a significance of .06 was obtained. Again, the differences were not significant at an alpha level of .05.

Table 22 summarizes the distribution of elected versus appointed boards for those who have hired female presidents and those who have hired male presidents.

Table 22  
Number of Elected and Appointed Boards

Sex of CEO	n	Number of Elected Boards	Number of Appointed Boards
Male	161	94 (58%)	67 (42%)
Female	28	11 (39%)	17 (61%)
Vacant	1	1 (100%)	0 (0%)

The next question regarding the board of trustees related to the length of the term of office, in years. Data given in fractions of a year were rounded to the nearest whole number. The average length of the term for all members of the boards of trustees was about 4.5 years. The average length of the term for boards who hired male presidents, and the length of the term for boards who hired female presidents were nearly identical to that of the combined group. A t-test of independent means was



used to check for differences between these two subgroups. The subgroup of those presidencies which were vacant was not included in this analysis. The results were a t-value of .00 with a significance of 1.00. The alpha level of .05 was again used for this analysis, therefore no differences were found. Table 23 summarizes this data.

Table 23

## Length of Term of Board Members

Sex of CEO	n	Mean Years of Term	Standard Deviation
Male	156	4.69	1.53
Female	26	4.69	1.85
All Presidents	183	4.69	1.57

The final question relating to a description of the boards of trustees of community colleges in the midwestern United States asked the presidents to give the dominant political perspective of the board. Categories were: very liberal, liberal, moderate, conservative, and very conservative. The most frequent category indicated for the entire population of community college boards was, by a narrow margin, conservative. There were 84 of 187 boards, or 45%, which were described as conservative. Only slightly less frequent than this response was that of moderate in which 81 (43%) of the boards were categorized. When the groups were split by the sex of the president which they had hired, the distribution showed a noticeable, if not statistically

significant change. Fifty-five percent of the boards who hired female presidents were categorized as moderate and 30% were categorized as conservative. For the boards who hired male presidents, 41% were described by their presidents as moderate, and 47% as conservative. A contingency table with chi-square analysis was used to analyze these data. A Pearson value of 5.05 with a significance of .75 was obtained.

Therefore, with an alpha level of .05 no difference was found in the dominant political perspective of boards who hired female presidents compared to those who hired male presidents. Table 24 summarizes these data.

Table 24

## Dominant Political Perspective of Boards of Trustees

Political Perspective	Male CEO	Female CEO	Vacant CEO
Very Liberal	1 (1%)	0 (0%)	0
Liberal	6 (4%)	2 (7%)	0
Moderate	65 (41%)	15 (56%)	1
Conservative	76 (48%)	8 (30%)	0
Very Conservative	11 (7%)	2 (7%)	0
Total Number of Boards	159	27	1

To summarize, the characteristics of the board members which were analyzed dealt with: the number of members on each board, their gender and ethnicity, their age

and educational background, their occupation, whether the board members were elected or appointed, their length of term, and the dominant political perspective of each group. Data were used to form a profile of the typical, midwestern, community college board of trustees, and also were split by into two groups by sex of the community college president.

The type of analyses used to compare the two subgroups were determined by the type of data obtained. For comparison of two means, a t-test was used, for comparison of multiple means an analysis of variance was used, and in the case of nominal or ordinal data, a contingency table with chi-square analysis was used. These statistical techniques yielded several significant differences between the two subgroups. First, the boards of trustees who hired female presidents had more Black and Asian members than did the boards who hired male presidents. Secondly, the boards who hired female presidents had more members employed in a professional capacity than did the boards who hired male presidents, but fewer members who owned their own businesses. No statistically significant differences were found between the two subgroups on the other variables tested.

#### About the School and the Community

There were three variables concerning the community colleges and the communities in which they reside about which data were obtained. The first related to the dominant political perspective of the community. The second was about the type of community in which the college was located, that is, could it be described as urban,

rural, or suburban. The third variable was the enrollment of the community college itself. A profile of the typical community college in the midwestern United States on these three variables was generated using the mode for community type and community politics, which was categorical data, and using a mean for enrollment. This profile described a college which was in a conservative, rural community with a student enrollment of 5,745 students.

Splitting this same data by the two subgroups of colleges and communities which had hired male presidents, and colleges and communities which had hired female presidents, profiles were again made in the same way. The typical community college in the midwest which had hired a female president was located in rural, politically moderate community, with a college enrollment of 6,303 students. The typical midwestern community college which had hired a male president was located in a rural, politically conservative community with a college enrollment of 5,481 students. These data are summarized in Table 25.

Question 12 asked the president to categorize the "dominant political perspective of the community" as one of the following: very liberal, liberal, moderate, conservative, and very conservative. For the entire group of 105 presidents, 55%, rated their community politics as conservative. The next most frequent response was moderate which gained 60 of the responses of the entire group, or 31%. For the subgroup of communities which have male college presidents, the community was also most frequently rated as conservative, with this response receiving 93 of the 162 (57%) of the responses for this group. However, the most frequent response for those communities

which have female college presidents was that of moderate, which received 12 of the 28 (43%) responses. It should be noted that the second most frequent response for this group was conservative, with 11 of the 28, or 39% of the responses.

Table 25

## School and Community Data by Sex of the President

Variable	All Schools	Schools with Female CEO	Schools with Male CEO
Political Perspective	conservative	moderate	conservative
Community Type	rural	rural	rural
Enrollment	5,745	6,303	5,481

In order to compare the frequency of each category of response for the two subgroups, communities which have female presidents, and those with male presidents, a contingency table with chi-square analysis was performed. The Pearson value for the chi-square analysis was 7.31 with a significance of .50. Using an alpha level of .05, no differences were found in the dominant political perspective of the two groups. The number of each type of response by subgroup is summarized in Table 26.

The next question about the community in which the community colleges were located was regarding the community type. Community college presidents were asked

Table 26

## Community Politics by Sex of College President

Community Politics	Male President	Female President	Vacant
Very Liberal	2 (1%)	0 (0%)	0 (0%)
Liberal	5 (3%)	3 (11%)	0 (0%)
Moderate	48 (30%)	12 (43%)	0 (0%)
Conservative	93 (57%)	11 (39%)	1 (100%)
Very Conservative	14 (9%)	2 (7%)	0 (0%)

to categorize their communities as urban, rural or suburban. The most frequent response for the entire group was rural which received 102 (53%) of the total of 192 responses. Twenty-one percent of the presidents described their communities as suburban, and 26% as urban. For the subgroup of communities which had female community college presidents, the dominant community type was also rural which received 14, or 50%, of the 28 responses. For the subgroup of communities which had male college presidents rural was again the dominant community type with 87 (53%) of the responses.

In order to compare the frequency of each category of response for the two subgroups, a contingency table with chi-square analysis was performed. The chi-square analysis gave a Pearson value of 2.78 with a significance of .59. Using the pre-set alpha level of .05, no differences were found in the community types of those

communities with a male president versus those with a female president. Table 27 summarizes these results.

Table 27  
Community Type by Sex of the President

Community Type	Male President	Female President	Vacant
Urban	40 (25%)	10 (36%)	0 (0%)
Rural	87 (53%)	14 (50%)	1 (100%)
Suburban	36 (22%)	4 (14%)	0 (0%)

The final variable which was analyzed in regard to the community and the college itself was that of enrollment. Enrollment figures were taken from the Directory of the American Association of Community Colleges (AACC), 1994 edition. Surveys were coded in order to identify the college from which the returned survey was received. These codes were matched with the college name and enrollment information. The enrollment number was then added to the survey form and the identification number removed before data coding was begun.

As mentioned earlier, the mean enrollment for all midwestern community colleges was 5,245. The mean enrollment for colleges which have a female president was 6,303, and the mean enrollment for colleges with a male president was 5,481. A t-test of independent means was used to compare the means for the two subgroups. Levene's Test for Equality of Variances gave an F-value of 1.70 with a probability of

.19. Because this indicated a low probability that the variances of the two subgroups were equal, a t-test for unequal variances was used. This procedure gave a t-value of .50 with a one-tailed significance of .31. At an alpha level of .05, no differences between the enrollment of the two subgroups was found. Table 28 summarizes this data.

In summary, three variables were analyzed regarding characteristics of the community and the college. These variables included community type, community politics, and college enrollment. Although some differences between the two subgroups of communities and colleges with male presidents, and communities and college with female presidents occurred, no statistically significant differences were found.

Table 28  
Mean Enrollments of Midwestern Community Colleges

Sex of President	n	Mean Enrollment	Standard Deviation
Male	164	5,481	7410.9
Female	28	6,303	8116.5
All Groups	200	5,745	7583.2

#### Additional Findings

As the data were being analyzed to test the hypotheses, it became evident that there was additional information which could be gained from further analysis of this



data. The following findings describe the results of analyses which were performed, not to support the testing of the original hypotheses, but rather that valuable information from this data, outside the discussion of the hypotheses, would not be lost.

The first of these additional findings related to the ethnicity of the current president of the community college and the ethnicity of the previous president of the same college. In order to determine if there was a shift in the ethnic background of the community college presidents from the time of their predecessors, a contingency table with chi-square analysis was performed. A Pearson value of 218.3 was obtained with a significance of .00. At an alpha level of .05, this indicated that the ethnic backgrounds of the community college presidents in the midwest had changed since the previous generation of presidents. The distribution of the various ethnic backgrounds of the current and past college presidents can be seen in Table 29.

Another comparison of current and past presidents was performed to determine if the number of female presidents had changed significantly since the previous generation of presidents. Again a contingency table with a chi-square analysis was performed on the variables of sex of the current CEO and sex of the previous CEO. Vacant offices were included in this analysis. In the past generation of midwestern community college presidents there were 16 female presidents out of the total of 196 colleges surveyed, or 8%. Currently holding office, there were 28 female presidents of the 196 respondents, or 14%. The chi-square analysis gave a value of 2.65 with a significance of .62. At the alpha level of .05, no statistically significant difference was

found in the percentage of previous and current female college presidents. Table 30 summarizes this data.

Table 29  
Ethnic Background of Current and Previous College Presidents

Ethnic Background	Current President	Previous President
Anglo	171 (89%)	174 (92%)
Black	13 (7%)	11 (6%)
Native American	3 (2%)	2 (1%)
Asian	2 (1%)	1 (1%)
Hispanic	2 (1%)	1 (1%)
Other	1 (1%)	0 (0%)

Table 30  
Sex of Current and Previous Community College Presidents

Sex of President	Current President	Previous President
Male	167 (85%)	174 (89%)
Female	28 (14%)	16 (8%)
Vacant	1 (1%)	6 (3%)

Additional analyses were performed related to the wide salary range reported for the current community college presidents. Earlier findings demonstrated a difference in the mean annual salary of female versus male presidents. Findings have also established that there is a difference in age, the number of years experience as a chief executive officer between male and female presidents, and in the average number of years male and female presidents have held their current position. In order to determine whether the number of years experience and number of years in current position were related to the average annual salary of the community college presidents, correlation studies were performed with salary and each one of these variables. Another variable which may have influenced salary levels of the presidents was the enrollment of the college. Therefore, this variable was also correlated with salary. There were no high levels of correlation with any one of these variables as can be seen in Table 31.

Another variable commonly considered a major influence on salary level is that of education. Respondents to this survey were asked to report the highest academic degree they had achieved. All but two respondents reported having earned a Master's or a Doctorate degree. To compare the mean annual salary of these two groups, presidents with a Doctorate degree and presidents with a Masters degree, a t-test of independent means was performed. Levene's Test for Equality of Variances gave an F-value of .06 with a significance of .81. This indicated that the variances of the two groups was equal. Therefore, the t-test of equal variances was selected. The t-value was 2.34 with a one-tail significance of .01. At an alpha level of .05, this indicated that a difference in the mean annual salary of community college presidents with Doc-

torate degrees compared to those with Masters degrees. Table 32 summarizes these results.

Table 31  
Results of Correlation Studies With Mean Annual Salary of the President

Variable	n	Mean	Standard Deviation	Pearson r Value
Age of CEO	194	54.0	5.8	.08
Years as CEO	194	7.8	7.8	.05
Years Experience	195	89.9	19.7	.00
Enrollment	200	5745.0	7583.2	.00
Salary	185	89,935.	19,712.	-----

An alpha level of .05 was used.

Table 32  
Mean Annual Salary of Presidents Based on Degree

Degree Earned	n	Mean Annual Salary	Standard Deviation
Masters	26	81,808	17,357
Doctorate	157	91,484	19,832

Finally, 106 of 183 respondents reported that their board of trustees was elected rather than appointed. The average length of term in office for all boards was just over 4.5 years. However, when the group of all board members was split into those which have been elected and those which have been appointed, the mean years of the term differed. A t-test of independent means was performed to determine if there was a significant difference in the mean years of the term between these two groups. Levene's Test for Equality of Variance gave an F-value of 4.33 with a significance of .04. This indicated that the variances of the two groups were not the same. Therefore, a t-test for unequal variances was performed. The t-value was 4.18 with a one-tail significance of .00. This indicated that there was a difference in the mean number of years in the term of board members who were appointed compared with those who were elected. These values are summarized in Table 33.

Table 33

## Mean Number of Years in Term of Elected and Appointed Board Members

Elected or Appointed	n	Mean Term	Standard Deviation
Elected	106	5.10	1.27
Appointed	77	4.12	1.77

## Summary of Findings

The analyses of the data were divided into four major areas according to the four hypotheses, with an added section describing additional findings. The first major section analyzed variables which described the presidents of community colleges in the midwest. The variables analyzed were: length of time in office, level of education, annual salary, age, ethnicity, hired from within the organization or outside the organization, and years experience as a community college chief executive officer. These variables were compared for the two groups of male and female community college presidents. Differences were found on a number of variables. First, the number of years in their current position as chief executive officer was higher for males, which averaged about 8 years in this position while females averaged about 3 years. Second, the mean salary levels of the two groups were different, with males averaging about \$91,000, and females averaging about \$84,000 per year. Third, the mean age of the males was about 3 years greater than that of females, and the females were found to be of a more mixed ethnic background than the males. Finally, the total number of years experience as chief executive officer was higher for males with an average of about 11 years experience while females averaged approximately 7 years experience.

The second major discussion of findings centered on the hiring practices of community college presidents in the midwest. These five variables were analyzed: (1) sex of the previous president, (2) ethnicity of the previous president, (3) whether or not the college had ever had a female president, (4) whether or not the college had used an outside consultant in the search for the current president, and (5) if the search

for the current president was conducted nationally, regionally, or locally. These variables were used to profile the hiring practices of community colleges in the midwest as well as to compare the two groups, male and female community college presidents. When comparing the data of the two groups, no differences were found on any of these variables.

The next area to be evaluated considered the characteristics of the community college board members. The characteristics of the board members analyzed were the number of board members, gender and ethnicity, age and educational background, occupation, whether the board members were elected or appointed and their length of term, and the dominant political perspective of each group. Data were used to construct a profile of the midwestern, community college board of trustees and were then split by the sex of the community college president. This helped profile the subgroups of boards who had hired female presidents, and boards who had hired male presidents. Several statistically significant differences between the two groups were found. First, the boards of trustees who hired female presidents had more Black and Asian members than did the boards who hired male presidents. Second, the boards who hired female presidents had more members employed in a professional capacity, and fewer members who owned their own businesses than did boards who hired male presidents. Lastly, no differences were found between the two groups on the other variables tested.

The fourth area of findings dealt with school and the community characteristics. There were three variables which were tested: (1) dominant political perspective of the community, (2) the type of community in which the college was located, and (3)

the enrollment of the college. A profile of the midwestern community college generated from these data described a college which was located in a conservative, rural community, with a college enrollment of 5,745 students. Although some differences on these variables between the two subgroups of communities and colleges with male presidents, and communities and colleges with female presidents occurred, no statistically significant differences were found.

The final section of the findings dealt with additional analyses which did not relate directly to any of the four hypotheses. These analyses were performed in order to shed light on other data and, in order to keep valuable information that could be obtained from this research from being lost. The first of these additional findings related to the ethnicity of current and previous college presidents. It was determined that the ethnic backgrounds of the community college presidents in the midwest had changed since the previous generation of presidents. An analyses of the number of current and previous female community college presidents however, found no change in the proportion from the previous to the current generation of presidents. Another group of analyses were performed to relate the salary of the college presidents to other variables which were tested. Correlational studies were conducted between salary and the following variables: age of the CEO, years as CEO, years experience of the CEO, and enrollment of the college. No high levels of correlation were found with any of these variables. When mean salary levels were split according to the academic degree of the president however, a statistically significant difference was found. The final analyses dealt with the mean number of years of the term of board members which was



split by the two groups of elected and appointed board members. A statistically significant difference in the length of term was found between these two groups: elected members served a longer term.

## CHAPTER V

### SUMMARY AND DISCUSSION

Chapter V of this study is divided into four major sections. The first section gives a brief summary of the research problem and method; the second an interpretation of each result; the third section discusses the limitations of the study; and the final section covers the implications of the findings. Suggestions for further research are discussed throughout this chapter.

#### Summary of the Problem and Research Method

It is commonly accepted that women are underrepresented in positions of educational leadership in this country. Statistics show that in public education, women hold less than 10% of the top executive positions. What is not clearly understood are the reasons that this situation exists. Certainly the history of women in the workforce of our country can help us to understand why, historically, there has been a dearth of women in educational administration. Yet, when we consider that education has traditionally been a career which has accepted women, and that the social and economic barriers which prevented women from obtaining positions of leadership in the workforce have theoretically been eliminated, we are at a loss to explain why women are still so poorly represented in education administration.

Research has shown that gender, age, race, ideology and group dynamics of screening, interviewing, and job offering committees all affect the selection of the female education administrator. A few studies have described the hiring bodies of female education administrators in public education at the K - 12 level. However, there has been almost no research of this nature in higher education. The purpose of this study has been to identify the context in which women are employed as chief executive officers of community colleges, and also to identify characteristics held by those women who have been successful in obtaining these positions. Four main hypotheses were studied: (1) there is a difference in the characteristics of male and female community college presidents; (2) there is a difference in the selection process which leads to the hiring of male community college presidents as compared to those processes which lead to the hiring of female community college presidents; (3) there is a difference in the characteristics of boards who hire male community college presidents as compared to the boards who hire female community college presidents; and (4) there is a difference in the community and institutional characteristics of those community colleges which have male presidents as compared to those having female presidents.

In order to study these hypotheses, 248 chief executive officers of community colleges in the midwest United States were surveyed to determine personal characteristics, and the characteristics of their representative hiring boards, colleges, and communities. Using survey response data, descriptive profiles of community college presidents, boards of trustees, hiring practices, and community colleges were constructed. These profiles were made for the entire academic sample population of the

study, as well as for the subgroups of those which have hired female presidents and those which have hired male presidents. Further, statistical analyses were used to compare the data from each variable for each of these two subgroups. The type of statistical analysis used for each variable was determined by the type of data collected for each variable. Descriptive statistics were used to derive the profiles described above. In order to compare the two subgroups, chi-squares were performed on nominal data, t-tests and ANOVAs on interval data.

### Interpretation of the Results

#### Respondents and Nonrespondents

Community college presidents of eleven midwestern states were surveyed. The overall response rate for the survey was 82%. The range for the response rates by state was from a low of 76% to a high of 90%. Therefore, there was good participation of, and representation from community colleges in all of the 11 midwestern states. The percent of female respondents was 14% and the percent of male respondents was 86%. The distribution of male and female nonrespondents was very similar with 12% of the nonrespondents female, and 88% male. No difference in the frequency of gender distribution of respondents and nonrespondents was detected. This was important in the comparison of the data of the two subgroups, which allowed for the assumption that the two groups were equally represented by the data collected.

### About the President

Fourteen percent of the community college presidents in the midwestern United States, who responded to the survey indicated that they are female. This number was much higher than the percentage of female presidents in the 1,017 associate degree granting institutions listed by the American Association of Community Colleges (1994), which was about 6%. It was also much higher than the proportion of females who served as public school superintendents, reported by Montenegro (1993) as 7%. No other data were available to explain the differences in the proportion of female chief executive officers between the survey sample and these other populations. It therefore appeared evident that the community colleges in the midwestern United States had a higher percentage of female chief executive officers than do public, K-12 educational institutions. Midwestern community colleges also had more female presidents than the entire population of community colleges in the United States. This may be a regional phenomena which existed because of any number of factors. Differences in the percentage of female chief executive officers in public education, in other regions of the country, may be an area worthy of further research.

This research showed that female community college presidents in the midwest have served significantly fewer years in their current position as CEO, about 4 years, compared with about 8 years for their male counterparts. The female presidents also had an average of about 7 years experience as CEO, as compared to about 11 years experience for the male presidents. These findings were consistent with the work of

Carole Funk (1986) who found that the typical female administrator had held an administrative position for less than 10 years, but was strikingly different from the results of a recent study of female school superintendents (Marietti, 1992). Her study showed that female superintendents had an average of 7 years experience, while their male counterparts averaged only 3 years experience. One explanation of these results might be that as chief executive officers of educational institutions were being replaced, females were more frequently filling the positions than in the past. Or stated in another way, chief executive officers of community colleges who are relatively new to their positions are now, more frequently females, than they were in the past.

The average age of male community college presidents in the study was 54 years, while the average age of females was 51 years. A t-test of independent means shows that this was a statistically significant difference. The female community college presidents in the midwest were, in fact, younger than their male counterparts. This compared to a study of women presidents in public associated degree institutions in the United States which showed the average age of these women to be about 48 (Despain, 1991). Marietti (1992) too, in her study of female public school superintendents, described the typical female superintendent as being in her 40s. The difference in ages between the male and female presidents in this study should not be interpreted to mean that females were hired into these positions at a younger age. Rather, the younger age of the female community college presidents in this study may well be related to the shorter time that they have held their position. In order to confirm this

notion, future studies should determine the age of the community college presidents when they were hired.

The highest earned degree of all the respondents in the survey was that of a doctorate, which was also the most frequent response. There were 85% of the respondents who indicated that they held a doctorate degree: 86% of male presidents and 82% of female presidents. Statistical analysis showed no difference in the level of formal academic education between male and female community college presidents in the survey. This was contrary to the findings of Marietti (1992), who found that female public school superintendents had more education than their male counterparts. She found that 52% of female superintendents were educated beyond a Masters degree, while only 36% of male school superintendents were educated at that level. The differences in the findings of this study, and those of Marietti (1992) may be due to the fact that community college presidents most generally were educated to the Doctorate level, while public school superintendents in the K - 12 system frequently possess either a Masters degree or a Doctorate. That is, there was less variability in the educational level of community college presidents overall, therefore no differences could be found between the subgroups of males and females.

In the area of salary, there was a difference between the male and female community college presidents in the survey. The average annual salary for male presidents was \$91,032, while for female presidents it was \$83,519. A t-test of independent means revealed that there is a statistically significant difference in these two means. This difference was consistent with the findings of other studies including Shakeshaft

(1989), and Edson (1987) who found that women in education administration earn less than men for the same type of work. However, Marietti's (1992) work showed that the difference in salaries between male and female public school superintendents correlated more with the level of education than with the sex of the superintendent. Her findings do not explain the salary differences between male and female community college presidents in this study because no differences were found in the level of education between these two groups.

Because differences in the mean years experience, years as CEO, and age were also found between the male and female community college presidents in this study, correlation studies were performed correlating these variables, as well as enrollments to salary. This was done in order to determine if the salary differences between the two groups could be attributed to differences in the level of experience rather than the difference in sex. No high levels of correlation were found between salary and any one of these variables. This indicated that the differences between the salaries of male and female community college presidents in the study were related only to the sex of the president and not to any of the other variables which were tested. It would appear from the results of this, and many other studies, that female chief executive officers in educational institutions were paid less than their male counterparts for no apparent reason other than their sex.

In regard to the ethnic background of the community college presidents, the most common was, by far, Anglo for both male and female presidents. Ninety percent of the male presidents said they were of Anglo descent, while 79% of female presi-



dents indicated that they were Anglo. The frequency of male presidents compared to female presidents who responded that they were of some ethnic background other than Anglo, were compared using a chi-square analysis. This test indicated that there was a difference in the ethnicity of male and female community college presidents in the midwest, with females being of a more mixed ethnic background than males. Past research indicated that both male and female education administrators are typically of Anglo background (Despain, 1991; Marietti, 1992). However, research which compares the frequency of non-Anglo male and female education administrators was lacking. It may be that boards of trustees who have hired female community college presidents were also more willing, than boards who have not hired female presidents, to hire persons of ethnic backgrounds other than Anglo. However, more research into this area is needed before any firm conclusions can be drawn.

The final variable relating to the community college presidents was whether they were hired from within, or outside of their current organization. A majority of both male and female presidents returning the survey indicated that they were hired from outside their current organization. This was consistent with the findings of Marietti (1992) in her study of public school superintendents. In this study, 33% of male presidents were hired from within their organization and 25% of female presidents were hired from within their current organization. No differences were found between the proportion of responses in each category between the two gender groups.

The findings of this study regarding the presidents of midwestern community colleges supported the hypothesis that there is a difference in the characteristics of

male and female community college presidents. This study found that female community college presidents in the midwest differed from male community college presidents from the midwest on all variables tested except two: level of education, and whether they had been hired from within or outside their current organization. Female presidents had an average of less years in their current position, fewer years presidential experience, were younger, were paid less, and came from a more diverse ethnic background than their male counterparts.

### Hiring Practices

The first variable relating to the hiring practices of community colleges when applied to the president was regarding the sex of the previous chief executive officer of the college. Most of the respondents (85%) said that their previous president was male. The percentage of male community college presidents who followed a female was about 7%, while the percentage of female community college presidents who followed a female was about 14%. No statistically significant difference was found between these percentages. However, it should be noted that actual differences may exist but may have been undetected for two reasons. First, the number of female respondents to the survey was quite small, thus differences such as this would have to be quite large in order to be detected. Secondly, the data collected on this variable were in nominal form, therefore requiring the use of nonparametric analyses which were not very powerful in detecting such differences. These findings do not support the findings of Schmuck et al. (1981), who reported that when an incumbent education admin-

istrator was female a female replaced her nearly half the time, but a female replaced a male only 13% of the time. Further investigation to determine if there is a difference in the frequency with which female presidents follow incumbent females compared to the frequency with which male presidents follow incumbent females is needed.

The next variable regarding hiring practices related to the ethnicity of the previous chief executive officer of the college. The majority of respondents, both male and female, said that their previous CEO was Anglo. This was consistent with findings of incumbent public school superintendents who also were found to be, predominantly, Anglo whether they were replaced by a male or by a female (Marietti, 1992). Additional analyses of these data compared the frequency of the ethnic distribution of the current community college presidents with that of their predecessors. A chi-square analysis indicated that the ethnic backgrounds of the community college presidents in the midwest has changed since the previous generation of presidents. The current generation of presidents, although still predominantly Anglo in background, represented a more diverse ethnic distribution. Given the Equal Opportunity Act of 1972, and other state and federal legislation designed to eliminate job discrimination on the basis of age, race, or sex, these results were to be expected.

The next variable studied was whether or not the community colleges have ever had a female president. Only 14% of the presidents responded that their college had had, at some time, a female chief executive officer. Some of male community college presidents (13%) said that their college has had a female president, and 21% of female presidents gave this response. No statistically significant difference was found

in the proportion of these responses, although once again, the low number of female presidents and the necessity of using a less powerful nonparametric analysis, gave a diminished likelihood of finding statistically significant differences. These results, although not proven to be statistically significant, were consistent with the previous pattern in where by female presidents replaced female incumbents more frequently than male presidents. This pattern was consistent with the findings of Marietti (1992), who showed that female public school superintendents were hired more often in schools where females previously held that position. Further investigation of the question of whether or not colleges with female presidents are more likely to have had previous female presidents than colleges with male presidents is needed.

When asked if their institution used an outside consultant in the search for their current position, 65% of the presidents responding said that an outside consultant was not used. Sixty-six percent of male presidents, and 61% of female presidents said that no outside consultant was used. Statistical analysis of the percentages of these responses for male and female presidents found no difference in the use of outside consultants between these two groups. This was consistent with the findings of public school superintendents, in which the majority of both male and female superintendents were hired with out the use of outside consultants (Marietti, 1992). It would appear that the use of an outside consultant in the hiring of a community college presidents is not related to the sex of the presidents who are hired

The final area of hiring practices analyzed had to do with whether the search for the current president was conducted nationally, regionally, or locally. Most of the

respondents (77%) indicated that the search for their position was conducted on a national level. No differences were found in the type of search used to hire male and female community college presidents. In her research regarding the hiring of public school superintendents, Marietti (1992) also found no difference in the type of search used to hire male and female superintendents, although the majority of those searches were conducted on the regional, rather than national level. The results of this current study would indicate that whether a search was conducted nationally, regionally, or locally has no bearing on the sex of the president hired.

In the area of hiring practices, the findings of this study did not support the hypothesis that there is a difference in the selection processes leading to the hiring of male community college presidents as compared to those processes leading to the hiring of female community college presidents. No statistically significant differences were found on any of the variables tested including: ethnicity and gender of previous CEO, whether or not the college had ever had a female CEO, whether the search was conducted nationally, regionally, or locally, and whether or not an outside consultant was used in the search. Although not statistically significant, differences did exist between the groups of male and female presidents on the variables related to gender of the previous president, and whether the college had ever had a female president. It is likely that these differences were not able to be detected in the statistical analyses because of the small number of female presidents in the group, and because of the need to use less powerful, nonparametric methods.

### The Board of Trustees

Characteristics of the board of trustees of community colleges in the midwest were assessed to determine if there were differences between the boards who hired male presidents and those hiring female presidents. The first variable measured was that of the number of trustees on each board and their gender. The average number of trustees for all respondents was about 8 members which was consistent with the findings of Cohen and Brawer (1989). They found that the boards of most community colleges in the United States consisted of from 5 to 9 members. There was no difference in the number of members on boards which hired female presidents compared to boards which hired male presidents. Of the approximately 8 members on the board, the average number of females for all boards was just over 2, while the average number of males was about 5.5. In terms of the proportion of male and female board members, these results supported the findings of other researchers (Freeman et al., 1991; McGarth, 1992) who found that women composed about one third of the membership of the typical school board. There was no evidence to indicate that the number of members on the board of trustees of the community college had any impact on the sex of the president which that board hires.

No differences were found in the number of male or female board members on boards who hired male presidents as compared to boards who hired female presidents. This was in contrast to the findings of Marietti (1992) who reported that public school boards who hired female superintendents tended to have more female members than

those who hired male superintendents. The differences in the results of this study and Marietti's report may be due to the small sample of female community college presidents who took part in the survey. It may also be due to differences in the populations that were studied. This study did not support the theory that boards of trustees which have more female members were more likely to hire a female president.

A second variable measured concerned the boards of trustees of the midwestern community colleges related to the ethnic background of its members. As previous researchers have reported, (Cohen & Brawer, 1989; Freeman et al., 1991; Marietti, 1992), the typical board member was of Anglo Saxon background. This was true both for boards who hired male presidents and for boards who hired female presidents. However, in this study, a comparison of the ethnic distribution of the board members who hired male presidents to that of the boards who hired female presidents, showed that boards which hired female presidents had more Asian and Black members than did boards who hired male presidents. Although these differences were statistically significant, they were not large enough to cause differences in the profile of the typical board which has hired a female president. The study did indicate however, that a woman has a slightly better chance of being hired as a community college president in the midwest if the hiring board was of a more mixed ethnic background.

Respondents to the survey indicated that most members of the boards of trustees were between the age of 46 and 55. The age distribution of the board members created as a result of this study were consistent with a recent study reported in the American School Board Journal, January 1991 which stated that members of school

boards in the United States were typically middle aged. In this study, no difference was found between the ages of boards which hire female presidents and those which hire male presidents. This result was in contrast with those of Marietti (1992) who found that members of school boards which hire female presidents were most often in the age range of 36 to 45. It would appear, from this study, that the age of the members of the board of trustees of midwestern community colleges had no bearing on whether the board hired a male or female president.

In regard to the education level of members of the boards of trustees, this study found that 53% of board members had a college degree, and an additional 28% held an advanced degree. There was no difference found in the educational background of board members who hired a female president and those who hired a male president. Therefore, the education of the members of the board of trustees of midwestern community colleges did not appear to have any bearing on whether that board would select a male or a female as the college president. These findings were contrary to those found in the study of public school superintendents. In this study, members of boards who hired female superintendents were, on average, more highly educated than those members of boards who hired male superintendents (Marietti, 1992).

Also not found in the current investigation, were differences in employment status between the boards who hired male presidents and those who hired female presidents. That is, the same number of board members in each of the two groups were employed, retired, or homemakers. However, differences were found in the type of employment held by the two groups of board members. Boards who hired female



presidents had a higher number of members who were employed in a professional capacity, 55%, compared to those who hired male presidents, 37%. Those boards which hired male presidents had a higher number of members who were business owners, 20%, than those which hired female presidents, 9%. These findings were consistent with those of Marietti (1992). Her research showed that members of school boards who hired female superintendents were, on average, professional people, while members of school boards who hired male superintendents were not. The results of these studies indicated that females were more likely to be hired as chief executive officers of educational institutions if the members of the hiring board were employed in a professional capacity.

Another variable analyzed, regarding the boards of trustees, was whether the boards were elected or appointed. Overall, 56% of the boards represented in the survey were elected. This was consistent with the description of the typical board of trustees for most public community colleges in the United States (Cohen & Brawer, 1989). While the majority of boards who hired male presidents were elected, the majority of boards who hired female presidents were appointed. However, the differences in the percentages of elected versus appointed between the two groups were not found to be statistically significant. Once again, this may have been due to the small number of boards which hired female presidents available to this study, as well as the need to use a less powerful parametric test to determine these differences. Further research on this matter may be able to demonstrate that boards of trustees who have

been appointed are more likely to hire female presidents than boards who have been elected.

The average length of term for members of all boards of trustees was about 4.5 years. Again, this was consistent with the description of the typical community college board of trustees which reports the average term as being 4 years (Cohen & Brawer, 1989). No differences were found between the average length of term for boards hiring male presidents and those hiring female presidents.

The dominant political perspective of the boards of trustees represented in the survey was, most frequently, conservative. When the groups were split by the sex of the president whom they had hired, the distribution did show noticeable, if not statistically significant differences. The dominant political perspective of boards who hired female presidents was categorized as moderate, and the dominant political perspective of boards who hired male presidents was categorized as conservative. These findings were supported by similar research on the political perspective of boards of education who hire public school superintendents. As in this study, the dominant political perspective of these boards, whether hiring male or female superintendents, was most often, conservative. Further research into the political perspective of the two groups of boards may show significant differences if a larger group of boards who hire female presidents becomes available for the study.

To summarize, the data which were collected and analyzed supported the hypothesis that there is a difference in the characteristics of the boards who hire male community college presidents as compared to the boards who hire female community

college presidents, on two variables. The first difference was found in the ethnic background of the board members, where boards who hired female presidents had a more varied ethnic background than did those who hired male presidents. The second difference was found in the occupation of the board members, where boards who hired female presidents had more members employed in a professional capacity, and less who owned their own businesses than did the boards who hired male presidents. Several other variables may have had differences which could not be detected due to the low number of female presidents in the sample and the relative insensitivity of the techniques used for analysis. These were the variables which compared elected versus appointed boards, and the dominant political perspective of the boards.

#### The School and the Community

Three variables about the school and the community were tested. The first related to the dominant political perspective of the community in which the college was located. The typical community college in the midwest is located in a politically conservative community. While most male community college presidents in the survey responded that their community is politically conservative, most female presidents which responded said that their community holds a moderate political perspective. Statistical analyses of the difference in the frequency of each type of response by groups of male and female president showed no difference in the political perspective between communities which have male and female community college presidents. Once more, the failure to detect these differences may be due to the low number of

female community college presidents, and the relatively low power of the statistical procedure. The finding of this study, that most female community college presidents report their community politics to be moderate rather than conservative, was not necessarily supported by the findings of Marietti (1992) in her study of public school superintendents. She found that most female public school superintendents reported their communities to be conservative. It should be noted here, that both in this study and in Marietti's work, the categories most frequently selected by female administrators to describe the political perspective of their communities were moderate, and conservative. In both cases, one category was selected only slightly more frequently than the other. Consequently, the findings of these two studies are more congruent than they might, at first, appear. No conclusions can be drawn from this study about whether the political perspective of the community was related to the sex of the community college president who was hired.

A second variable which was analyzed, relating to the communities where the colleges are located, dealt with the type of community. That is, whether the community was urban, rural, or suburban. The most frequent response for the entire group was rural. Rural was also the most frequent response from both male and female presidents. No difference was found between the community type where the college had a female president and those where the college had a male president. Mean college enrollments for colleges with male presidents were also compared to those of colleges having female presidents. No differences were found between mean enrollments of the two groups. This study would indicate that the size and type of com-

munity did not influence the decision of the board of trustees of whether to hire a male or female community college president. These findings about community size and college enrollment were contrary to earlier findings about the hiring of public school superintendents, in which large metropolitan districts were reported to be more likely to hire a female than were smaller districts (Schmuck, 1981). Unlike this study, Marietti (1992) found that female public school superintendents were more likely to be hired in suburban school districts as opposed to rural or urban.

In summary, although the three variables describing the community and the college did show some differences between the two groups of male and female community college presidents, none were large enough to be statistically significant. Therefore, the findings did not support the hypothesis that there is a difference in the characteristics of colleges and communities that have female presidents compared to those which have male presidents.

#### Limitations of the Study

Because very little research on this topic has been carried out, this study was intended to provide broad quantitative data that might serve as a foundation for further research in this area. By virtue of its intent, this study was inherently limited in a number of ways, for a variety of reasons. First, the data were collected by means of a survey which limits the quality of the data obtained. Respondents were restricted to nominal or categorical type answers without the ability to explain their responses or ask for clarifications of the questions. Because the study was performed in a confi-

dential manner, the opportunity to explore the responses in a more qualitative fashion was eliminated.

A second limitation of the study was the ability of the community college presidents to respond to the questions. In some cases, the president may not recall or possess the information requested. Data collected concerning the board of trustees who hired the presidents responding to the survey, were obtained from those presidents. In many cases, a number of years had passed since this board was in office. Also, presidents whose boards were at the state level rather than the local level, may not have been familiar enough with the board members to give a high quality of response. However, there was no indication, by the quantity or type of responses received, that this was a major obstacle.

The type of data obtained, and the high response rate facilitated a high quality of data analysis. However, the fact that only about 14% of the community college presidents of the population studied were female, was a severely limiting factor. Much of the analyses performed compared subgroups by the sex of the president. Because the number of female presidents was so low, the power of the techniques used to compare these two groups was greatly limited. Differences between the two groups appeared to exist in some cases, but were unable to be detected, possibly for this reason.

Future studies in this area may be improved by equal size, stratified sampling of male and female community college presidents. The opportunity to obtain qualitative data in addition information obtained by survey, would also enhance and clarify the

findings. Information about the members of the boards of trustees would best be collected from the members themselves, providing this is at all feasible.

### Conclusions and Implications

Of the four hypotheses that provided a basis for this research, support was found for two. First, this study supported the hypothesis that, there is a difference in the characteristics of male and female community college presidents. Female presidents were found to average fewer years in the position of president, and to have an average of less experience as a chief executive officer than their male counterparts. One explanation for these findings was that as positions for community college presidents become available, women were, more often than in previous years, filling these positions. This explanation was supported by other evidence presented in this study, which showed that the number of females serving as president in midwestern community colleges had increased from 14 to 28 since the previous generation of presidents took office. These results would imply that the opportunities for women to become the president of a midwestern community college has doubled since the previous generation of presidents. This is good news for women today seeking administrative positions in higher education.

A second finding which supported the theory that there is a difference between the characteristics of male and female community college presidents was the salary difference between the two. The study showed that there is a substantial difference in the average annual salary between male and female community college presidents. No

variables, other than sex of the president, correlated with these differences. These findings indicated that there was still progress to be made toward the goal of equal compensation of males and females in the higher education profession. There may still be those individuals, serving on boards of trustees, who cling to the belief that women are not as valuable in administrative positions as are men. Old beliefs die hard, yet the findings discussed here indicate that progress is being made. Equality in salary for male and female community college presidents may be one of the last indicators that equal opportunities have finally been achieved for women in the area of higher education administration. This profession should continue to be monitored for some time into the future.

The final difference between the male and female presidents was that females came from a more diverse ethnic background than their male counterparts. The meaning and implications of this finding was unclear. It was also found that the boards of trustees who hired female presidents were of a more diverse ethnic background than those boards who hired male presidents. Perhaps these findings are somehow related and represent a meaningful indicator of the opportunities for women and minorities in the future. Further research in this area should shed some light on this question.

In the area of hiring practices, this study did not support the hypothesis that there is a difference in the selection processes that lead to the hiring of male community college presidents as compared to those that lead to the hiring of female presidents. These findings would imply that colleges and boards seeking to hire a president need not be concerned that differences in hiring practices, such as the type of search



conducted, or whether or not an outside consultant is used, will bias the search against either sex of candidate.

The study did support the hypothesis that there is a difference in the characteristics of the boards who hire male community college presidents and those who hire female presidents. More variability was found in the ethnic backgrounds of the board members who hired female presidents. Also, the boards who hired female presidents were found to have more members which were employed in a professional occupation, and less employed as owners of a business. The implications of these findings were not totally clear. It may be, however, that when community members elect board members, or when appointments of board members are made, these factors should be taken into consideration. Perhaps board members who have a more well rounded, social and educational experience as a professional, and those who have the benefit of coming from an ethnic minority are less biased towards women and other ethnic groups.

The final hypothesis that there is a difference in the characteristics of colleges and communities that have female presidents compared to those that have male presidents was not supported by the findings of this study. This again is good news for females seeking positions as chief executive officers of community colleges. The study indicated that there is no need for these women to focus their job searches in particular types of communities, colleges, or in colleges of a certain size. They should have an equal chance of obtaining such a position regardless of these variables.

**Appendix A**  
**The Survey Instrument Used in**  
**the Present Study**

**The first set of questions will be used to profile the community college presidents (CEOs) in the midwestern United States. Please answer the following questions about yourself, the current president (CEO) of your institution. Approximate where necessary. ALL ANSWERS ARE CONFIDENTIAL.**

1. How long have you held your current position as CEO at this institution? \_\_\_\_\_ years
2. What is your highest degree? \_\_\_\_\_ Bachelors \_\_\_\_\_ Masters \_\_\_\_\_ Doctorate
3. Please state your current annual salary. \_\_\_\_\_
4. What is your age? \_\_\_\_\_
5. What is your ethnic background ?  
       \_\_\_ Anglo \_\_\_ Black \_\_\_ Native American \_\_\_ Asian \_\_\_ Hispanic \_\_\_ Other
6. What is your gender ? \_\_\_\_\_ Male \_\_\_\_\_ Female
7. Where you hired from: \_\_\_\_\_ Within your current organization  
       \_\_\_\_\_ Outside of your current organization
8. How many years of experience do you have as a community college chief executive officer? \_\_\_\_\_ years
9. Was the previous CEO of your organization \_\_\_\_\_ male or \_\_\_\_\_ female?
10. What was the ethnicity of the previous CEO ?  
       \_\_\_ Anglo \_\_\_ Black \_\_\_ Native American \_\_\_ Asian \_\_\_ Hispanic  
               \_\_\_\_\_ Other
11. Has your organization ever had a female CEO before?  
                                   \_\_\_\_\_ Yes \_\_\_\_\_ No
12. Did your institution use an outside consultant in the search for your current position?  
                                   \_\_\_\_\_ Yes \_\_\_\_\_ No
13. Was the search for your current position conducted  
                   \_\_\_\_\_ Nationally \_\_\_\_\_ Regionally \_\_\_\_\_ Locally

**Please complete the following information, to the best of your recollection, about the board that hired you. ALL INFORMATION IS CONFIDENTIAL.**

1. Total number of Board Members \_\_\_\_\_
2. Number of males \_\_\_\_\_ Number of females \_\_\_\_\_
3. Number of members who were  
       \_\_\_\_ Native American \_\_\_\_ Anglo \_\_\_\_ Asian \_\_\_\_ Black \_\_\_\_ Hispanic \_\_\_\_ Other
4. Number of board members whose ages were:  
       \_\_\_\_ 25-35 \_\_\_\_ 36-45 \_\_\_\_ 46-55 \_\_\_\_ 56-65 \_\_\_\_ Over 65
5. Number of board members whose highest degree achieved was:  
       \_\_\_\_ High School graduate or less \_\_\_\_ Some college \_\_\_\_ College graduate  
       \_\_\_\_ Advanced degree
6. Number of board members who were:  
       \_\_\_\_ Employed \_\_\_\_ Retired \_\_\_\_ Homemaker
7. Number of board members who were employed in the following:  
       \_\_\_\_ Professional/Semi-professional \_\_\_\_ Managers/executives  
       \_\_\_\_ Business owners \_\_\_\_ Sales  
       \_\_\_\_ Clerical and related \_\_\_\_ Trades and crafts  
       \_\_\_\_ Farming \_\_\_\_ Don't know  
       \_\_\_\_ Other, Please specify \_\_\_\_\_
9. The board members are: \_\_\_\_ Elected \_\_\_\_ Appointed
10. Length of the elected/appointed term is: \_\_\_\_ years
11. Generally speaking, the dominant political perspective of this community is:  
       \_\_\_\_ very liberal \_\_\_\_ liberal \_\_\_\_ moderate \_\_\_\_ conservative \_\_\_\_ very conservative
12. The dominant political perspective of the board is:  
       \_\_\_\_ very liberal \_\_\_\_ liberal \_\_\_\_ moderate \_\_\_\_ conservative \_\_\_\_ very conservative
13. The community in which our college is located could best be described as:  
       \_\_\_\_ Urban \_\_\_\_ Rural \_\_\_\_ Suburban

## Appendix B

### Cover Letter for First Mailing of the Survey

Date

President name  
Institution  
Street address  
City, state, zip code

Dear President xxx:

I am a doctoral student in the Department of Educational Leadership at Western Michigan University. For my dissertation study, I am studying the context in which community college chief executive officers are hired. A review of literature reveals a scarcity of studies which examine the characteristics of communities, colleges, and boards of trustees related to the presidents that are hired in each institution.

As a part of this study, I am asking chief executive officers of community colleges in the midwest to complete a brief survey asking for information about themselves, their boards, communities, and institutions. This survey will take less than 10 minutes of your time, and will represent a significant contribution to our understanding about the hiring practices of community college boards. Surveys are coded for the purpose of following-up non-respondents, and in order to match respondents with demographic data. When these purposes are satisfied, the identifying codes will be removed, and all information will be completely confidential. It will be assumed that the return of the completed survey form indicates your consent to use the information you have provided.

Please answer the questions to the best of your ability and return the surveys to me in the stamped return envelope. The information that you provide will contribute to our knowledge about the context in which community college chief executive officers are hired. I am in hopes that you will support this research by taking the time to complete and return the survey. Your participation is truly appreciated!!

Sincerely,

Diane K. Chaddock

**Appendix C**  
**Follow Letter for Non-Respondents**

Date

President name  
Institution  
Street address  
City, state, zip code

Dear President xxx:

Recently you received a survey asking for information on yourself and the Board of Trustees that employed you in your present position. If my records are correct, I have not yet received your completed survey. I understand how busy you are and hesitate to ask you to give of your time, but your input is important in my research. As my dissertation study, I am studying the context in which community college chief executive officers are hired. A review of literature reveals a scarcity of studies which examine the characteristics of communities, colleges, and boards of trustees related to the presidents that are hired in each institution. I hope that the results of this study may be of value to you at some time.

This survey will take about 10 minutes of your time, and will represent a significant contribution to our understanding about the hiring practices of community college boards. Surveys are coded for the purpose of following-up non-respondents, and in order; to match respondents with demographic data. When these purposes are satisfied, the identifying codes will be removed, and all information will be completely confidential. It will be assumed that the return of the completed survey form indicates your consent to use the information you have provided.

Please answer the questions to the best of your ability and return the surveys to me in the stamped return envelope. The information that you provide will contribute to our knowledge about the context in which community college chief executive officers are hired. Please help to support this research by taking the time to complete and return the survey. If you have already responded to this survey, please disregard this letter. Your participation is truly appreciated!!

Sincerely,

Diane K. Chaddock



## Appendix D

### Protocol Clearance from the Human Subjects Institutional Review Board

Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899  
616 387-8293

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**WESTERN MICHIGAN UNIVERSITY**

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**Date:** August 8, 1994**To:** Diane K. Chaddock**From:** Richard Wright, Acting Chair*for R. Wright***Re:** HSIRB Project Number 94-07-10

This letter will serve as confirmation that your research project entitled "The context in which women are hired as community college chief executive officers" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

**Approval Termination:** August 8, 1995**xc:** Cowden, EDLE

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