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**PROFILES IN FACULTY LEADERSHIP:
THE EXPERIENCE OF 1985-86
CALIFORNIA COMMUNITY COLLEGE SENATE PRESIDENTS**

by

Candice Ann Francis, B.A., M.S.

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

University of San Diego
1990

Dissertation Committee

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ABSTRACT OF THE DISSERTATION

Profiles in Faculty Leadership: The Experience of 1985-86 California

Community College Senate Presidents

The Problem: Very little has been written about leadership in community colleges from the faculty perspective. California, with its highly evolved system of community colleges, 20 year history of faculty senates and recent reform legislation mandating shared governance is a logical platform from which to explore the issue of faculty leadership. This study was conducted in an effort to learn more about those who have served as California community college senate presidents. Of particular interest were the individual's motivations, expectations and reflections on the experience as well as the individual's involvement in college governance activity in the five years following his or her service as senate president.

The Research: The study was descriptive in nature and employed methodological triangulation to explore the problem from multiple perspectives. A 20 question Senate President Survey (SPS) instrument was mailed to all faculty members who had been identified as serving as a local senate president at a California community college during 1985-86. This instrument sought demographic information, and probed attitudes and perceptions about the experience. Two groups of respondents were

identified, those who were more active than they had been during their presidency and those who were less active. In depth semistructured telephone interviews of six respondents from each group were then conducted and issues were probed in more detail. The California Community College Chancellor's Office and Department of Finance documents provided a third source of information about the institutions at which each senate president served.

The Results: From this research a demographic profile of those who served as senate presidents in 1985-86 was developed. It was learned that more than half of those individuals had withdrawn from governance activity at their colleges. Statistically significant correlations between current governance activity levels and other institutional or individual variables could not be found. The interviews of former senate presidents revealed perceptions about their experience, their colleagues, union and senate relationships, administrative and senate relationships and attitudes related to shared governance.

To

BORIS

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CHAPTER ONE

Statement of the Issue

Introduction

The impetus for undertaking this research lies in the belief that if one is to know more about complex organizations then the meaning behind those organizations must be understood. That meaning and spirit are created by its members. The philosophy guiding this study is grounded in the conviction that there is more to understanding an organization and its leadership than a perfunctory examination of its Chief Executive Officer (CEO). While the CEO is one of an organization's most visible figures, perhaps there is greater value in understanding more about those who make up the organization than those who endeavour to lead and manage it from above. This study represents a bottom-up perspective in that it examines the leadership experience of those among the ranks.

The Problem

Community college governance in California is undergoing a significant change. Change in community colleges usually manifests itself incrementally over time. Radically new views of governance are emerging. Certainly authors of the classic texts on community colleges will need to reconsider their chapters on governance in light of the changes occurring in California.

The era is characterized by fundamental changes in the tacit agreements about how power is shared. The key phrase that summarizes much of the change is shared governance. While the definitive statement on what shared governance is and how it should operate has not yet emerged, it is commonly regarded as a process of institutional governance in which the organization's members have significant rights and responsibilities in shaping the policies and procedures which affect the operation and direction of the organization. In California this is no longer simply an idea, but has in fact been sanctioned by acts of law such as Title V of the California Administrative Code (Title V) and Assembly Bill 1725 (AB 1725). These legal provisions define specific governance rights and responsibilities of faculty through their senates. Through these acts the State has recognized that faculty members are long term stakeholders in their colleges. It acknowledges that it is faculty who are most qualified to make decisions about curriculum and academic matters. The changes occurring in California community colleges may foretell the future for other community colleges in the nation. Thus it is important to understand the effect and meaning of the change on the institutions and their faculty leaders.

California community colleges educate more than 2 million students each year. This number represents nearly 70% of all students enrolled in higher education in California. Community colleges provide higher education to nearly 10% of California's adult population (CPEC, 1984). There is little doubt that community colleges have established themselves as an integral part of the higher education system in California. However,

thoughts about the role which community colleges play in higher education within this state continue to develop. Similarly, the fundamental ideas about their mission, funding, direction and governance are being examined as well. Complexity of size, purpose, legal status, financial support and the communities that they serve have made community colleges the subject of continual scrutiny and public debate during their 80 year history in California (Palinchak, 1973; Reid, 1966). Perhaps at no time since their inception have California community colleges undergone so many changes as they have during the last decade. And yet, they have adapted, evolved, and become full-fledged members of the largest system of public higher education in the world.

As costs for higher education have risen, community colleges have become the last opportunity for many. By opening economic and social portals to those who would have otherwise been excluded, the community college has become a symbol of the American democratic ideal.

Despite a record of success in providing transfer, vocational, general and lifelong education for the citizens of this state, California community colleges have yet to escape the constraints of their high school department origins. Funding, which follows a pattern similar to the K-12 model, links public community colleges to the high schools. Despite the fact that they are charged with providing state of the art technical education as well as the first two years of undergraduate education, community colleges are funded at levels significantly below that of either the California State University or University of California systems (CPEC, 1984). The funding paradox is inescapable. California community colleges operate in a

dramatically shifting climate. It is for that reason that they are perhaps the most dynamic and the most interesting component in the scheme of higher education in California.

Community college faculty members are also rather unique. They fill a very specific niche within the realm of higher education. Most do not hold degrees beyond the master's level and are thus excluded from teaching in four year institutions (Cohen & Brawer, 1982). In California, K-12 credential requirements exclude most faculty members from teaching at public high schools without additional teacher training. This restricts career options in education for most community college teachers. While not entirely satisfied with their positions, many faculty members are reluctant or unable to leave the relative security of academia or their particular colleges. Those who do leave the institution are likely to be replaced by less experienced instructors with a part time commitment to the organization (Cohen, Lombardi, & Brawer, 1977). Economic and political factors have placed unusual constraints on the mobility of community college faculty. This has added yet another dimension to the complexity of leadership among community college faculty.

Job dissatisfaction (Diener, 1985; Furniss, 1981; Hutton & Jobe, 1985), routinization, lackadaisical performance of teaching duties and faculty stagnation (Harnish & Creamer, 1985) are all observed in the context of the community college. Despite these apparent negative features, turnover among academics is small. When combined with the problems inherent in an organization with an ambiguous mission and under constant political

scrutiny, it is not surprising that one finds organizational unrest within community colleges.

Despite these problems, the faculty has attempted to emulate a more collegial model of governance. It has done so through the formal establishment of academic senates and the Academic Senate for California Community Colleges (ASCCC) in 1968 (Prentiss, 1983). However, efforts toward promoting shared governance and collegiality are mired in a history of bureaucracy. This represents a factor that contributes to the complexity of the work environment. Community college reform legislation embodied in Title V and AB 1725 provides some hope for the future of these institutions. By defining specific roles for the senate in developing curriculum, establishing tenure and peer review procedures and by eliminating K-12 credentialing procedures, the State has acknowledged that faculty do have a role in the governance of community colleges in California. These efforts promise a move toward a more professional faculty; one that is more closely tied to other branches of higher education than the current model.

The concept of an academic senate is an important link with other branches of higher education. Senates provide a significant, legally sanctioned voice for faculty within the community college. Traditionally, they have been charged with representing the academic and professional concerns of faculty. Recently, through laws such as Title V and AB 1725, specific roles and responsibilities concerning curriculum, hiring and tenure have been identified as well. These administrative and representational responsibilities establish the senate as the instrument by which faculty

may influence governance at their colleges. The need to understand more about community college faculty, senates, their role in governance and their leaders is compelling particularly as California embarks upon a new era of shared governance.

Community college faculty members who have been elected by peers to serve as presidents of senates at their respective colleges represent a significant human resource in community colleges. It is important that more be understood about these key people and the leadership challenges which they face. Community colleges are being asked to assume an increasing role in the education of its citizens. If the needs of the rapidly growing, diverse population of the state are to be met, community colleges must be effective in that role. Understanding community college leadership at all levels may enhance their effectiveness. Furthermore, the geographic position of California as an economic beacon on the Pacific Rim and as a leader in higher education compels California community colleges to remain progressive and responsive to emerging needs as the concept of community expands to global dimensions. As unique organizations within the complex field of higher education, California community colleges may serve as a crucible in which new ideas about leadership and complex organizations may be shaped and tested and from which new models of governance may emerge.

Need for the Study

There is a noted absence in the literature of meaningful research on faculty leadership in higher education and in particular, among community college faculty (Neumann, 1987). What limited leadership

research that has been done, largely addresses faculty leaders from the ambiguous perspective of the department spokesperson role. And, as Bensimon (1987) has demonstrated, what constitutes good faculty leadership depends on one's perspective. This study is significant because it focuses on elected senate presidents. Typically, senate presidents are tenured faculty in temporary representative leadership roles. They have significant responsibilities but have virtually no formal authority within the community college hierarchy.

Bensimon and her colleagues have recognized "that leadership need not only come solely from the president" (Bensimon, Neumann & Birnbaum, 1989, p. 79). They went on to express a need for more understanding of leadership among faculty in their research agenda.

No attention has been given to faculty senate leadership or the leadership of faculty unions. This omission is critical, as these officers are likely to influence faculty agendas, to affect campus decision making and communication systems, and to interact and communicate with the president and other leaders more than other faculty. (p. 79)

As California community colleges begin to move away from the traditionally bureaucratic model of governance and toward the collegial, it becomes imperative that there be a greater understanding of leadership and governance in general. More emphasis must be directed toward understanding the role that nonmanagerial leaders may play in the advancement of their institutions. It appears that elected faculty leaders who have representative responsibilities but no formal managerial

responsibilities might serve as excellent models for advancing awareness of the complex issues of leadership, particularly as it is observed in the context of public post-secondary education. Furthermore, it is helpful to understand more about the directions chosen by those faculty who have held formal positions of leadership, particularly if their experiences can provide direction for members of the community college.

One of the tacit issues within the realm of community college governance is the inherent imbalance of power within these organizations. As a significant interest group, the faculty is relegated to formal and informal negotiations on a variety of matters through its agents; that is, department spokespersons, union representatives and faculty senate leaders. Usually, these positions are filled on a temporary basis through an elective or rotational process. The imbalance of power and influence is perceived when inexperienced, short term faculty leaders find themselves working and negotiating with seasoned administrative professionals.

A concern registered by Academic Senate for California Community College (ASCCC) leaders was with the lack of uniform strength in local senates (Prentiss 1983). Prentiss also noted that college presidents perceive ASCCC as ineffective. One factor that may have contributed to this perception of ineffectiveness is that local senates, with which college presidents must interact regularly, may be ineffective in themselves. That perceived lack of effectiveness may be related in part to lateral communication problems between ASCCC and local senates (Prentiss, 1983).

One other largely unexplored reason for the perceived ineffectiveness of local senates may be vertically induced. That is, a lack of continuity among faculty leaders leads to inconsistent positions and messages on key issues facing faculty groups. This may be further exacerbated when vocal individuals with divergent views debate issues publicly. It has been noted that faculty seldom speak with one voice on any issue. When the public and college governing boards observe such debate and identify it as conflict, they may be inclined to disregard a faculty spokesperson's position and decide in favor of a more unified, less openly conflictual administrative position.

This study is more than a superficial examination of the durability and vitality of faculty leadership. The underlying issue is the potential impact of that vitality on the effectiveness of faculty organizations in shaping the future of community colleges. The presumption is that longitudinal durability among seasoned faculty leaders may increase the effectiveness of faculty organizations in the governance process. This is particularly the case as faculty leaders interact regularly with a corps of administrators who may see decision making as the sole responsibility of the administration.

Turnover of personnel is viewed traditionally in the private sector as a costly demand on organizational resources. There has even been a leadership model which has been proposed that might enhance employee retention (Shine, 1986). And yet, virtually no study has examined the problems related to the retention of non-managerial leaders within organizations. This is especially relevant to community colleges where

there is little turnover among faculty, a short career ladder and a revolving door approach to faculty leadership. Moreover, faculty may remain with the organization for their entire career but no longer contribute toward its governance or leadership. In the context of the collegial framework of the academic community, more knowledge about the persistence of non-managerial leaders is essential.

Former faculty senate presidents (FSPs) have been selected as the focus in this study specifically because of the increased responsibilities that gradually have been delegated to senates. Consequently, interest in their ability to perform and survive in this changing climate has increased. They hold a formal position in an organization which is gradually becoming far more influential in the process of college governance. The senate, perhaps more than any other single group, has been identified as a partner in local community college governance. Within the last five years, the senate has been designated by the legislature and Chancellor as the group responsible for significant functions such as curriculum adoption (Title V), competency requirements and equivalencies and tenure review (AB 1725). Considering these specifically identified faculty responsibilities, it seems imperative that senates, faculty leaders and others concerned with the direction of California community colleges do all that they can to improve their understanding of faculty leadership and the role that faculty is destined to play.

Purpose of the Study

The purpose of this study was to expand existing knowledge about those who served as nominal leaders among faculty in California

community colleges. Specifically, the focus of this project was to examine the leadership direction taken by faculty following their experience as formally elected faculty senate presidents during 1985-86. Of particular interest in this study was the faculty leader's motivations for becoming involved and feelings about the experience. The possible effects of these feelings on his or her willingness to remain engaged as a faculty leader were also explored. The intent was to determine what, if any, changes had occurred in leadership activity among those who had served in faculty senate leadership roles. Having established that parameter, the secondary goal was to determine if there were factors that could be identified that contributed to the likelihood of continued involvement in senate and campus governance activities.

Significance of the Study

This study is particularly applicable to the academic community. However, it also has implications for other complex organizations that rely heavily on volunteers to provide leadership within the ranks and who wish to promote the idea of shared governance. More specifically, those who would find this study of value include executive administrators and local governing board members of California community colleges who wish to cultivate faculty leadership and promote it as a valued part of the organization. Administrators and others who wish to go beyond management of their organizations must know more about their followers and peers. Senate presidents who represent a significant constituency should find the experiences of others enlightening. Finally, CEOs and

others who aspire to leadership should want to know more about the subjects of this study.

The Academic Senate for California Community Colleges should find this study of interest as well given its interest in developing leadership among faculty in recent years through its sponsored workshops. One of the recommendations in the Prentiss study was that local senates "need to develop more uniform strength, statewide, in order to implement the substantive gains in participatory governance" (Prentiss, 1983, p. 456). Having a clearer idea of the local senate presidency experience may contribute to ASCCC's effort to address common problems and to help build leadership skills and strategies that may strengthen local senates.

Perhaps the group that should be most attentive to this study is faculty themselves; particularly those who are active in faculty and college governance. For it is from knowing and sharing the experience and its meaning that new insight is gained. It is that insight that may initiate new ways of thinking about people and their organizations and it is that insight which may provide humans with the impetus to evolve into a higher order of organizational being.

Research Questions

In order to address the complex issue of faculty persistence in leadership roles, the following research questions were formulated:

1. Do former community college faculty senate presidents continue leadership activity following their terms as senate presidents?

- a. Why do some remain active in community college leadership roles?
 - b. Why do some become inactive in community college leadership roles?
2. What are the expectations and motivations for service as faculty senate presidents and do they differ among:
- a. those who remain active in community college leadership roles?
 - b. those who do not remain active in community college leadership roles?
3. What personal characteristics are shared among:
- a. those who remain active in community college leadership roles?
 - b. those who do not remain active in community college leadership roles?
4. What institutional characteristics are shared among:
- a. those who remain active in community college leadership roles?
 - b. those who do not remain active in community college leadership roles?
5. What reflections regarding their experience are shared among:
- a. those who remain active in community college leadership roles?
 - b. those who do not remain active in community college leadership roles?

Design of the Study

This was a descriptive study using both quantitative and qualitative methods. The purpose was to develop a profile of the group of individuals who served as elected senate presidents at their respective

California community colleges during the 1985-86 academic year. Furthermore, it was important to describe their experiences and reflections upon them. This study was conducted in two parts. Phase one utilized an author devised Senate President Survey (SPS) instrument to collect demographic information about the subjects and to identify activity levels. The SPS also contained questions that were designed to probe the individual's perceptions and attitudes surrounding the experience. Responses from the SPS were analyzed by using the SYSTAT™ computerized system for statistics.

Following analysis of this data, two categories of respondents were identified: those who were more active following their service as senate president in 1985-86 and those who were less active. A stratified random sample of these two groups provided twelve subjects who were interviewed in depth about their experiences as senate presidents. The constant comparative method of Glaser and Strauss (1967) was employed to identify categories of responses for analysis. The purpose of the qualitative element in the SPS was to gain understanding about the experience of serving as a faculty senate president. Perhaps more profound were the meanings attributed to the experience by the FSP. These could only be garnered through naturalistic methods. This qualitative strand was used to complement the quantitative data in this study.

Supplementary data published by the Department of Finance and the State Chancellor's Office provided additional data about the colleges which was used to characterize the subjects' institutions. Because

California community colleges are very diverse organizations, the intent was to identify institutional characteristics that might have contributed to the FSP experience.

Limitations of the Study

Limitations are inherent in any investigation of this nature. One must be very cautious about inferring facts not evidenced by the scope of this research. It must be recognized that this research concentrated on a small group of California community college senate presidents who served during the 1985-86 academic year. The most that may be said about this study with any certainty is that it expands the body of knowledge about this group of people and their particular organizations to a small degree. The Earth in 1985-86 was not in any particularly remarkable planetary alignment that may have unduly influenced California community colleges. However, that period was one that was particularly difficult for some colleges given constraints imposed by fluctuating enrollments and post Proposition 13 austerity measures.

This research provides a small piece of a much larger puzzle. As such, it adds meaning and richness to the knowledge base about faculty leaders in community college settings. It is not intended to provide a formula descriptive of all who have served or will serve in those positions.

Qualitative data gathered in this research were heavily dependent upon written and oral questions and responses. That which has been reported was dependent upon correct interpretation of both questions and

answers by both the subject and the researcher. This inquiry focused on the individual's own perceptions rather than any independent activity measures and as such, was contingent upon the candor of respondents. Responses to questions were reflections of the subject on events and circumstances that happened five years previously. This was viewed as both potentially positive and negative. While this period of time may have allowed for a maturation of feelings and cognitive changes, it may have also allowed many recollections to deteriorate.

Limitations and potential for error in using the interview as a technique for data gathering were largely related to nonresponse and bias that evolved from question wording (Converse & Traugott, 1986). Weiss (1975) reported that predispositions of the respondent and interviewer, procedures used in the study, and interactions between the respondent and interviewer and the social desirability of response were potential threats to validity in an investigation of this nature. A further limitation of the telephone interview is that non-verbal cues may be missed by the interviewer (Groves & Kahn, 1979). Human error must always be considered a limitation of any research effort. This study is no exception. The use of random sampling to identify interviewees contributed to the vigor of the research by assuring representativeness and independence of the subjects.

Unwillingness or nonresponse of 22% of 1985-86 senate presidents is a limitation of this study. While a response rate of 78% to the questionnaire is quite good, the small number of interviews (12) continues to constitute at least a minor threat to the validity of the study,

particularly considering the investigations's focus on the potential disengagement of former senate presidents.

Reliability of the study was to a small degree dependent upon data provided by the Chancellor's Office and the Department of Finance. In the case of multi-college districts, some of the data related to specific colleges was unavailable as a result of centralized district reporting methods.

The use of both interviews and questionnaires in this research also may reveal discrepancies in the information. However, as Cohen and Manion have stated, "It is not to be expected that complete consensus among data can or should be achieved" (Cohen and Manion, 1980, p. 219). Accurate interpretation of potentially conflicting responses has presented a challenge but has also contributed to the validity of the study by providing complementary sources of data.

This research was undertaken with these limitations in mind. Readers are cautioned against drawing conclusions beyond the bounds of the specific scope of this study.

Assumptions

An initial assumption in this investigation was that faculty participation in internal governance at California community colleges through an organization such as the senate is desirable. Further it was assumed that the faculty contribution toward governance at local community colleges could be both valuable and meaningful to the institution. A related assumption was that there is some advantage gained as a result of continued participation by experienced faculty in the governance process.

A critical assumption has been that election by colleagues to serve in a formal role as an officer of a local senate is an indicator of leadership activity among faculty. While that assertion is arguable, it seems reasonable to assume that election by peers to serve as a senate officer and spokesperson would necessitate some significant expenditure of effort in carrying out representative duties. It must be emphasized that this study is not intended to address the leadership skills, abilities or behaviors of those who served as senate presidents. Rather its intent is to describe the experience and its possible effects on continued engagement in governance activities following the experience.

Another noteworthy assumption was that experience as a senate president would have some effect on an individual's perception about faculty's role in governance. Moreover, it was assumed that one's willingness to continue to participate in faculty and college governance activities may have been influenced in some way by the experience.

The final assumption that must be considered in this study was that subjects would recall and report their attitudes and recollections of their experiences accurately and candidly.

Definition of Terms

Throughout this research a number of terms have been employed in order to address the problem. For the purposes of this study, the following operational definitions apply:

Active vs. Inactive: A definition of active participation by subjects in this study is based upon the respondents answer to question number 11 on the Senate President Survey (SPS) instrument (Appendix B). Those

responding with not active at all or much less active answers were, for the purposes of this study identified as inactive, disengaged, or uninvolved. Those responding to the question with answers noted as more active or much more active were identified as active, engaged, or involved.

Faculty Senate Presidents: Faculty senate presidents (FSPs) are elected spokespersons of community college senates. They are engaged in governance and leadership activities and represent the professional and academic interests of the faculty.

Governance: Governance describes activities that lead to the development of policies and procedures that guide the operation and direction of the organization. Although shared governance has not been unequivocally defined, it is thought of as a process by which policies and procedures are adopted through mutually interactive exchanges between an organization's constituent groups.

Leadership Activity: Leadership activity within the framework of this research may be demonstrated by faculty in a variety of ways. Among them are active participation in unions or guilds, senates and key committees and task forces that address matters of academic, professional or institutional concern. Leadership activity may also be demonstrated through election or appointment to such roles as department spokespersons or faculty development coordinators. While this list of examples is not exhaustive, leadership activity should not be confused with the larger concept of leadership.

Leadership: Leadership is a word used repeatedly in many arenas. It is replete with meaning and is subject to untold misconstruction. In order to establish an infrastructure for understanding, the following definition is provided:

Leadership is a process in which leaders and followers engage one another through wants and needs to achieve a mutually held goal.

The interaction is voluntary, purposive and its intent is real change. It should be stated that this definition does not preclude managerial skills, abilities or responsibilities. However, this definition should not be supplanted or confused with the concept of management for the purposes of this investigation.

Senate: Senates are faculty groups located at each community college established under provisions of Assembly Concurrent Resolution 48 and described under sections 53200 et seq. of Title V of the California Administrative Code. Senates may also be known as Academic Senates, Faculty Senates or Faculty Councils. Senates may be representative in structure or may be constituted as a body-of-the-whole. Senators or senate officers elected by their peers are generally charged with representing the academic and professional concerns of faculty.

Organization of the Study

This study is presented in a series of five chapters. Chapter one is designed to provide an overview of the research and to orient the reader to the nature of the problem addressed.

In chapter two, the body of literature addressing the history, organizational theory, faculty, college governance and leadership as it

applies to community colleges is examined. The chapter provides a theoretical foundation for subsequent chapters.

The researcher describes the methodology employed in this study in chapter three. It includes a description of subjects, research design, procedures and methodology employed in the collection and analysis of data.

Findings resulting from this investigation are presented in chapter four in narrative and tabular forms. Results are addressed as they relate to the specific research questions as well as other pertinent findings.

The research problem, methods, findings and conclusions drawn from this study are summarized in chapter five. The purpose of this chapter is to synthesize and construct meaning on the basis of this new information. The final chapter also includes recommendations for future studies and implications of this knowledge.

CHAPTER TWO

Review of the Literature

Introduction

The task of identifying pertinent literature was a difficult one given the nature and scope of the problem and the lack of specific literature addressing the problem. Case observed in 1968 that "Literature concerning the junior college academic senate is meager" (p. 16). In the 20 years since that study, a few more studies have appeared which address faculty organizations. However, as Neumann (1987) has observed "the roles of other faculty leaders, such as the heads of faculty senates and unions, or respected faculty who act as informal leaders, have seldom been examined" (p. 2). In response to this general deficiency in the literature the researcher has examined a variety of topics which add to the foundation for understanding the context of the problem as well as its complexity.

In the course of this study, five primary areas of the literature emerged as relevant areas of review: Historical background of community colleges, organizational theory, faculty, governance and leadership. These areas focus on the topics as they relate to higher education in general, community colleges more specifically and ultimately how the information may impact faculty leaders who are at the heart of this study. The

literature review which follows is organized along those broadly defined lines.

Sources of the literature reviewed in the course of this study were developed through the use of computer search services of the Educational Resources Information Center (ERIC) and DIALOG. Additionally, reviews of Dissertation Abstracts as well as bibliographic references served as sources for relevant literature. Documents and services were obtained through the libraries at the University of San Diego, San Diego State University, Palomar College and interlibrary loan services.

Historical Context of Community Colleges

Historically relevant literature has been explored as a way to establish a basis for understanding climatic factors which contribute to the complexity of the community college environment. Literature is examined from a broad, national perspective followed by that which is particularly germane to the California community college environment.

National History

Brubacher and Rudy (1958) provide an historical account of higher education in America that is comprehensive and helpful in providing background for this study of leaders in community colleges. Clearly, early founders of higher education in America had a vision for their emerging nation. That vision, undoubtedly influenced by the paternalistic tradition of British higher education, resulted in the foundation of venerable institutions such as Harvard and Yale. Paternalism was evidenced in early American universities, in their administration which was tightly controlled and hierarchical in nature (Clark, 1987).

The early Germanic influence expressed itself in the form of greater faculty autonomy. This slow trend first appeared in early America at the College of William and Mary. Universities influenced by the Germanic tradition were primarily concerned with research and the search for knowledge. As that value spread, the individual researcher who brought forth new discoveries grew to a new level of autonomy and individual power (Clark, 1987).

The administrative principles upon which these early institutions were founded had a profound effect on the way in which each was administered and governed both then and now. These early ideas have been translated to produce a system of higher education which is uniquely American and which has created a wealth of educational opportunity for its citizens (Brubacher & Rudy, 1958; Clark, 1987). Those principles are also perhaps at the heart of problems which continue to vex these institutions.

It is probably worthwhile to reflect upon the conflicting British and Germanic traditions which linger in the American system and to suggest that administrative form and function are at least in part, a result of these expressions of the educational culture. As the more autonomous, secular, European tradition has prevailed, a somewhat ambiguous role for administrators has evolved. The tension between administrator-as-manager and administrator-as-educational leader remains unresolved.

The establishment of state supported universities validated the concept that an educated populace was necessary for democracy to survive. While Thomas Jefferson established the University of Virginia as

a secular expression of his belief in the value of higher education for the elite, a more egalitarian movement followed. Inculcation of this populist value was further promoted in the mid 19th century through the Morrill Acts which established land grant colleges and expanded educational opportunities as the nation grew (Brubacher & Rudy, 1958).

Modern community colleges can trace their roots to a broadened view of democracy which appeared in the late 19th and early 20th centuries. It was William Folwell and William Rainey Harper who first articulated the idea of a two year junior college. Although not widely adopted until the 1920s, the junior college idea represented a further expansion of educational opportunity. Americans had grown to value education. The establishment of community colleges reinforced the idea of democracy by keeping doors of opportunity open. The community college also served as an intellectual socializing force and as a utilitarian mechanism to achieve desired professional and economic goals (Brubacher & Rudy, 1958).

As a practical guide to understanding community colleges, Cohen and Brawer's The American Community College (1982) represents a significant contribution. The authors' analysis and description of the community college and its origins are clear and concise. According to Cohen and Brawer (1982) the American community college arose as an expression of social forces prevalent in the early twentieth century. Chief among the needs which stimulated their development were the need for more training among the work force, the need to prolong adolescence and the need to create a mechanism for social equality.

Of particular interest in the work of Cohen and Brawer (1982) is the comprehensive treatment of issues facing community colleges. The insight displayed in their work was most strikingly illustrated by comparing the recommendations presented by the American Association of Community and Junior Colleges' commission on the future of two year colleges ("Text," 1988). Described as "the first major statement on community-college education in four decades " ("Community Colleges," 1988), the commission report appears to do little more than rehash issues such as recruitment and retention, curriculum reform, lifelong learning and the need for articulation. These have been addressed previously by others, among them, Cohen and Brawer (1982).

California History

The historical account of California community colleges developed by Reid (1966) integrates well with the national perspective of Brubacher and Rudy (1958) and Cohen and Brawer (1982). Reid's contention that California serves "as a reference point for the discussion of the [community college] movement as a whole" (p. 43) is well supported.

The enabling legislation initiated in the California legislature by Caminetti in 1907 led directly to the establishment of the first public two-year college in California at Fresno in 1910 (Reid, 1966). Reid (1966) described a factor which contributed heavily to the early movement in California beyond that noted by Brubacher and Rudy (1958) and Cohen and Brawer (1982). According to Reid (1966), the California effort to establish local colleges was at least partly influenced by geography. Californians were interested in being able to provide higher education

opportunities for their children. As a large, Western and largely rural state, many young Californians were geographically far removed from the San Francisco Bay Area where the only two universities in the State, Stanford and the University of California, were located. Relocating was not a desirable or viable option for many.

These educational demands and deficits provided significant impetus for the junior college movement in California. By 1917, 17 local junior colleges had been established. Most of these were formed as special departments attached to the high schools and were administered by high school districts. Teachers were often regular members of the high school faculty. As growth continued, many part-time faculty were added. It was not until 1921 that the Deering Act formally established separate junior college districts in California, but by then, many had their roots firmly established in the secondary system.

Reid's (1966) account of the early California community colleges revealed some of the historical dilemmas facing them and which foreshadowed many that persist even today. The early history of unstable state funding led to the demise of many of the first junior colleges. But by 1917, the Ballard Act formally acknowledged the existence of such colleges and provided for state funds to support them. That act also added a vocational element to a curriculum which had, until that point, been largely directed to the transfer function. The debate over the quality of teaching erupted as early as 1919 when McDowell (cited in Reid, 1966) criticized the academic preparation of teaching staff and described the quality of instruction as inferior to that available elsewhere. Early friction

between the University of California and the junior colleges was also evidenced as student abilities were questioned. This challenge was addressed by the work of Gray in 1915 (cited in Reid, 1966) which showed that junior college transfers to the University of California did as well as native students. Finally, the debate over the appropriate role and ratio of full time and part time faculty in junior colleges appeared as early as 1921 (Reid, 1966).

Reid (1966) attributed many of the ongoing problems facing community colleges to their origins as extensions of the high school. While higher education accreditation appeared for junior colleges by 1953, governance remained at the local board level and funding continued to present a paradox. That dilemma continues today. The 1989 passage of Proposition 98 included provisions for community colleges as well as the K-12 system, but excluded funds for the California State University (CSU) and University of California (UC) systems. While apportioned at the State level, community colleges in California remain significantly underfunded when compared with the other two branches of public higher education (CPEC, 1984). It seems that Reid's 1966 observation that "There was something almost schizophrenic about the personality of the junior college as a result of its dual identity" (p. 616) is as true today as it was then. Issues of student preparation, quality of teaching, funding and the ratio of full time and part time faculty pepper the agendas of community college organizations throughout the state.

The uncertain position of junior colleges within the scheme of California higher education has been gradually although not completely

clarified through a series of planning studies begun in 1947 and culminating most notably in 1960 with the Master Plan for California Higher Education: 1960-1975. This planning document clearly established the community colleges as the third component of public higher education in California. Legislation, in the form of the Donohoe Act in 1960 formalized the Master Plan and has served as the legal basis for what has transpired in California higher education relationships during the last thirty years. Review of the Master Plan conducted by a special commission in 1987 reiterated the basic premises of the 1960 plan (Commission, 1987; West, 1989).

More recent reform legislation in the form of AB 1725 now incorporated into the California Education Code (West, 1989) has continued to formalize the position of community colleges. The replacement of credential procedures similar to those required of K-12 teachers with internally established qualifying criteria for faculty is perhaps the most symbolic of the efforts to link community college faculty to their colleagues in other branches of public higher education in the state. This is perhaps the embodiment of what Blau and Scott (cited in Prentiss, 1983) have described as the efforts of professionals toward establishing exclusive jurisdictional control over fellow practitioners. Despite this most recent effort at reform and integration of California community colleges into full-fledged membership in the higher education spectrum, issues of professionalism, mission and public support remain.

Organizational Theory in Higher Education

This study is an examination of the experiences of individuals who held leadership positions within community college senates and by inference, within the colleges themselves. Reviewing briefly, some of the organizational theory literature is helpful in order to discern some of the intricacies of the subjects' work environment.

As a point of beginning, it seems appropriate to provide a definition of organizations. While many are available, that provided by Smith (1982) has been selected for its clarity and comprehensiveness. An organization is a "set of relationships that exist among these parts, which bind them into a collectivity that makes the entity-as-whole something that is different from and more than the mere sum of its parts" (Smith, 1982 in Goodman p. 325-26).

The Carnegie Commission on Higher Education (1973) observed that the pressures facing higher education were both great and inconsistent, reflecting at times, cross-purposes. They noted that

Campuses have become larger and more complex; there are more levels of decision making within the campus and above the campus. Decisions often take more time and are farther removed from the operating level. Loyalty to the institution is less likely to develop as size increases and complexity multiplies. (p. 9)

Organizational theory and decision making in higher education have been characterized by a handful of models, many of which are structurally and functionally related to the frames described in the organizational theory literature by Bolman and Deal (1984) and more recently by

Bensimon et al., 1989. The significance of addressing these frames in this study is that as Baldrige et al. (1977) have suggested "models organize the way we perceive the process, determine how we analyze it, and help determine our actions" (p. 16). The organizational frames which follow then help us understand how community colleges have been perceived during their evolution and thus provide us with multiple perspectives from which the problem of faculty persistence in leadership and governance activity may be addressed.

Organizational Frames

Structural frame. The structural or bureaucratic frame (Bolman & Deal, 1984) has its origins in scientific management theory articulated in the early 20th century by Taylor, Fayol, Weber and others. Often identified more recently with Allison's (1971) rational model (Birnbaum, 1988b; Chaffee, 1983) this top-down perspective equates leadership with authority. Characteristics present in this structural frame include appointed rather than elected officials, tenure, formal hierarchy, policies and channels of communication as well as a fixed division of labor. (Baldrige et al., 1977; Reyes & Twombly, 1987; Weber, 1947). These characteristics are quite descriptive of community colleges that have their origins in the highly bureaucratic public education system.

Human resources frame. The human resources frame (Bolman & Deal, 1984) which Bensimon et al. (1989) call the "University as collegium" is characterized by organizations whose leaders are selected for a limited term and act as a "first among equals" in order to serve the interests of the group. The collegial leader is one who does not act alone, one who

uses processes and structures to involve those who will be affected by decisions and who is as much servant as he or she is a master. The human resources dominated organization is characterized by full participation and decision making by consensus (Millet, 1978). This frame is fairly descriptive of department and disciplinary organizations found within higher education.

Political frame. The political frame (Bolman & Deal, 1984) as applied to higher education by Baldrige (1971) and Birnbaum views the problem of managing decision making in academic organizations as one of marshalling constituent support in order to exert influence in the process. Birnbaum described political leaders as relying on "intuition, experience, and a sense of the particular situation at hand" (Birnbaum, 1988b, p. 146). Characteristics of the political frame include decision making by elites, and involvement of interest groups. Baldrige et al. (1977) have suggested that participation is fluid and decision making is done by those who persist. Given the adversarial nature of some issues arising on community college campuses, this frame must be recognized as contributing to the complexity of governance and decision making at community colleges.

Cultural frame. Organizational culture is a model which has garnered a great deal of attention in the literature in the business community. Excellent examples of this body of literature have included Peters and Waterman's In Search of Excellence (1982) and Schein's Organizational Culture and Leadership (1985). Much of the interest has been focused on Japanese organizational models which are heavily influenced by the cultural frame. Dill (1982) has suggested that academic

institutions with features such as lifetime employment, short career ladders, autonomy and collective decision making, most closely approximate the Japanese model. Thus, there has been a good deal of interest in examining higher education from the cultural perspective (Tierney, 1988).

It is the cultural perspective as delineated by Cohen and March (1983) which has become the classic descriptor of governance in higher education. Chaffee (1983) describes Cohen and March's model of decision making as taking place "through accidents of timing and interest" (p. 24). Bensimon et al. (1989) equate this model with the symbolic frame of Bolman and Deal (1984) and it fits well with Weick's (1976) concept of "loose coupling" that he described in educational organizations. Cohen and March (1974) focused their concerns on the problems facing college presidents. Their theory however is applicable to the problems of leadership, administrative and otherwise, which are characteristic of the academic environment which they described as organized anarchy.

From their organized anarchy perspective, Cohen and March described the problems associated with decision making in the academic arena thusly:

1. Most issues most of the time have *low salience* for most people. The decisions to be made within the organization secure only partial and erratic attention from participants in the organization. A major share of the attention devoted to a particular issue is tied less to the content of the issue than to its symbolic significance for individual and group esteem.

2. The total system has *high inertia*. Anything that requires a coordinated effort of the organization in order to start is unlikely to be started. Anything that requires a coordinated effort of the organization in order to be stopped is unlikely to be stopped.

3. Any decision can become a *garbage can* for almost any problem. The issues discussed in the context of any particular decision depend less on the decision or problems involved than on the timing of their joint arrivals and existence of alternative arenas for exercising problems.

4. The processes of choice are easily subjected to *overload*. When the load on the system builds up relative to its capabilities for exercising and resolving problems, the decision outcomes in the organization tend to become increasingly separated from the formal process of decision.

5. The organization has a *weak information base*. Information about past events or past decisions is often not retained. When retained, it is often difficult to retrieve. Information about current activities is scant. (Cohen & March, 1983, p. 266)

In their article on federal program policy implementation, Farrar and her colleagues have suggested that schools appear to perform less like a precision drill team than a "lawn party" affair. Their metaphor works nicely when one views active faculty attempting to shape policy as guests who "have larger and more lasting concerns awaiting them at home. Moreover, these guests do not attend for the same reasons" (Farrar, Desanctis & Cohen, 1980, p. 168).

Given the diversity of reasons for attending and the multiple influences on the lives of each participant, it is little wonder that consensus building and change are viewed as such demanding tasks. This is perhaps particularly true among the community colleges in light of the fact that missions are still vague and visions for the future frequently clouded by the most recent political wrangling at the state level.

The problems which Cohen and March (1983) have described as "conspicuous and ubiquitous" (p. 266) represent points which, when strategically managed, may result in successful leadership within the academic community. Cohen and March's insightful comments indicate clearly, if not flatteringly, that they have an excellent grasp on the way things get done in colleges and universities.

Of particular relevance to this study is the observation made by Cohen and March that:

A participant who wishes to pursue other matters (e.g., study, research, family, the problems of the outside world) reduces the number of occasions for decision making to which he can afford to attend. (Cohen & March, 1983, p. 267)

The message to faculty leaders of course is that unless one is willing to forego such other pursuits to attend to more political matters, he or she is likely to be left out of the decision making process. This coincides with the observation made by Baldrige et al. (1977) that decision making is done by those who persist and that persistence is a key to leadership (Bennis, 1985). The Senate presidency demands an extensive commitment of time and energy in order to remain attentive to

matters which may effect one's constituency. The burden is even greater when constituency concerns are placed within the context of institutional concerns. The costs of such long term vigilance must be paid from some account. Whether it is from the classroom or the outside world, the costs may simply be too high for a single individual to bear for any length of time. Thus the need for continual renewal and replacement of faculty leaders may be inferred in the kind of environment which Cohen and March (1983) have described.

Integrated frames. It is perhaps most unrealistic to assume that decision making and governance in the community college would fit into any of these models perfectly. Despite our human compulsion to simplify and reduce complexities to their least common denominators, the reality of human organizations is that they may simply be too complex to fit into off-the-rack models without extensive tailoring. Consequently, it has been an attractive field of endeavour to develop new, integrated models to describe the process (Baldrige et al., 1977; Bensimon, 1989; Birnbaum, 1988; Chaffee, 1988; Deegan, 1985; Neumann, 1987). Among the most comprehensive, Birnbaum has attempted to explain how colleges work with a cybernetic model which integrates elements of each of the previous frames. He describes the need for a new model thusly:

Four different models of organization and governance...have been used to describe different ways of thinking about how institutions of higher education are organized and administered. All four system models are invented social constructs that "make sense" of organizational processes. They reflect our need to impose order and

meaning on equivocal events and thereby help us believe that we truly understand the internal operations of colleges and universities. Each of the models is "right," but each is incomplete. (Birnbaum, 1988b, p. 175)

Birnbaum's approach is then to integrate all of the models and employ each model situationally. He describes a process in which coordination and effectiveness, are achieved through a series of self-correcting feedback loops that keep the organization functioning within acceptable limits. While it is not nearly as colorful as Cohen and March's "garbage can" theory, it imposes a degree of rationality as well as recognizes the intrinsic complexity of higher education organizations.

Whether or not Birnbaum's cybernetic model will serve as a useful tool over time to describe how colleges function remains to be seen. What is important about his effort is that it attempts to recognize the complexity and idiosyncracies of higher educational institutions. As a proposal to offer a basis of understanding it is commendable, particularly as it attempts to integrate theories of leadership and organizations within the context of higher education. Its applicability to college presidents and faculty leaders alike should not be overlooked.

It is from within the enigmatic confines of collegiate organizations that faculty leaders emerge. The reason for examining organizational theories then has been to put forth the most plausible models in which faculty leaders may find themselves. Invariably, the kind of environment in which one operates colors the vision of those within it.

Faculty

The literature related to faculty is important to consider in this study because this is a study of faculty leaders. Historical, organizational theory, governance and leadership areas of the literature all help to establish the framework for the study, but at the focal point is the faculty member who held a formal leadership position.

The importance of faculty to the institution has been recognized in the literature repeatedly (Cavan, 1970; Clark, 1987; Cohen & Brawer, 1977; & Seidman, 1985). The faculty characteristically represents the institution's most stable component. As Cavan (1970) observed

The administration and its staff come and go for various reasons; the students come and go for obvious reasons. But once an academician has finally secured his niche in a particular institution, he expects to be free to abdicate it if he wishes to, while being ensured from desposition if he does not. (p. 172)

As the most durable element then, it is the faculty which transmits the organizational culture over time.

The traditional wisdom is that "academics are possessed by disciplines" (Clark, 1987, p. 25). This is an outgrowth of the 19th century German tradition which favored specialization and individual discovery within a discipline. This is most commonly reflected in collegiate organizations which are highly discipline oriented and organized internally along departmental and disciplinary lines. The reputation of one or more departments or its Nobel Laureate faculty member may be enough to establish the identity of that university or college. That established

reputation for excellence in a discipline will draw undergraduate and graduate students alike and perpetuate the notion of disciplinary excellence for decades. As Richman and Farmer (1974) note "In the end, the quality and reputation of any university or college depend primarily on the faculty" (p. 258). Conversely, much of an individual faculty member's identity may be tied to the "the general standing of the institution" (Cavan, 1970, p. 172).

Community College Faculty

The open door community college environment is different than other systems of higher education as has already been noted. Perhaps in California it is even more so. For in California, with its extensive network of community colleges, it is geography which draws students more than any other factor. Given equal geographic accessibility, factors such as reputation for excellence, comprehensiveness of program and disciplinary specialization are thrown into the selection equation along with others such as convenience of parking, and which college one's friends may be attending.

Just as colleges and reasons for selecting one over another differ, so too do community college faculty. While the rewards may appear to be similar to those in other branches of higher education and in fact, other professions, in community colleges, some of those rewards may be less evident. Furniss (1981) asserted, that rewards for faculty tend to be intrinsic rather than extrinsic. Clark (1987) has suggested that faculty identify with their academic discipline. Seidman (1985) has stated that at community colleges, that disciplinary identity is lacking among the

professorate because there is little opportunity or impetus to remain engaged in research or interact with colleagues who do. Community colleges are places of student-centeredness rather than subject-centeredness and where teaching is regarded over research. The commingling of academic faculty and vocational faculty who have a different sense of work according to London (1978) only adds to the confused identity. These factors when combined with historical issues, lack of a strong academic culture and confusion about mission contribute to the complexity of the environment. Thus the intrinsic rewards for community college faculty which Furniss (1981) described may be less tangible.

Cohen and Brawer (1977) conclude that the pattern of two-year college development will not allow community college faculty to become a community of scholars. In the absence of a strong research tradition, the disciplinary affiliation may be weaker than that observed elsewhere in higher education. The end result is that "there is a nagging pervasive sense, for both faculty and students, that being at a community college means being near the bottom of the higher education totem pole" (Seidman, 1985 , p. 11). When placed along side of Cavan's (1970) observation that faculty identity may be tied to institutional standing, the confusing issue of professional esteem for community college faculty is raised once again.

Seidman (1985) has also addressed the problems facing community college faculty as an effect of hierarchy.

The intensifying hierarchy in community colleges and concurrent diminishing faculty power lead to a sense of isolation that allows

common experiences among faculty to be submerged. The situation contributes to a sense of divisiveness rather than shared goals. (p. 63)

Seidman has concluded that administrative hierarchy is reflected in an internal hierarchy and fragmentation within the faculty itself. This, he noted, was manifested most profoundly by the feelings of counselors who are perceived as having lower status and who must wage a constant battle for professional recognition. As one counselor interviewed by Seidman stated about her future in the community college "I think being a counselor at this college is more detrimental to me than being a woman" (p. 232).

The substantive issues for community college faculty are myriad. Perhaps none is so pervasive however as the lack of professional esteem among community college faculty as they compete for recognition and status within the scheme of higher education.

Governance in Higher Education

Governance in higher education is an area of the literature which is deemed relevant to this study because it aids in defining the organizational framework surrounding the individuals who are the subjects of this study. Deegan (1985) observes that it also defines the arena in which decision making occurs. In California, community colleges are undergoing a significant change in the prescribed role which faculty must play in the governance process.

Governance guidelines in themselves have no animating power. In its most authentic sense, governance is simply the process by which

people pursue common ends and, in the process, breathe life into otherwise lifeless forms. (Carnegie Foundation, 1982, p. 88)

Volumes have been devoted to examining and explaining governance in higher education and community colleges. Perhaps the common themes arising out of these works is that governance in the academic community is complex and that:

The campus is not a political democracy where all persons have identical status and rights. Nor, particularly given the professional standing of its faculty members, does the campus lend itself to a strongly corporate, hierarchical, top-down method of governance. (Carnegie Commission, 1973, p. 14)

As normative organizations relying on expert and referent power, traditional top-down management is unsuitable as a means of governance. This is particularly evident when the autonomy of the individual faculty member is recognized (Birnbaum, 1988b). The problem of hierarchical management in higher education is linked to the historical conflicts between the British and Germanic traditions where the desire for tight control runs headlong into the desire to expand knowledge. As Richman and Farmer (1974) have pointed out "it is almost impossible to operate a university with a vigil, authoritarian hierarchy because the one order that cannot be given is 'be creative!'" (p. 259).

Among California community colleges the issue of faculty's role in governance is problematic. While research and disciplinary affiliation is not an expressed priority, much of a faculty member's individual esteem may be tied to it (Seidman, 1985). This perception is framed within a

bureaucratic management scheme lingering from the high school origins of community colleges. When charged with teaching anyone effectively and creatively who attends, and also participating in governance, the individual faculty member may simply be unable to respond to the conflicting messages.

Faculty participation

Faculty participation in community college governance was not noted in the literature prior to 1964 according to Case (1968) and Bylsma and Blackburn (1971). Literature appearing in the 1960s and early 70s began to address the issue in earnest (Bylsma & Blackburn, 1971; Case, 1968; Riess, 1970). Today, the right of faculty to be engaged in the decision making processes, particularly as those decisions relate to issues of curriculum, instruction and, personnel policies affecting faculty is widely accepted (Bensimon et al., 1989; Carnegie Commission, 1973; Carnegie Foundation, 1982; Millet, 1978). Moreover, reform legislation in California changes the face of the issue from a right to faculty participation to an obligation. It is the evolution and definition of the proper role of faculty in decision making that is at the heart of issues facing community colleges.

The American Association for Higher Education's Task Force on Faculty Representation and Academic Negotiations noted in 1967 that "major sources of discontent are the faculty's desire to participate in the determination of those policies that affect its professional status and performance" (AAHE, 1967, p. 1). Further, the task force concluded that "an effective system of campus governance should be built on the concept

of 'shared authority' between the faculty and the administration" (AAHE, 1967, p. 1). Dykes's (1968) study indicated that faculty in higher education had a very strong interest in influencing and in fact, determining the outcome of decisions related to academic matters. He also noted that there was less interest among faculty as the issues related less to academic concerns.

Bentley (1966) expressed the opinion that community college faculty were capable of participating in governance and should have an active role in budgetary and personnel matter as well as academic affairs. She further called upon administrators and board members to work with faculty in establishing a mechanism for meaningful participation in college governance.

Riess (1970) suggested that the impetus for faculty participation in governance in California community college came from the Donohoe Act which recognized community colleges as an integral part of higher education in California. According to Riess, the Donohoe Act arose in part as a result of faculty's interest in assuming its proper role in higher education in the State. The model for faculty participation observed at the University of California and statements made by Committee T of the American Association of University Professors supporting faculty participation through an academic senate also stimulated interest in faculty participation in governance during the 1960s. Riess (1970) and Bylsma and Blackburn (1971) attributed the delay in implementing shared governance at community colleges to prevailing scientific management

theories and the historical origins of community colleges within the high schools.

Several events occurred during the 1960s which signaled the beginning of change in governance in California community colleges. One of the key signals that shared governance was the pattern of the future occurred in 1968 when the California Junior College Association (later CACC) was formed and designated equal representation for faculty, administrators and trustees (Riess, 1970).

Perhaps the most significant event during that era in California was the establishment of senates and the Academic Senate for California Community Colleges (ASCCC). While local senates had been functioning on some community college campuses for some time, it was not until 1968 that ASCCC was identified as having representational jurisdiction for all community college faculties on matters of statewide concern. Prentiss (1983) described senates as having "a strong political flavor" and "purposes that center on representing the faculty" in matters of policy formation. She went on to describe "The role of the academic senate in governance is one of providing a forum in which to discuss and resolve issues which are of concern to the entire college community" (Prentiss, 1983 p. 30).

Despite these influential events encouraging faculty participation in institutional governance, a number of conditions remain that impede that participation. High teaching loads conflict with accessibility of students to teachers outside of the classroom. Lack of emphasis on research and publication and an attitude among faculty which lies somewhere between suspicion and antipathy toward teachers holding a doctorate results in a

climate which is nearly anti-intellectual according to Seidman (1985). Seidman also maintained "That for some faculty, separating research from teaching leads to decreasing self respect and an effort to find both additional money and satisfaction in work away from the community college campus" (p. 256). That issue of professional esteem and the lack of disciplinary and institutional identity may provide an important clue about why maintaining interest and participation in governance activity among community college faculty may be so difficult. Moreover, it may suggest that shared governance in which community college faculty fully assume their rights and responsibilities may never come to pass.

Loss of control and the ability to impact the system as it grows in size and complexity leads to fractionalization among faculty and loss of a cohesive sense (Birnbaum, 1988b). Efforts to assert influence and gain recognition often result in working outside the local system instead opting for interaction at state levels or by centralizing efforts through a collective bargaining process or the academic senate. (Birnbaum, 1988b). In response to the centralization of authority, faculty have also centralized their efforts through unionization (Baldrige, 1982) which in turn has triggered greater centralization of administration (Moore, 1981). In this scenario, bureaucracy replaces collegiality, decision making becomes less visible and consequently, less ability to influence outcomes is noted by faculty (Dykes, 1968). Birnbaum (1988b) maintained that faculty and presumably others who have become disenfranchised by increased bureaucracy tend to "assert influence and status by acting as veto blocs, thus increasing institutional conservatism" (p. 15).

The observation that senate officers were more militant than younger faculty or academic faculty in general suggests that those in faculty leadership roles may reflect a high degree of intolerance for non-participatory governance modes (Stockle, 1974). Seidman (1985) stated that hierarchy in the community college leads to reluctance on the part of faculty to be involved in anything other than their work with students. Williams et al. (1988) reported that faculty perceived that there were few rewards for faculty to make sustained contributions to the governance effort. Dykes (1968) asserted that faculty are ambivalent about participating; while they vocalize interest and claim rights in governance, they are unwilling to put forth the effort necessary to sustain a significant role in the process.

There were a number of reasons for lack of faculty participation in governance activities according to Dykes (1968). He indicated that the primary reason reported by faculty was that the process took too much time from research. Because research is a low priority among community college faculty, presumably rankings of reasons for not participating would differ from those reported by Dykes. However, it could be assumed that other reasons given by faculty such as viewing the process as a waste of time on inconsequential matters, indifference, delayed decision making, demands of time for teaching activities and perceived lack of value of faculty input would still be cited by community college faculty as major reasons for not participating.

Reasons faculty choose to become involved include a sense of professional responsibility, the perceived need to protect faculty interests,

and a desire to assert power and influence outcomes of policies affecting faculty (Dykes, 1968). It is generally accepted that faculty are interested in participating in academic governance. However, their effectiveness has yet to be adequately measured nor has their commitment to the ongoing effort required at the local level been adequately documented. Recent events in California such as the passage of AB 1725 and Title V changes related to faculty's role in curriculum development certainly reinforce the notion that faculty are interested. The pressure to perform responsibly in the assumption of these duties is real. The future of shared governance may be at stake should the faculty fail to act responsibly in these matters.

Senates

Senates are formal instruments of faculty power and legitimate authority. Senates are one of the key types of deliberative bodies involved in higher education policy formation (Floyd, 1985; Mortimer & McConnell, 1978). When they are truly representative, faculty view senates as upholding "values, perspectives and interests" (Powers & Powers, 1983, p. 58)

Senates in higher education probably had their origins in early European universities in which faculty formed guilds in an effort to govern themselves. This contrasted significantly with the paternalistic environment observed in early American colleges (Clark, 1987; Dill, 1982). Expansion of the collegial unit beyond the departmental level probably arose as a natural reaction to an expanding centralized administration. In the absence of strong disciplinary affiliations and weak internal loci of control, the senate may play an even larger role in community colleges as

a vehicle for influencing decision making. Case (1968) has stated that "the senate concept emerged as a chief means for the achievement of faculty aspiration for participation" (p. 25). Thus it is suggested that senates arose as a need among faculty to assert influence through collective action.

The issue of power and influence among faculty is a significant one. Case (1968) observed that while faculty hold relatively little formal power within the academic organization, they hold a power that is bound up in the autonomy of the individual. Seidman (1985) has gone even farther by suggesting that community college faculty found learning as the source of power and opportunity for them, not senates or unions; this despite a seeming ambivalence toward intellectualism. Minimal compliance, individual persuasion, isolation and individualism within the classroom and the power associated with expert knowledge are all informal methods of asserting power by faculty (Case, 1968). Kanter (1977) concurred stating that "Power in organizations is synonymous with autonomy" (1977, p. 198). The problem of course is that faculty seldom see themselves as powerful within a large bureaucratic organization. Kanter (1977) has noted that power has the effect of uplifting the spirit while powerlessness can cripple it. And, as Clark (1987) has asserted "powerlessness tends to corrupt the sense that one is fully professional" (p. 174). This sense of powerless may result in or from a perception by faculty that their opinions are overlooked or disregarded. An interesting dilemma arises when one recognizes that the kind of power which faculty hold can be a subtle but tremendously effective weapon against a hierarchical

administration. That same kind of power can impede faculty leaders as they attempt to organize the disorganized, synchronize the idiosyncratic and materialize the evanescent.

The origin of local senates and the statewide Academic Senate, reflects much of the conflict and confusion of community colleges in general. Formal faculty participation in academic and professional policy formation at community colleges can be traced to the 1963 passage of Assembly Concurrent Resolution No 48 (ACR 48). This resolution later incorporated into the California Administrative (Title 5) code as section 131.6 (later renumbered as sections 53200 et seq.) granted faculty rights to participate in governance and to communicate with the governing board through the establishment of academic senates at each college (West, 1980).

The controversy over the proper role and value of senates in California community colleges is not a new one. In a study conducted by Bandley in 1967, 68 California community college presidents were surveyed about the existence, role and effectiveness of senates at their respective colleges. The responses from college presidents regarding the proper role of the senate ranged from serving as "a partner in school planning, policy making and operation" to a more negative perspective suggesting that the senate should "fold up the tent and steal away! (i.e. get back to teaching)" (Bandley, 1967, p. 13). Perhaps the candor of the last president's remarks would be difficult to replicate if the study were conducted today given recent legislative changes. However, it would be surprising if there were not community college presidents who still believe

that the senate is as much a nuisance as it is a rightful partner in the governance process.

Birnbaum (1987) has suggested that senates play a dual role in colleges. He has asserted that having failed to achieve their manifest functions of considering institutional problems, representing constituents in policy formulation and building consensus, they have come to serve the organization in another way. Birnbaum described these as latent functions which embody cultural and symbolic aspects of the organization. He claimed that acceptance of senates as part of the governance process is a symbolic commitment to cooperation between faculty and administration.

Birnbaum (1987) identifies other symbolic functions as well. While not citing the California community college experience specifically, he has explained that:

By establishing an academic senate structure more typical of the system to which they aspired than that from which they developed, institutions could suggest the existence of faculty authority even when it does not exist. This structural symbol of a faculty voice could support a claim to being a "real" college. (p. 6)

Birnbaum has also suggested that the senate serves as a means of asserting power within the highly culture-bound framework of higher education. Moreover, he has written that the senate is the place "in which informal leaders can participate and have their status confirmed, while at the same time preventing them from disrupting ongoing organizational structures and processes" (Birnbaum, 1987, p. 8).

Other latent functions which Birnbaum (1987) saw the senate fulfilling included the senate as "garbage can," that is a place where issues may be diverted in order to buy time or distract attention from other issues. The senate also performs a role as a personnel screening device by identifying future administrators from among the institution's informal leaders. It serves as an attention cue, drawing administrators to issues of high salience for faculty. The senate tends to serve as an institutional stabilizer, resisting drastic change within the institution and helping the college persist over time by forcing incremental rather than dramatic change. Finally, Birnbaum indicated that the senate can serve as an excellent scapegoat for explaining why plans fail or should not even be brought forth in anticipation of senate opposition (Birnbaum, 1987). These observations concur with those reported by Case (1968) in his study of California community college senates.

In all, Birnbaum (1987) assessed the senate's performance of its manifest role as ineffective. His critical appraisal of academic senates echoes some of the opinions expressed earlier by Kemerer and Baldrige (1975) regarding the ineffectiveness of senates. However, Birnbaum's analysis of the senate's latent functions indicate that it is a very powerful and influential component within the college system. This coincides somewhat with the observation made by Cooke and Cardoze (1977) that "legitimate authority is only one base of power in social systems" (p. 29).

Baldrige (1982) has taken a more critical position suggesting that shared governance in which faculty are empowered through senates is a myth. He asserted that senates have lost their position of authority and

have been undercut by unions and centralized administration. Baldrige went on to suggest that shared governance is further threatened by the fact that many administrative positions, once filled by faculty promoted through the ranks, are now being filled by a new kind of organizational technocrat with little grounding in academic organizations (Baldrige, 1982).

Unions

Unions, by virtue of their charge of representing employee interests, invariably have some impact on the decision making process in their organizations. In the case of faculty, the dual representative agencies of unions and senates creates a potential source of conflict when faculty interests are at stake. For that reason, it is prudent to examine at least briefly, the literature addressing the relationship of unions and senates in collegiate institutions.

Union formation in higher education probably resulted from the same kind of concern that stimulated the formation of senates; the search for power. Stockle (1974) reported that a high degree of nonparticipatory governance was responsible for faculty militancy. He also found that faculty were reluctant to participate in committees when they were perceived as having little influence on the outcomes of decision making. This is reiterated by Cooke and Cardoze (1977) in their discussion of power and participation in community colleges. Stockle also suggested that effective shared governance in which the senate had real power could reduce militancy among faculty and preclude the necessity for collective bargaining. The 1967 observation made by AAHE indicated that "Formal

bargaining relationships between the faculty and the administration are most likely to develop if the administration has failed to establish or support effective internal organization for faculty representation" (AAHE, 1967, p. 3). Birnbaum (1988b) addresses the problem of participation in colleges by explaining that:

It is particularly difficult to obtain participation when past participation has not been successful. In general, when the chances for success are low and the benefits can be achieved without participation, the rational self-interested person will not participate. (p. 149)

His conclusion is that non-participation is indeed a rational act under the circumstances he describes.

According to Birnbaum, one solution to this unwillingness to participate in many cases has been the delegation of responsibilities to unions. In this case faculty members may pay their dues and expect results without having to engage in the irrational process of participation in organizations where participation has not resulted in success.

Unions have been a potential factor in California community colleges since 1965 when the Winton Act granted "meet and confer" rights to employees through representative groups. In the case of the faculty, this usually fell to local senates in the absence of legally established collective bargaining rights during the late 1960s. When the right of employees to bargain collectively in community colleges was finally established by passage of the Rodda Act in 1975 as SB 160, two vehicles for voicing faculty concerns were then sanctioned. Collective bargaining

as defined in section 3543 et seq. of Title 1 of the California Government Code has provided the right of faculty to meet and confer over matters of wages and working conditions. It has, however, left the door open regarding the role of collective bargaining agents in matters of college governance (West, 1980).

Peaceful coexistence. The coexistence of senates and unions has been the focus of a number of studies (Baldrige & Kemerer, 1976; Baldrige, 1982; Bylsma & Blackburn, 1971; Kemerer & Baldrige, 1981; Moore, 1981). The conclusions, even from the same authors, have not always been consistent. Baldrige and Kemerer (1976) concluded from their work that weak senates promote the formation of unions. They predicted an unstable relationship between senates and unions as lines of responsibilities crossed and as relative strength of the two changed. Kemerer and Baldrige (1981) and Baldrige (1982) later reported that the predicted conflict did not materialize. They did note, along with Moore's (1981) earlier observation that unionization often led to administrative centralization.

Conflict between unions and senates seems to occur over responsibilities which are not solely academic or economic such as department budgets, student-teacher ratios, class loads, planning and hiring and tenure policies (Kemerer & Baldrige, 1975).

It has been noted that where faculty unions and senates peacefully coexist, responsibilities have been divided. Academic and professional matters have been delegated to the senate while unions have addressed economic matters (Baldrige and Kemerer, 1976). This is consistent with

Carnegie Commission recommendations (1973). Seidman (1985) has suggested that often the delineation of responsibilities has resulted in false dichotomies which contribute to the complexity of problem solving and decision making in the collegiate setting. Riess (1970) has indicated that senates were preferred by both faculty and administrators to serve as the agency for faculty participation in governance in his study. While Moore's (1981) work has cast doubt on the ability of senates and unions to work effectively together because of the adversarial climate which is created under bargaining agreements.

The tenuous nature of the relationship of unions and senates in California community colleges remains clearly unresolved. This is particularly so when artificial lines are drawn between economic and academic issues in order to define the responsibilities of each (Mortimer & McConnell, 1978). The Carnegie Commission (1973) stated that "Collective bargaining does provide agreed upon rules of behavior, contractual understandings, and mechanisms for dispute settlement and grievance handling that help to manage conflict" (p. 51) They went on to argue that "If consensus continues to disintegrate in academic life, then the codetermination that has accompanied it will be less effective, and collective bargaining will become more clearly preferable to an otherwise more anarchic situation" (p 51). Kemerer and Baldrige (1975) opined that "the importance of senates has been overstressed in the literature on academic governance. Frankly, it is very doubtful that senates at most institutions deal effectively with substantive matters." (p. 139) Kemerer and Baldrige (1975) further assert that unions exist because of weak

senates and "a weak tradition of faculty participation in governance" (p. 151). They went on to blame the problem on weak administrative support of senates and faculty apathy.

Trends for the Future

It should be noted that as of early 1990 there are still a small number of California community college faculties which have not elected to engage in collective bargaining. However, all 107 colleges do have a senate in some form. In most California community colleges it seems that both senates and collective bargaining units are functioning with varying degrees of success. In some cases, leadership and membership in one organization mirrors the leadership and membership in the other.

Reform legislation such as that found in Title V and AB 1725 has identified the senate as the responsible agency on matters of curriculum, hiring criteria, evaluation and tenure in California community colleges. However, not all issues are resolved, particularly as they fall into the gray area of working conditions. These will probably migrate into union or senate domains depending upon the relative strength of each organization (Kemerer & Baldrige, 1981). Given the fact that both senates and unions are legally sanctioned voices for faculty in California community colleges, it would seem reasonable to predict some degree of ongoing conflict between the two types of organizations. However, as faculty recognize the need for a uniform voice, the likelihood of open conflict between senates and unions is reduced. Dual membership in both organizations may alleviate some of the symptoms of such potential conflicts. One possible scenario that may evolve is that peaceful coexistence with well

defined responsibilities may in fact strengthen the role of each in achieving the mutually held goal of asserting faculty influence in the decision making process at community colleges. The obligation of course is to have organizations which are mutually supportive and of equal strength in light of Kemerer and Baldrige's (1975) observations. The need for well qualified leaders in each is essential.

Leadership

Leadership as it is typically portrayed in the literature is a concept born of an industrial era which equated leadership with productivity, leaders as CEOs and followers as subordinates. The actively read leadership literature is replete with how-to-do-it formulae which will make an organization more productive or an individual more leaderlike. In a sense this, this study is also one concerned with productivity and effectiveness.

A problem arises, however, when one understands that definitions of leadership are shifting as are our attitudes about the future. The industrial era marked by the scientific revolution has influenced many of the commonly held ideas about leadership. The era has been dominated by the notion that humans are motivated primarily by economic interests and that society is the result of rational processes. Society is moving from an era dominated by an industrial paradigm into a post industrial mode in which economic motivations and scientific methods may be replaced (Harman, 1979). Consequently, as the paradigm shifts, so to must the standard by which progress is measured and new definitions must form the foundation of a common language. As a part of the paradox of

shifting meanings, people have been unable to completely free themselves of the old definitions of leadership which equate it with management and success with productivity.

Leadership in the complex world of higher education is even more problematic because it does not fit into the traditional models which appear in the literature of business and political science (Bensimon et al., 1989). When creative thinking, new ideas and enlightened students are the products of individual effort, it is not always easy to quantify productivity. Time clocks and quotas are subtly translated into publications and student/teacher loads. But the fact remains, faculty members are perhaps among the most autonomous beings in the working world. It is probable that no single currently available organizational leadership model adequately describes the relationships and mechanism within this system (Birnbaum, 1988b).

Leadership in this study is related to the senate leadership experience and how it impacts the individual as well as the indirect impact of the experience on the effectiveness of the senate as a representative of faculty in the community college governance process. The Gordian knot appears once again as an attempt to justify this research as "leadership is causally linked to organizational performance" (Pfeffer, 1977, p. 104).

Foster's (1986) excellent review of existing leadership theories places the most recognized models into two major categories. The first are the psychological models such as trait theory, behavioral theory, contingency theory, path goal theory, attribution theory, exchange theory and multiple

influence. The second category includes the political models, the most influential of which has been that contributed by Burns (1978). The concept of leadership framed by Burns (1978) is the foundation for many of our ideas about leadership as the twentieth century draws to a close. Nearly every serious contemporary work on the subject of leadership acknowledges Burns' contribution.

Burns (1978) distinguishes between two essentially different kinds of leadership: transactional and transformational. Transactional leadership focuses on the exchange which occurs between leaders and followers in order to achieve desired ends. It is perhaps exemplified by management practices of the industrial era in which a manager might exact a level of performance in exchange for monetary rewards. Transformational leadership as Burns (1978) conceived it is a relationship between leaders and followers in which transcends the notion of exchange and formulates a relationship which is built upon much loftier ideals. It is a affiliation whose purpose is "to realize goals mutually held by *both* leaders and followers" (p. 18). Burns' original concept had little to do with popular notions of improved management techniques which could be linked to increased productivity. And yet, it continues to be confused with management, even in the educational setting.

Leadership and management are not synonymous (Rost, 1985) and those who continue to equate them do little to advance the meaning and understanding of leadership in its emerging form. Millet (1978) has gone one step further by suggesting that leadership should not be equated with decision making. This study which focuses on persons holding non-

managerial positions, that have traditionally not held authority or responsibility for decision making was inspired by that idea. The inability of the researcher to completely free herself of links with effectiveness is a reflection of the emerging state of our thinking about leadership.

Burns (1978) also advanced the idea that leaders and followers exchange roles over time. In the community college, faculty participation in governance and the senate perhaps reflects that revolving door nature of leadership. The senate presidency may well be a position where one may serve a year or perhaps more and then withdraw to some less visible position of leadership or followership. There are some, however, who seem to disengage altogether and who no longer lead or follow.

If the senate serves as a mechanism by which faculty may voice its concerns and influence decision making, then the political basis of Burns' work is a valid foundation from which to explore the theme of leadership within the context of this study. The appropriateness of the Senate presidency as the focal point of this study is underscored by Burns' observation which follows:

For political offices are not passive receptacles to be filled from the assembly line. They take on a kind of life of their own as they arouse or diminish certain expectations from those filling them and from other persons involved. They serve as stepping-stones to other offices, immobilize political careers, and even destroy them.
(p. 120)

Foster argues that a new paradigm is emerging, one which is heavily influenced by the critical spirit described by Grob (1984)

demanding introspection and analysis. Rost (1989) proposes another postindustrial era model for leadership which seems particularly applicable for the academic community because industrial era models have never really taken into account the unique characteristics of the academic community. Bensimon et al. (1989) in fact have suggested that the unique role which faculty play in a process of collective governance actually obstructs transformational leadership making it insufficient as a way of understanding leadership in the world of academe.

The cultural influence of our thinking about leadership is deemed an especially difficult problem as noted by Kellerman (1984). Bellah and his colleagues (1985) described America as a nation bound in a culture of utilitarian individualism and expressive individualism which values the independence of the individual. This sense was propagated by the nation's founding fathers and was identified by de Tocqueville. Conceived in liberty and born of rebellion, Americans are reluctant to follow one of their own for any long period of time. As a whole, they are suspicious of power and yet mysteriously attracted to it. This cultural more spills over into their daily lives and into their organizations.

Implications for Higher Education

Perhaps nowhere is the spirit of individualism and independence more evident than in the academic community (Cavan, 1970; Clark, 1987). Griffiths (1986) has suggested that the problem of leadership in the academic world is particularly difficult because these institutions are "populated by people who do not acknowledge institutional goals, living only for personal aims and desires (p. 48).

In the educational arena, individualism is highly regarded and academic freedom is the battlefield upon which even the most disengaged would choose to die. It is a place where citizenship within the realm is closely guarded and comes complete with rank and privilege. It is however accompanied by few obligations beyond the search for knowledge and disseminating it. Some would suggest that the drive to meet those obligations is weak in the community colleges. The challenge of course is to those who aspire to lead in these highly complex and individualistic organizations.

One issue which the AACJC Futures Commission (Text, 1988) addressed which was notably absent in the earlier works was that of leadership. While the term "leadership" as it has been used by the commission seems to imply administration, particularly at the presidential level, it does open the door for further discussion. The recommendations that creative programs to prepare future presidents be supported and that leadership development experiences be provided for faculty and administrators are important. The call for presidents to serve as educational leaders was repeated and once again, emphasized the need to balance managerial skills with leadership. The Commission has at least recognized leadership as an important issue. What leadership scholars and community college leaders must do however, is to insist that leadership be understood as more than mere management or even excellent management. It appears that community colleges can no longer afford to be satisfied with managerial competence without shared visions of real intended change for the future of our system. The AACJC

Futures Commission's recommendations, while otherwise uninspiring, may signal a readiness to seriously consider the matter of leadership in community colleges.

Leadership in Academic Senates

Prentiss (1983) noted that four major problems confronted ASCCC in its ongoing efforts to maintain and strengthen its organizational effectiveness. Two of the four identified problems are directly related to this study. She noted that ASCCC effectiveness is significantly dependent upon achieving some uniform strength and effectiveness within local senates. She perceived that there were "distinct differences in strength, the causes of which were not, in the opinion of this researcher, fully understood" (p. 456). She characterized a part of the problem as one, at least in part, which was linked to local support; however, her questions which follow provide a substantial impetus for this research.

It is true that the strong senates likely have more local support.

The question is, how did they achieve it? It is likely to be true that there are strong local senates with relatively little quantifiable support. If this is the case, how and under what circumstances does this occur? Is there such a thing as ambience, perhaps of a collegial nature, which differentiates the strong senate? Is local strength related to role modeling in some identifiable way, that is, having the opportunity to observe or experience the methods and skills necessary to interact with the membership, CEO's and board members effectively? If tradition is an identifiable factor, what

contributes to it? Who are or have been the local senate leaders in strong senates? Do they have common characteristics? (p. 457)

A second problem noted by Prentiss (1983) relates to the need for future leadership development to continue the progress ASCCC has made thus far. She noted that:

Unquestionably, the future effectiveness of the Senate, as a voluntary organization, rests with its ability to replace its leadership on a regular and reasonably predictable basis. The potential pool from which to draw was large-- 15,000 or so. But participation is also voluntary and incentives to participate are relatively obscure or non-existent for the vast majority of those individuals. (p. 461)

Certainly in this researcher's mind, the effectiveness of a voluntary professional organization such as ASCCC and the coherence and congruity in its leadership are inexorably intertwined. Because Prentiss indicates that the source of ASCCC leadership is the local senates themselves, there is ample reason to believe that this study may shed some light on the problems at the local level which may impact the statewide organization.

As a group of professionals, bound rather freely within the framework of the typical community college it is individual members of the Senate who must be committed to participation in order to form a cohesive and effective Senate. That presents a problem for any loosely coupled organization; that is one in which there is a disconnectedness between behavior and outcome. In the case of higher education, one must confront head on the issue of how one is to lead in a an institution in which no one wishes to be led (Griffiths, 1986).

Summary

In this chapter it has been noted that literature about community college faculty leaders is virtually nonexistent. However, some of the most important factors which authors have identified as contributing to the complexities of the community college work environment and the problems of faculty leadership have been identified.

The foundation provided for exploration into this new area has thus concentrated on broad categories of relevance including history, organization theory, governance and leadership themes which have provided a working background in which this study may be framed.

The most significant factors identified in the literature are enumerated as follows:

History

1. Historical origins of higher education in America have conflicting paternalistic British and autonomous Germanic traditions.
2. Community colleges grapple with an identity crisis emanating from their historical origins as early appendages of high schools. The resultant bureaucratic administrative traditions have been difficult to shed.

Organizational Theory

1. Structural, human resources, political and cultural, models have been applied to higher education organizations.
2. Among the most commonly accepted views of higher education is the Cultural frame described by Cohen & March (1983) in which institutions are characterized by Garbage Can decision making where the organization has high inertia, issues have low salience, and there is a weak information

base. Operations and goals are fluid as new perspectives are constructed around each issue.

3. Birnbaum (1988a, 1988b) has argued that none of the existing frames is adequate to fully describe higher education organizations and has offered an integrated cybernetic model as the most appropriate frame.

Faculty

1. Faculty in higher education are traditionally viewed as independent, aristocratic workers who tend to identify more with their academic discipline than the institution.

2. Institutional stature reflects upon faculty identity.

3. Faculty in community colleges have low disciplinary affiliation as well as an institutional status which may not be highly regarded in the academic and social communities. The status issue is perhaps the result of lack of research emphasis, problematic funding and broad, poorly articulated missions.

4. Intellectual stimulation is low among community college faculty driving faculty to seek intrinsic and extrinsic rewards elsewhere.

Governance

1. Faculty participation in governance is a relatively new development as evidenced by the lack of literature on the subject prior to the 1960s.

Participation in community college governance is an even more recent development.

2. The synchronous appearance of both senates and unions in California community colleges has resulted in the need to distinguish and define roles for each. This has, in some instances resulted in conflict between the

two, particularly where issues have overlapped or adversarial climates have resulted from difficult collective bargaining negotiations.

3. Senates have an historically political flavor, thus issues are easily forced into a political frame regardless of its propriety.

4. The search for effective mechanisms of introducing faculty influence into the process of institutional governance is continuing.

Leadership

1. This nation displays a cultural distrust for and simultaneous fascination with leadership.

2. The problems of faculty leadership are compounded when the autonomy and independence of faculty are considered within the context of an ambiguous environment.

3. Existing models of leadership which are still influenced by industrial era thinking are inadequate to fully understand leadership in the academic community.

CHAPTER THREE

Methods

Introduction

This research project is descriptive in nature. Its purpose is to describe the individuals, the experiences, expectations, motivations and reflections of those who served as senate presidents at California community colleges during the 1985-86 academic year. The methodology of this study employs a two-fold survey design. Phase One employed an author devised Senate President Survey (SPS) questionnaire. Phase Two followed with interviews of a subsample of the population. The two primary sources of data in the study were supplemented by data available from the California Community College Chancellor's Office and the State Department of Finance. The methodology is summarized schematically in Appendix F.

The answer to the dilemma of effectiveness in leadership does not lie in more and better research methodologies but in the ability to think about leadership differently. (Bensimon et al., 1989, p. 70)

In an effort to think about leadership differently, multiple research perspectives have been employed in this study. As a reformed positivist, Bertaux (1985) has suggested that the true meaning of research on human institutions is not to be derived from the narrow, sterile perspective of positivism, but by understanding the deeper sociostructural relations to be

found in the human condition. If one is to avoid the pitfalls of triviality imposed on social science research by the limits of positivism (Cohen & Manion, 1980), then the research questions addressed in this study are most appropriately examined through a combination of quantitative and qualitative methods. The arguments by Smith (1983) and Hatch (1985) that suggest that qualitative and quantitative methodologies are incompatible are rejected in favor of those presented by Cohen and Manion (1980), Howe (1985) and Firestone (1987) which argue that both methods may contribute to one's understanding of the complexities of human organizations and the social condition.

The challenge in this endeavour is to interpret correctly the strands of evidence so that the researcher may construct meaning from the study (McCutcheon, 1981). The use of multiple methods of gathering data in this study is an attempt to provide complementary data and is particularly appropriate in studying complex phenomena such as that described in this study (Cohen & Manion, 1980; Denzin, 1978; Jick, 1979).

The Environment

This study was conducted in California, a state noted for its highly developed system of public higher education. The tripartite system as it existed in 1985-86 consisted of nine campuses of the University of California (UC), 19 branches of the California State University (CSU) system and 106 locally governed community colleges organized within 70 community college districts. Administrative oversight of resources and educational policy affecting all three branches is provided by the

California Postsecondary Education Commission (CPEC). CPEC advises the Governor and Legislature on funding and educational policy.

The majority of funding for all three branches of public higher education in California is derived from statewide allocations as determined by gubernatorial and legislative action. Funding rates per student differ significantly between the UC, CSU and CCC systems. Per student funding within the California community college system differs among community college districts.

Since 1968, the entire California community college system has been administered at the statewide level by the Board of Governors whose Chief Executive is its Chancellor. Each community college district is governed by a locally elected Board of Trustees which establishes district policies. Since the advent of Proposition 13 in 1978, the ability of local agencies to impose tax increases and increase revenues has been restricted. Consequently, an increase in centralized authority at the state level and greater uniformity of policy and procedure among the districts have been noted.

While state laws, policies and procedures as presented in the California Education Code and Title V of the Administrative Code affect all California community colleges, significant variations between colleges exist. Particularly relevant to this study are differences in administrative structure, staff salaries, single and multicollge districts, college size, age of the institution and formal and informal employee relationships.

In 1985-86, senates existed at 106 colleges and one major "educational center" and were included in this study. In addition, District

senates existed in seven of the multi-college districts. Community college senates had variable histories some which may have even predated formation of the Statewide Academic Senate (ASCCC). This study included at least one college which had just formed its senate. Each senate has its own constitution or bylaws under which it operates. Senates of colleges in the same multicollge district may have entirely different constitutional provisions.

Data Collection Site

Senate President Survey (SPS) instruments soliciting data for this study were sent by mail to the subjects at their colleges. Letters were sent to potential interviewees requesting their participation. Interviews were conducted by telephone. The researcher contacted ten of the twelve respondents at their colleges and two at their homes. All interviews were conducted at the convenience of the interviewee and home contact was made only at the suggestion of the interviewee.

Population

In 1985-86 there were 40,848 full-time faculty and nearly 25,000 part-time faculty in the 70 community college districts throughout California (Chancellor's Office, 1986). Subjects in this study were faculty members who served as presidents of the senate at each of the California community colleges during the 1985-86 academic year. These were identified through the directory published annually by the Academic Senate for California Community Colleges. One college whose senate president was not identified in the directory was not included in the study. Only local senate presidents were included in the study. Presidents

of district-wide senates were not included unless he or she was also identified as the president of a local senate.

Instruments

Research tools used in this study were of two types. An author devised survey instrument (SPS) sought demographic, attitudinal and experiential information. Additional demographic data available through the Chancellor's Office and the Department of Finance related to the subjects' institutions were also examined. Follow-up telephone interviews of randomly selected respondents focusing on the qualitative aspects of the faculty senate leadership experience were also conducted.

The SPS

Initial data regarding demographic characteristics of the subjects were obtained through the use of the Senate President Survey instrument (SPS) found in Appendix B. The SPS was mailed to each of the subjects at the college where he or she served as president during 1985-86. The SPS consisted of 20 questions focusing on demographic characteristics, leadership activity following service as senate president and perceptions about their colleges, colleagues and governance following the experience. Two open ended questions were also included soliciting suggestions for encouraging involvement of former senate officers and examining reasons for serving as senate president. Responses to open ended questions require greater motivation on the part of the respondent and thus fewer responses were anticipated and received (Smith, 1975).

The SPS was developed and refined with input from current and past senate presidents. To test the SPS, a small group of former senate

presidents at one college responded to the SPS and the study was repeated after four months. Results from this pilot study indicated that the instrument was effective in eliciting the desired information and that responses were consistent with time.

Copies of the SPS were mailed with a letter of transmittal (Appendix A), and a card which could be returned requesting results of the study. University letterhead was used and self-addressed stamped return envelopes were provided to enhance return rates (Linsky, 1975; Heberlein & Baumgartner, 1978). A second packet of materials was sent to initial non-respondents. In response to the first request, 73 subjects (68.8%) returned their completed questionnaires. The second mailing resulted in ten additional responses for a final response rate of 78.3%. These response rates significantly exceeded those predicted by Heberlein and Baumgartner (1978) for surveys of this type. Identity of respondents was not requested although instruments were coded in order to maintain a record of respondents for subsequent contact.

Interviews

Phase Two began following tabulation of SPS data when two groups of subjects were identified. Those respondents who described their current level of activity in campus governance activities as either Not active at all or Much less active were placed in one group while those describing themselves as More active or Much more active were placed in a second group. Six primary subjects and three alternates were identified from each of the two groups. Selection from within the two groups was random through the use of a table of random numbers.

A letter requesting an interview by telephone was sent to each subject. The returned letter was used to establish that permission had been granted and to establish a time for the interview (Appendix C). Subjects who did not initially return the permission letter were contacted by telephone. An interview was requested, its purpose explained and a time for the interview established (Appendix D). In all cases interviews were granted. Interviews were tape recorded with permission and field notes were taken during the semi-structured interview. Transcription of the recorded interviews followed. The interview consisted of a series of questions regarding the role of the senate and faculty in governance at their college, reasons for serving, expectations, and reflections on the experience (Appendix E).

The effort to generalize from the specific was accomplished by random sampling of interviewees. Non-respondents to the SPS were checked for bias to insure the representativeness of the sample selected for interview (Borg and Gall, 1983).

Data Analysis

Initial preparation of the data involved naming of variables and coding the responses. In cases where data reflected a large range on a ratio scale, categories were established. An example of this was the variable of college size, in which schools were categorized as small, medium and large. Additionally, some categories were collapsed and missing data were excluded where appropriate.

Frequencies, percentages, tabulations and statistical tests of responses were measured and reported through the use of the SYSTAT™

(version 3.1) computerized system for statistical analysis on an IBM compatible, 80386 computer.

Analysis of this cross-sectional survey resulted in descriptions of single variables as well as relationships observed between variables. Relationships were assessed using cross-tabulations and Pearson correlations. Significant differences among inactive and active respondents on specific SPS items were tested using chi-square techniques.

Data from the SPS were primarily nominal and ordinal in nature. Factual material was sought by way of one-item responses. Questions probing attitudes and perceptions were presented in a Likert-type scale. Two questions regarding how continued participation by faculty in governance might be encouraged and specific reasons for serving as senate president required written responses. These comments were fully transcribed and were categorized by three independent judges. Each comment was then assigned to a type category and included with the quantitative data for analysis.

Analysis of data derived from the interviews was done through review of transcripts of the interviews and by reviewing the recordings and field notes. Responses and comments were categorized according to the methods of Glaser and Strauss (1976). Transcribed comments were coded for category as they emerged during the analysis. Notes were taken and the process was repeated several times until no new categories emerged. Categories were then compared and reduced revealing common underlying themes.

Many of the data analyzed in this study were in time-ordered association and was subject to inaccurate recollections by the respondents (Borg & Gall, 1983) and memory decay (Smith, 1975). The researcher was cautious in her efforts to link the data sequentially during both the interview and analysis phases of the study.

Summary

This chapter has addressed the research design and methodologies employed in this study. It describes the environment, population and subjects, instruments and analysis techniques used to arrive at the findings presented in the following chapter.

The study utilized three data collection instruments:

1. A 20 question author devised SPS instrument designed to collect demographic, experiential and attitudinal data. The SPS was transmitted by mail and data were coded, tabulated and analyzed using the SYSTAT™ computerized statistical package.
2. Demographic data as reported by the California Community College Chancellor's Office and the Department of Finance. These data were incorporated with data from the SPS and were analyzed similarly.
3. Telephone interviews of a random sample of 12 respondents from two categories; those who had identified themselves as less active and those who had described themselves as more active. Interviews were analyzed using the constant comparative method of Glaser and Strauss (1967).

The study involved all three perspectives in order to provide complementary data to gain a deeper understanding of the issues raised in this research.

CHAPTER FOUR

Findings

Introduction

This was a descriptive study of those who have served in positions of formal faculty leadership as California community college senate presidents. In addition to examining demographic characteristics, it explores the issues of continued involvement in governance activity, motivation, attitudes and perceptions of former senate presidents following their experience. Additionally, it provided direction for further exploration during the interview phase of the study. Initial descriptions of the variables are provided as an aid in organizing this chapter and as a method of relating them to the methodology employed. Because this study involved the use of both quantitative and qualitative measures to address the five research questions, findings will be presented from both perspectives. The narrative is developed as a result of both the quantitative information derived from the Senate President Survey (SPS) instrument as well as interviews of the random sample of two subpopulations, selected on the basis of current level of activity in governance. Findings as they are related to the research question follow. Conclusions drawn from these findings are presented in Chapter Five.

Statistical Procedures

Nineteen of the 20 questions on the SPS were coded for statistical analysis. Because multiple responses were possible for "subject areas

taught", these responses were individually tabulated. Questions related to the subject's perceptions of attitudes and activity of colleagues were constructed in a Likert-type scale. Descriptive analyses of nominal, ordinal and categorical data developed as a result of the SPS are limited to frequency distributions and cross tabulations. Strength of linear relationships between variables was tested using nonparametric inferential procedures including chi-square and the Pearson r where appropriate. Analyses were accomplished through the use of the SYSTAT™ computer software package.

Response Rates

Of the 106 questionnaires mailed out to identified 1985-86 California community college senate presidents, 73 were returned initially. Follow up letters resulted in an additional 10 replies. The sample for Phase One of this study then consisted of 78.3% of the population.

Of the uncompleted SPS forms, only one was returned by the United States Postal Service as "undeliverable" and one was returned by a colleague indicating that the former senate president was deceased. This information suggests that the vast majority of former senate presidents are still at the college where they served as senate president some five years after the study year.

Senate President Survey Results

Demographic Data

The first half of the SPS sought demographic data. The purpose of requesting this information was to develop a profile of the typical person who served in the role of senate president during the 1985-86 study year.

The significance of each demographic response is addressed as it relates to the study. Variables identified in the SPS are grouped and addressed in both narrative and tabular forms.

Age, gender and ethnicity. Age is important information in this study as it is employed in the development of the profile and in the assessment of its possible relationship with governance activity. It's further importance rests in the fact that faculty are aging. The mean age of all faculty in California community colleges during 1985 was 48.0 years (Chancellor's Office, 1986). The mean age of faculty for 1989 was 49.1 years (Chancellor's Office, 1990). This indicates that the "graying phenomenon" is continuing among California community college faculty. Despite the fact that some districts have offered early retirement incentives and that there has been infusion of new monies from the legislature to increase the percentage of full-time instructors, it remains clear even in this study that community college faculty tend to remain with an institution for a long period and that problems associated with an aging faculty will be recurring if not addressed. Data descriptive of the population's age, gender and ethnicity are summarized in Table 1.

Age data in this study indicate that the largest group (61.4%) of former faculty senate presidents fell within the 45-54 year old age bracket with only 19.3% of the respondents in the over 55 age category (see Table 1). This indicates that senate presidents tended to be slightly younger than the mean age of their colleagues during the study period.

Table 1
Summary of Age, Gender and Ethnicity

Variable	N	%
Age		
25-34	2	2.4
35-44	14	16.9
45-54	51	61.4
55 and above	16	19.3
Gender		
Female	22	26.5
Male	61	73.5
Ethnicity		
Hispanic	4	4.8
African American	1	1.2
American Indian/ Alaskan Native	0	0.0
White	75	90.4
Asian/ Pacific Islander	0	0.0
Other	1	1.2
No Response	2	2.4

While only two former senate presidents were in the 25-35 year old age bracket, both indicated that they were much more active in college governance activities following their terms of office. In contrast, none of those in the 35-45 age bracket, 13.7% of those in the 45-54 age bracket and 12.5% of the 55+ year olds identified themselves as more or much more active (see Table 1).

One third of those over 55 years of age indicated that they would not serve again but nearly as many (26.67%) said that they would. It is a popularly held myth which has been challenged by the work of Lawrence

and Blackburn (1988) that professional activity declines with age. This study contributes to information about that notion, particularly as it relates to participation in activities outside of traditional teaching responsibilities.

As expected, there was a high degree of correlation between age and the number of years which former faculty senate presidents (FSPs) had been at the college. Chi-square tests of statistical independence indicate that a relationship exists between age and the number of years one had been at the college $X^2 (9, N=83) = 29.32, p<.05$. Chi-square data are summarized in Table 2.

Table 2
Summary of Chi-Square Values

Variables	Chi-Square	DF	Probability
Age x Years Employed at College	29.32	9	.001
Gender x Years Employed at College	6.66	3	.084
Gender x Would Serve Again	5.66	2	.059
Activity x Current Job	28.23	16	.002
Activity x Age	32.89	12	.001
Activity x Senate Involvement in Decision Making	56.55	16	.000
Faculty Preferences x Faculty Participation	22.73	9	.001

Gender data contribute to our overall profile of the typical senate president. It is of some interest simply to discern if the sample of female senate presidents accurately reflects the population of community college faculty as a whole. Results of this study as summarized in Table 1 however reflect that only 26.5% of those responding to the SPS were female, 54.55% had been at the college between 11 and 15 years ($X^2 (3, N = 83) = 6.66, p < .1$). During the study year, females represented 35.7% of all California community college faculty (Chancellor's Office, 1986). Of the women responding to the SPS instrument, over half (59.1%) described themselves as less active or much less active than they had been previously (see Table 11). One other interesting observation is that nearly 64% of females in the study indicated that they would serve again as senate president if given the opportunity while only 35% of males would serve. The independent sample chi-square test summarized in Table 2 indicated that gender and willingness to serve again as senate president may be related $X^2 (2, N = 83) = 5.66, p < .1$.

Ethnicity is of interest in this study in order to assess the degree to which ethnic minorities among senate presidents reflect the ethnic distribution of the faculty at large. In 1985-86 all ethnic groups combined represented only 14.7% of the full time faculty in California community colleges (Chancellor's Office, 1986). In this study of former senate presidents, only six nonwhites (8%) responded to the SPS (see Table 1). Thus, one notes that ethnic minorities are under represented in the population of community college faculty as a whole and are even more

unlikely to be found among senate presidents. It should also be noted that no Asian/Pacific Islanders or American Indian/Alaskan Natives were represented in the study at all.

Academic and employment history. Academic preparation for teaching in the community college has been an issue of concern since the inception of community colleges in California at the beginning of this century (Reid, 1966). Certainly, the expressed ambivalence toward those holding a doctorate at the community college level (Seidman, 1985) may have an impact on decisions related to the willingness of qualified faculty holding a doctorate to serve in positions of faculty leadership. This may also have implications related to the effectiveness of faculty organizations in being able to speak from a position of unity rather than divisiveness. Some assessment of that variable seems appropriate if one is to fully appreciate and recognize the significance of academic preparation in academic institutions. Academic preparation in the study group indicated that 97.6% of senate presidents held, at the minimum, a masters degree, while 24.1% held an earned doctorate (see Table 3). Statewide data on academic preparation were not available in the documents used in this study so representative comparisons were not possible.

The vast majority of faculty represented by the senate at community colleges serve as teachers. Nonteaching faculty who support student success through academic advising and counseling and assistance with learning resources find themselves "at the bottom of the collegial totem pole" (Seidman, 1985 p. 269). Given that perceived disadvantage, election to serve as senate president may present special problems in some

situations and may further exacerbate perceptions of fragmentation among community college faculty.

Table 3
Summary of Academic and Employment History

Variable	N	%
Highest Academic Degree		
Associate	1	1.2
Bachelor	1	1.2
Masters	61	73.5
Doctorate	20	24.1
Current Job		
Counselor	5	6.0
Instructor/Professor	59	71.1
Librarian	5	6.0
Administrator	13	15.7
Other	1	1.2
Years Employed at College		
6-10	9	10.8
11-15	33	39.8
16-20	21	25.3
More than 20	20	24.1
Other Contract Positions		
None	53	63.9
One	21	25.3
Two	7	8.4
More than Two	1	1.2
No Response	1	1.2
College Size		
Small	17	21.25
Medium	43	53.75
Large	20	25.0

Because Chancellor's Office data do not distinguish teaching from nonteaching faculty, the representativeness of this data cannot be

accurately assessed. However, the data in this study do indicate that 71% of 1985-86 senate presidents are currently teaching faculty, 15% are administrators, 6% are counselors and another 6% serve as librarians (see Table 3). Nearly half of those currently serving as administrators are women. The high representation of females among those serving as administrators relative to their overall presence within the sample of senate presidents and the population of community college faculty as a whole is notable.

The relationship between the current activity level among former FSPs is of interest, particularly when one compares activity levels with job category. Perhaps not surprisingly, the chi-square test $X^2 (16, N = 83) = 28.23, p < .01$ suggests that one's current position is related to the level of activity in college governance (see Table 2).

Another perspective on the issue of age and longevity among faculty senate presidents was achieved by examining the number of years one had been employed at the college. It could have some bearing on the concept of turnover and burnout which are ills of the aging faculty phenomenon reported by Harnish and Creamer, (1985) and Melendez (1987). None who had served as senate president during 1985-86 had done so with five years or less experience at the college. Only 10.8% had six to ten years at the college and the largest category of respondents (39.8%) had been at the college between eleven and fifteen years (see Table 3). During that same period, 54.55% of the women in this study had been hired. This sample undoubtedly reflects hiring patterns which occurred during the mid 1970s prior to the passage of Proposition 13 and

is indicative of affirmative action guidelines of that era. Evidently, some years of seasoning are reflected among those selected by peers to serve as senate presidents during the study period.

The issue of previous employment at other colleges as contract employees is yet another variable which was included in the study in order to learn about the employment history of faculty senate presidents. Nearly two thirds (63.9%) indicated that they had not held contract positions at other colleges. One fourth (25.3%) had held contract positions at one other college with fewer indicating more experience (see Table 3). Records of employment history elsewhere in the state were unavailable. These data seem to support the observation noted in the introductory chapter of this study that mobility among faculty is limited (Cohen & Brawer, 1982). Responses to this question reveal the extent to which mobility or lack of it may be reflected among faculty leaders.

The majority (53.75%) of respondents in this study were from medium sized colleges with an enrollment of 5,000 to 15,000 students. One fourth were from large colleges with more than 15,000 students and the remaining were from small colleges (see Table 3). This distribution supports the overall representativeness of the sample.

In a further effort to understand the academic and employment history of former faculty senate presidents, a question was asked regarding subject areas which the individual had taught. Because the majority of faculty are involved in teaching in one or more academic areas, an effort was made to determine which areas were most represented among faculty senate presidents. The question was structured

in such a way that multiple subject areas could be identified. Nearly 47% of respondents reported more than one teaching discipline. Responses are summarized in Table 4 in rank order according to the number of responses in each category.

Table 4
Subject Areas Taught Presented in Rank Order

Area	N*	Rank
Social/Behavioral Sciences	31	1
Humanities	22	2
Business	13	3.5
Science	13	3.5
Vocational	11	5
Physical Education/Health	9	6
Technical	8	7.5
Learning Skills	8	7.5
Mathematics	7	9
Fine Arts	6	10
Community/Adult Education	3	11
Counseling	2	12

*Note: Multiple Responses Possible

One early conjecture was that because leadership is inherently political by some definitions (Kellerman, 1987), those with a teaching background and interest in political and social disciplines might be more inclined to engage in nominal leadership activity. One of the early concerns raised in California as senates began appearing in community colleges was that senate leadership positions might be dominated by those in the liberal arts (Case, 1968). As Table 4 indicates, the most frequent academic discipline reported was indeed the Social and Behavioral Sciences. Some of the disciplines traditionally viewed as less ambiguous and more structured such as Science or Mathematics, were less

represented among the disciplines of former senate presidents. It was assumed that teaching area specialization reflected some level of academic preparation and interest in that area. This limited observation suggests that those most willing to assume the ambiguous tasks of leadership in complex organizations may be more readily identified among those educated in the social and behavioral sciences.

Senate history. An effort was made to assess the relative experience each individual had with regard to the senate. Questions addressing the number of years of service on the senate sought to determine if senate offices other than the presidency had been held, if the individual would serve again as senate president and if the FSP would encourage others to serve as senate president were presented. Responses to these questions are summarized in Table 5.

Traditional doctrine suggests that those entrusted with leadership responsibilities have earned some measure of professional credibility among their peers as a result of experience. Likewise, a period of time is necessary for most people to be able to establish their teaching careers before they begin branching outward into the murkiness of campus governance and faculty politics. Years of experience on the senate as well as the grounding which comes with holding a formal position within the organization provides preparation and may help to build confidence of the senate president. One would expect experience in both of these categories to be reflected among the subjects.

Table 5
Summary of Senate History

Variable	N	%
Years of Senate Service		
Less than Two	1	1.2
2-5	23	27.7
6-9	36	43.4
10 or More	23	27.7
Other Offices		
Yes	69	83.1
No	14	16.9
Would Serve Again		
Yes	35	42.2
No	19	22.9
Undecided	28	33.7
No Response	1	1.2
Would Encourage Others		
Yes	74	89.2
No	4	4.8
Undecided	4	4.8
No Response	1	1.2
Activity		
Not active at all	6	7.2
Much less active	38	45.8
About the same	28	33.7
More active	3	3.6
Much more active	8	9.6

Only one individual had served as senate president with less than two years of senate experience while more than one fourth of the respondents indicated that they had ten or more years of service. A related question regarding whether the individual had held other offices in the senate revealed that 83% had such experience while the remainder had not.

When asked if FSPs would serve again as senate president if given the opportunity, 42.7% indicated that they would while 34% indicated that they were undecided. Nearly one out of four respondents (23.2%) indicated that they would not (see Table 5). Despite the fact that demands on faculty are different in small schools versus large, there was no significant relationship which could be discerned between size of the college and the answer to this question.

Respondents were asked if they would encourage others to serve as senate president. Responses were restricted to Yes, No, and Undecided. During analysis, it was recognized that the meaning of answers to this question are somewhat ambiguous since the question itself did not address the qualifications of "others" who might serve. Consequently, much could be read into the question. This flaw in question wording provided impetus for further exploration during the interview phase of the study. Despite that weakness in the question, there seemed to be strong agreement (90%) on the question of whether FSPs would encourage others to serve as senate president. Only four individuals indicated that they would not encourage others and there were four who were undecided (see Table 5).

Activity is perhaps the variable of most singular interest in this investigation. Its purpose was to identify subpopulations within the group of former senate presidents. Of particular interest were those who were less active and those who were more active following their service as senate president. The question was constructed in such a way that the respondent was asked to describe his or her own level of campus

governance activity as compared with activity during the senate presidency. Since there is no way to objectively assess level of activity from one individual to the next, this method was deemed the only feasible means of addressing the issue of "dropping out" from governance activities.

This variable relied entirely upon the subject's candid assessment of activity levels. The choices ranging from Not active at all to Much more active provided a continuum on which the individual could place him or her self. The midpoint of the scale was About the same level of activity. This pivotal point served to separate "Inactives" from the "Actives" in this research.

Admittedly, those who serve as vigorous senate presidents would have to extend themselves significantly to support ongoing activity for a period of several years; if not as a senate officer, then in some other capacity related to campus governance. Thus, it is not surprising to find that only 11 subjects (13.2%) identified themselves as more active or much more active while 53% were among the those who were not active at all or much less active.

Efforts at correlating this key variable with other variables in the study resulted in the identification of no strong relationships. Chi-square tests indicated that there is a relationship between activity and agreement with the statement that former senate officers should be encouraged to remain active in order for faculty to function effectively in shared governance $X^2 (16, N = 83) = 36.31, p < .01$. Other tests of significance supported the independence of activity from other variables in the study.

Experiential Data

The remaining data derived from the SPS were related to subject's perceptions, motivations and attitudes arising from the experience as senate president. The majority of these questions were presented in a Likert-type format although two questions specifically requested written responses. Depth and meaning in these areas was probed in greater detail during the interview phase of this inquiry.

Perception of peers. Former senate presidents were asked to take a critical view of their peers and to assess, from their own perspective, the prevailing attitude of most faculty toward the role of faculty in college governance during the 1985-86 year. Responses ranged from preferred collegial pattern to hierarchical. These descriptors, derived from Williams et al. (1987) are related to Bolman and Deal's organizational frames (1984) and have been elaborated upon and adapted to the academic organization by Bensimon (1987) and Baldrige (1988). They provided a range of possible governance models which are employed at community colleges from which the subjects might choose.

Data summarized in Table 6 indicate that none of the former senate presidents viewed their colleagues as preferring a hierarchical form of governance in which an administrator made decisions without faculty input. However, 7.2% indicated that they believed that their faculty colleagues preferred a somewhat hierarchical pattern of governance in which administrators made decisions with some faculty input. Perceived preferences for collegial (37.3%) and somewhat collegial (31.3%) modes were the responses presented by the majority of subjects. The most

disturbing figure perhaps is the perception among 22.9% of senate presidents that their colleagues were disengaged, that is, they viewed their colleagues as not caring about campus governance or decision making.

Assuming the responsibilities of shared governance is a demanding task. A question appearing on the SPS asked the senate president's perception of faculty's willingness to engage in governance activities. Optional responses ranged from very involved in which the FSP believed that a majority of faculty participated in governance activity regularly to uninvolved in which the majority did not. Results indicated that 45.8% of FSPs described their faculty colleagues as being moderately involved characterized by some faculty participating regularly. Nearly 40% described their colleagues as participating only when issues were perceived as important. Small and nearly equal numbers reported that the majority of faculty were either uninvolved or very involved in governance activities (see Table 6).

Perception of the relationship between the senate and administration. Presidential perceptions about the relationship which existed between the senate and administration during the president's term of office indicated that relatively few (9.8%) saw the relationship as openly conflictual (see Table 6). Conflict was defined for respondents as a situation in which the senate and administration disagreed or did not confer on college governance issues. At the opposite end of the agreement/disagreement continuum, an identical number and percentage (9.8%) of respondents described an openly cooperative relationship between the senate and administration. Cooperative was defined as a

relationship in which the senate and administration conferred or agreed on all governance issues. The largest percentage of responses (46.3%) occurred among those who described the relationship as somewhat cooperative; that is the senate and administration conferred or agreed on most matters of college governance. One relationship which was of interest was that in larger colleges, conflict appeared less frequently.

Relationships between faculty and administration can be volatile at times. Strained relations can be both personally and professionally taxing for those charged with representing the concerns of constituents and the institution. It was believed that responses to this question could be used to assess the degree of conflict perceived by senate presidents and further examine the potential impact of conflict on willingness to remain active or to assume a leadership position in the future. While only eight subjects indicated that relations between the senate and administration had been clearly conflictual at their college during 1985-86, three fourths of those respondents indicated that they were less or much less active than they had been during the senate presidency.

Perceptions of shared governance. Senate presidents were asked to indicate their level of agreement with the statement "In order for faculty to function effectively in shared governance, the senate must actively participate in decision making at all levels." The purpose of determining the level of agreement with this statement was to assess the FSP's perspective on the appropriate role of the senate in a shared governance mode. This did not assume that shared governance was necessarily the model in use at a given institution but rather to solicit current opinion

about the senate's appropriate role. It should also be noted that the term shared governance was not defined for those responding to the SPS and thus answers may reflect a variety of individual definitions of the concept. For the purposes of this study, shared governance as defined in Chapter One is a process by which policies and procedures are adopted through mutually interactive exchanges between an institution's constituent groups. Literature related to the concept was reviewed in Chapter Two.

Seventy one percent of former senate presidents strongly agreed with the statement and 24.1% agreed somewhat with the statement. Only four individuals (4.8%) had no opinion or disagreed with the statement (see Table 6). The indication is that former senate presidents are strongly committed to the notion of senate participation if faculty are to function effectively in shared governance.

Perceptions of senate effectiveness. A Likert-type scale was used to evaluate the president's level of agreement/disagreement with the statement: "In order to function effectively, the senate needs to encourage continued activity among its former officers." The continuity factor raised in the first chapter is a significant one in the mind of this researcher. This is particularly the case when one is charged with representing the professional interests of colleagues in a typically political/bureaucratic, but evolving environment common to many community colleges. This is further complicated by the inherent distrust that Americans in general and academic professionals in particular seem to exhibit in our leaders (Bellah

et al., 1985). While emerging leadership theory suggests that leadership is temporal and that leaders must be willing to exchange places with followers, in pluralistic organizations with a complex and poorly articulated mission, there is a pragmatic need to have at least nominal leaders in temporary leadership positions speaking a common language. This is perhaps most applicable if faculty as a group are to have their professional status recognized and their positions regarded as reasoned and thoughtful. It is a challenge to sustain the delicate balancing act of maintaining the role of employee and active participant in shared governance. Keeping former senate leaders involved in the process is one way of achieving some level of continuity and consistency. This question then tests that impression against the opinion held by former senate presidents.

The majority (50.6%) of FSPs strongly agreed that the senate needs to encourage continued activity among its former officers. Only one person disagreed at all with the statement (see Table 6). It would seem evident from these figures that the senate must commit itself to finding ways to utilize the experience of its former officers. The corollary course is that those who serve in leadership positions must commit themselves to ongoing service in some capacity. The leadership/followership equation is reversible but it requires willing engagement to remain functional.

Table 6
Summary of Presidents' Perceptions About Faculty and Governance

Variable	N	%
Faculty Preferences For Governance Role		
Collegial	31	37.3
Somewhat Collegial	26	31.3
Disengaged	19	22.9
Somewhat Hierarchical	6	7.2
No Response	1	1.2
Faculty Participation In Governance		
Very Involved	7	8.4
Moderately Involved	38	45.8
Occasionally Involved	33	39.8
Uninvolved	5	6.0
Senate/Administrative Relationship		
Cooperative	8	9.8
Somewhat Cooperative	38	46.3
Neutral	14	17.1
Somewhat Conflictual	14	17.1
Conflictual	8	9.8
Senate Involvement in Decision Making		
Strongly Agree	59	71.1
Somewhat Agree	20	24.1
Neither Agree nor Disagree	1	1.2
Somewhat Disagree	1	1.2
Strongly Disagree	2	2.4
Encouraging Former Officers		
Strongly Agree	42	50.6
Somewhat Agree	35	42.2
Neither Agree nor Disagree	5	6.0
Somewhat Disagree	1	1.2

Open-ended questions. The question of continued participation was deemed important enough to probe in greater detail in the SPS. To that end, written responses were requested which asked respondents how former senate officers might be encouraged to continue participation in faculty and college governance activities. The goal of this question was to solicit ideas on how this might be accomplished.

When asked about how former senate officers might be encouraged to participate in college and faculty governance activities, 91.5% of the subjects provided an answer. Three fourths of those responding provided answers which were largely structural in content. That is, they suggested that former officers be incorporated into committees or steering groups in some manner, either formally or informally as a matter of course. One simple suggestion repeated frequently was that continued participation can often be encouraged by simply acknowledging the individual's contributions, calling upon their experience and inviting their participation. As one former senate president replied succinctly, "Ask 'em!" This is perhaps the simplest, most effective and most overlooked answer to the problem of maintaining involvement among experienced contributors to institutions of all types.

A small group (3.9%) suggested that some incentives such as reassigned time be provided for former officers to facilitate continued participation while 6.6% indicated that there was little need to keep them involved (see Table 7). One former president who described himself as not active at all said, "Maybe it is best just to let them go and allow new

leadership to develop." Eleven respondents provided answers which were idiosyncratic.

When asked the question, "What were your specific reasons for choosing to serve as senate president in 1985-86?" a number of interesting responses were revealed. Why individuals chose to serve as senate president seemed to fall into one of four somewhat distinct categories. One was a perceived responsibility to the institution or colleagues. This was perhaps typified by written responses to the question such as: "I felt it was my turn and I felt strongly about maintaining quality education and shared governance." This kind of comment, typical among more than two thirds of those who responded, reflected some feelings of responsibility as the motivating factor. However, nearly one third of this group came to the job reluctantly as reflected in some of the more cynical responses such as "It was an ugly job and somebody had to do it" and "Drafted! A big job needed to be done and many were merely giving 'lip service' instead of 'real service'."

A second theme appearing in the comments with as much frequency as "responsibility" were comments which reflected some sense of efficacy or ability to effect some change. These were largely expressed as perceptions of personal power or ability to influence outcomes as reflected in comments such as "I thought I could make a difference" and "The senate was dormant and reactive; I wanted to awaken it and make it proactive and create new goals and objectives." "I hoped to improve senate involvement in governance matters. Hoped to be able to improve senate 'image' and confidence with the faculty at large." The specific use

of the personal pronoun "I" in connection with the efficacy issue was very common among respondents in this category although a more collective sense was indicated by some as exemplified by the following remark: "A strong senate with veteran faculty was needed to counteract a weak Superintendent/President." Responses in this category generally reflected a less passive, more assertive mind frame than the previous "responsibility" oriented answers.

Twenty percent of those who responded to the question of why they served as senate president reflected some notion of special abilities which the individual perceived themselves as having (see Table 7). Often this was related to some experience quotient as exhibited by statements such as "After several years as a Senator, I felt prepared and interested in influencing decisions and effecting results on behalf of the faculty." Several respondents in this category also used the term "leadership" such as "...the faculty through its senate needed to be represented by a leadership with strength and experience. I had some of both and surrounded myself with similar officers" or "Thought I was one of the best to lead."

The fourth category of replies to this question revealed some interest in pursuing the job as a form of personal or professional development. While relatively few responses fell in this category, they were typified by comments such as "Chance to learn new skills."

Finally there were a few remarks which were idiosyncratic and which did not fall clearly in any of the previous categories. Table 6

summarizes the categories of responses for these two open-ended questions.

Table 7
Written Responses

Variable	N	%
How to encourage continued participation		
Structural	57	75.0
Provide Incentive	3	3.9
Not Necessary	5	6.6
Idiosyncratic	11	14.5
Why did you serve?		
Responsibility	28	35.0
Efficacy	28	35.0
Qualifications/abilities	16	20.0
Personal/Professional Growth	4	5.0
Idiosyncratic	4	5.0

The Composite Profile

If one were to attempt to construct a typical profile of an individual who served as senate president during 1985-86 based on the most frequent responses on the SPS, the individual would most likely appear as a white (90.4%) male (73.5%) between 45-54 years of age (61.4%) (see Table 1). He probably held a masters degree (73.5%), served as an instructor (71.1%) and had been at the college between 11 and 15 years (see Table 3). The most frequent subject area taught by respondents was in the Social and Behavioral Sciences followed by the Humanities although 39% of respondents reported teaching assignments in two or more disciplines. The individual had probably (63.9%) never held a contract

position at another college, had served on the senate between six and nine years (43.4%) and had held some other senate office other than the presidency (83.1%). The typical former senate president is probably less active or not active at all in college governance activities (53%) following their terms, and yet would serve again in that office if the opportunity presented itself and would also encourage others to serve (see Table 5).

Variable Relationships

Efforts at discerning statistically significant relationships among the variables proved difficult given the small population of the group under study. Pearson pairwise correlations between variables are summarized in Table 8.

Table 8
Summary of Pearson Correlation Coefficients

Variables	r
Senate/Administrative Relationship x Mean Salary	-0.383
Senate/Administrative Relationship x College Size	-0.326 *
Senate/Administrative Relationship x Would Serve Again	0.305
Encourage Continued Participation x Mean Salary	-0.345
Years Employed at College x Age	0.503 **
Faculty Preferences x Faculty Participation	0.411 **

*p < .01. **p < .001

Moderately negative correlations are observed between mean salary in the district and senate/administrative relationships ($r = -0.383$) and size of the college ($r = -0.326$) (see Table 8). Not surprisingly, the lower the salary in the district, the higher the likelihood of one describing the relationship as conflictual {low =1, 1=cooperative}. However, the relationship between size and conflict levels is somewhat remarkable since the weak negative correlation would indicate that conflict levels were higher in smaller institutions. This may be an indication that smaller colleges seem to experience more conflict, perhaps incidently related to extra demands placed on fewer faculty or funding and stability concerns.

The variable which describes the perceived relationship between the senate and administration is weakly correlated with the FSP's willingness to serve again as senate president ($r = 0.305$) (see Table 8). The expectation that highly cooperative relationships between the senate and administration could be correlated with continued participation among FSPs can not be confirmed from this weak correlation.

Participant agreement with the statement about the need to encourage continued participation among former senate officers showed a weak negative correlation with mean salary in the district ($r = -0.345$) thus the relationship between salary and the belief that senates need to encourage ongoing participation among former senate officers in order to function effectively seem to increase as salaries decrease {low = 1, yes =1}.

There is a moderate correlation between age and the number of years which the subject has spent at the college ($r = 0.503$). The indication is that older FSPs have probably been at their respective college longer

than younger individuals. This is perhaps remarkable only in that the correlation in this instance is not higher.

There appears to be moderate relationship between subject's perceptions of fellow faculty attitudes toward governance and the subject's assessment of the level of participation among faculty in governance activities ($r= 0.411$) (see Table 8). The implication is that FSPs perceive that their colleagues are most likely to be active at those colleges where shared governance is the preferred method.

Perhaps the most significant finding related to the relationships among variables in this study is that there are few significant relationships which can be clearly identified. It is particularly notable when current activity levels are correlated with other variables given the issue of continued participation among former senate leaders raised in this study. The difficulty in finding statistically significant correlations in a study with a sample size as small as this underscores the necessity of approaching the problem from multiple perspectives.

Interview Results

Phase Two of the study in which subjects were identified via random sampling of two subpopulations resulted in interviews of a total of 12 of the 83 respondents. This provided qualitative data from 14.46% of the sample which represented 11.3% of the entire population.

Table 9
Summary of Interviewee Characteristics

Variable	N	%
Age		
25-34	1	8.3
35-44	1	8.3
45-54	7	58.3
55 and above	3	25.0
Gender		
Female	3	25.0
Male	9	75.0
Ethnicity		
White	12	100
Highest Academic Degree		
Masters	9	75.0
Doctorate	3	25.0
Current Job		
Counselor	1	8.3
Instructor/Professor	9	75.0
Librarian	1	8.3
Administrator	1	8.3
Years Employed at College		
6-10	2	16.7
11-15	4	33.3
16-20	3	25.0
More than 20	3	25.0
Other Contract Positions		
None	7	58.3
One	3	25.0
Two	1	8.3
No Response	1	8.3
College Size		
Small	3	25.0
Medium	4	33.3
Large	5	41.7

Forty four individuals identified themselves as Not active or Much less active (see Table 5). Thus, six subjects of this group represented 13.6% of those who had disengaged. Six interviewees represented a much larger sample (54.54%) of those identifying themselves as More active or Much more active.

Of those FSPs randomly selected for interview, all were white, three fourths were male and 58.3% were in the 45-54 age group. Nine (75%) held a masters degree, the remainder, a doctorate. While nine (75%) were classroom instructors, a counselor, librarian and an administrator were included in the interview phase of the survey. The majority (58.3%) had not held a contract position at another college and had been employed at their colleges at least six years. One fourth of those interviewed had been employed at their colleges at least 20 years. FSPs from small, medium and large colleges were represented. Interviewee characteristics are summarized in Table 9.

The senate history of those interviewed is summarized in Table 10. The data showed that half of the respondents had served between six and nine years on the senate, 75% had held an office other than the presidency and 41.7% indicated that they would serve as senate president again if given the opportunity. When asked if they would encourage others to serve as senate president, responses were equally divided; 41.7% said that they would and 41.7% said they would not. Two were undecided about the matter. The data suggest that a random sample of those selected for interview is representative of the population at large.

Table 10
Summary of Interviewee Senate History

Variable	N	%
Years of Senate Service		
2-5	2	16.7
6-9	6	50.0
10 or More	4	33.3
Other Offices		
Yes	9	75.0
No	3	25.0
Would Serve Again		
Yes	5	41.7
No	2	16.7
Undecided	4	33.3
No Response	1	8.3
Would Encourage Others		
Yes	5	41.7
No	5	41.7
Undecided	2	16.7

All of the initial twelve subjects agreed to the interview and allowed audio tape recordings which were later transcribed. Comments included in this chapter have been extracted from those transcriptions, recordings and field notes. Subjects were assured of anonymity in their remarks and thus some statements may have been altered to mask the commenter's identity. It is also for this reason that all respondents are identified using the masculine pronoun. All interviewees were asked to address similar questions as presented in the interview guide (Appendix E). However, responses often raised other issues of relevance to this study and those lines were followed where appropriate. The

semistructured telephone interviews lasted from under 30 minutes to well over an hour. Variations in duration were attributable to the subject's depth of responses and the willingness to explore related experiences and perceptions.

Ten Recurring Themes

During analysis of the interviews, it became apparent that among the twelve subject's responses there were recurring themes. Undoubtedly some of these were triggered by specific questions, but others appeared within entirely separate contexts.

The tumultuous year. Three FSPs who were interviewed in this study volunteered early during the interview that they felt that 1985-86 was an unusual year at their colleges. They described conditions in which faculty became actively involved in the removal of the CEO of the college or district. One described in great detail events which bordered on complete anarchy with administrators "being fired and resigning right and left" and a faculty senate president who did so as well. Similar, and in one case almost identical problems were reported by other FSPs in the study. Given the sampling regimen employed in selecting interviewees, it is likely that such turmoil may have been occurring elsewhere within the system as well.

One FSP suggested that the cause of the troubles at his college could be linked to the cumulative effects of restricted financing.

Restricted funding was forcing colleges to take drastic steps and to cut back on expenditures. The first thing that happened when everything hit the fan was when the administration moved to begin

cutting courses. It was like under that kind of pressure, all the weaknesses of the administration really came out. We got along during the good years and learned to work around it, but there were no really tough calls until the finances were cut back and that really pushed the problem to the fore.

While it was stated earlier that 1985-86 was not selected as the particular study year because of any particular planetary alignment, it does appear that in the minds of some of the FSPs in this study, it was a year of some unusual degree of tension at many colleges. It is not possible nor is it the intent of this study to validate that perception.

Faculty perceptions of the senate. One of the early questions posed in the interview asked the FSPs if they believed that their faculty perceived the senate as having an effective role in governance at their college. Responses to this question often involved AB 1725 and the mandates contained therein. This legislation has had the effect of transferring a great deal of power to faculty through their senates. As one FSP remarked, "People realize that this is the first time faculty have been given an opportunity to take a much more active part in any administration or in the running of an institution. As such, it is incumbent upon faculty not to blow this chance."

A more cautious view was expressed by another FSP. "I think a part of the problem is that generally faculty don't understand what the senate can do for them. It's just sort of crept along and it hasn't been put into their minds exactly."

Perhaps the most intriguing response from the standpoint of this study was given by an FSP who saw the problem of faculty perceptions of the senate thusly:

There are two aspects that play a critical role on the perception of faculty at any given time: Do you have a good senate that is accomplishing things? and Are you able to move things along up through channels to get board approval?

In the mind of this respondent, that success or failure was directly attributable to the leadership of the senate.

If the senate president is dead, the body as a whole is dead. If the senate president is really effective, he can motivate everyone else to get involved and then the senate is going to be viable. The senate president has to be the communicator.

While the issue of the effectiveness of senate leaders has been addressed only tangentially in this study, this individual's comments echo many of those found in the leadership literature (Burns, 1978; Kanter, 1977; Peters & Waterman, 1982).

Senate and union relationships. An intervening variable which presents a challenge to correct interpretation of this data is the problem of separating things which are in the domain of governance and senate responsibilities versus other potentially conflictual matters related to salary and working conditions. While this study did not initially seek to discern the operational or philosophical relationships which existed between senates and collective bargaining agencies traditionally charged with addressing issues of salary and working conditions, the issue was

repeatedly raised by FSPs during the interview phase of this study. Every person interviewed volunteered information regarding the relationship of the senate and union at their schools.

The relationship between these two faculty agencies is an important issue because reform legislation defines senate responsibilities in shared governance while leaving questions related to salary and working conditions within the domain of collective bargaining. Most of those who addressed the association question indicated that a cooperative working relationship between the two agencies existed. Three FSPs noted that there had been some ongoing conflict between the senate and the union. One of the accomplishments recognized by one FSP was one of his ability to resolve bickering which had been occurring between the two elements during the study period. The conflict appeared to be exacerbated as an authoritarian college president found his position being challenged by angry faculty and a political process of influence brokering among faculty agencies had ensued.

Another FSP found his position particularly difficult because he was not a member of the union. He felt pressure to become part of the union and resisted. Conflict for this individual was heightened by the fact that as a member of the counseling staff, he felt that the union had "...done nasty things to us in counseling over a period of years. It's very easy for counselors not to be considered part of the faculty. They are part of our faculty and I think they need to continually reinforce that." This remark tends to corroborate Seidman's (1985) observation that counselors occupy

the lowest position on the collegial totem pole and thus contributes to further division and potential ineffectiveness among the faculty.

One individual described how his school had established a working relationship between the senate and union by placing union officers on the senate in an ex-officio capacity. "They (union officers) need to be informed, but nonvoting" was his perspective. However, closer ties were noted in other colleges. One FSP had actually held both the senate presidency and union presidency simultaneously for a brief time. At another college, senate functions actually seem to have been subsumed by the union. The FSP describes the current senate president and the senate thusly: "The senate president is substantially a union person. He has said that and acknowledges that. You couldn't say that he was a mole because the whole senate is made up of union people."

The State Academic Senate. An area of comment arising in the course of the interviews for several of the subjects was a perceived negative relationship between the local senate and the Academic Senate for California Community Colleges (ASCCC). While there was a tacit understanding that ASCCC had played a role in the passage of AB 1725, the overall perception of the organization and its effectiveness at the local level among FSPs was generally unfavorable. One FSP facing turbulent times at his college had turned to ASCCC for advice and support.

We did try to get help from the State Senate, and I always got the feeling that we were interfering with their state legislative stuff.

They really didn't want to spend time. There's no plan, and I think

they haven't a clue what to do to help the individual schools who are trying to build up their senate."

His remarks about his experiences with ASCCC, while particularly pointed, were echoed by others.

A perception of ASCCC arose again from another FSP who responded to a question regarding his most disappointing experience.

I suppose the continuing thing to me was to continue to go to State Academic Senate meetings. As near as I can determine, they tended to be people, not all of them, but the core attempted to be people who apparently had been there for quite some time, and there seemed to be a core that pretty much manipulated it the way they wanted it to go. I felt like they were becoming very elitist in their approach to higher education. I sometimes had the feeling that perhaps they were frustrated and in variance with what I think the community college is all about.

Not all comments from FSPs about ASCCC were negative. One individual saw the contribution of the statewide organization as very positive as it served as an information source for faculty.

I think that prior to the 1980s information that was coming down from the state always came back to the community colleges via administrators. The Academic Senate started getting influential and all of a sudden here were all of these faculty coming back with as much information as the administrators. I was quite impressed with what they were doing, and I liked the sort of democratic way they did it. I also tried to push to have a little more thought about

the local groups, both in the unions and the Academic Senate there was so much about what we're doing statewide. They forgot that there are local groups that need help in leadership training, so that did come about at least in the Academic Senate.

It should be reiterated that the interviewer did not address the role of ASCCC directly or indirectly and these comments were volunteered during the course of the interview. Conversely, within moments of introducing the purpose of the interviews as a part of the study on the senate president experience, two FSPs volunteered their enthusiastic support of FACC (Faculty Association for Community Colleges).

AB 1725. AB 1725 adopted by the California legislature in 1988 is now incorporated into sections 87350 et seq. of the California Education Code (West, 1989). This legislation specifically identifies the senates and governing boards of local community colleges as the agencies which are jointly responsible for developing policies and procedures related to required competencies, service areas, hiring, tenure and evaluation of community college faculty.

While AB 1725 is popularly regarded as a significant effort in bringing faculty into the governance of their colleges not all FSPs embrace it unequivocally. One person who felt that one advantage of being a faculty member is that "faculty can pick and choose issues in which they wish to become involved" saw AB 1725 as detrimentally restrictive. "It gives less choices and more obligations than in '85-'86. I feel like what they have done is to take the worst of K-12 and the worst of higher education and combine it to see if we can hack it." Another put it a bit

more succinctly. "I think 1725 is the biggest pile of garbage that I've ever seen in my life." Both of these respondents prefaced their remarks by noting that their opinions ran counter to the popular wisdom.

Most other FSPs held views which were more moderate. But overall, the sense that was relayed was more of a "wait and see" attitude.

Motivation for serving. The interviews reaffirmed rather clearly that reasons for choosing to serve as senate president fell into the broad categories of responsibility, efficacy and special skills which had been identified during Phase One of the study. Among those who could be identified within the "responsible" category was one who said "Well, I kind of fell into it. They needed somebody new that didn't have a lot of old baggage hanging around their neck, so I was a good person at the time." None of the FSPs admitted to actively campaigning for the position and most expressed relief that they were no longer in that position. As one FSP described his feelings about faculty leaders "The people I think I have the most respect for literally run and hide unless leadership is really pressed upon them." The reluctance among faculty to step forward in leadership positions appears to be ongoing. A colorfully revealing special skill identified by one FSP appeared as he described himself as a "headhunter".

Perhaps the most "visionary" motivation statements came from an FSP who fit the archetype almost perfectly.

My motives were, I think, pretty conscious. I wanted to do some good. I wanted to raise the level of consciousness. I wanted to bring a sense of calling. I wanted people to have a sense of calling

as teachers and as professionals. To get back to that sense, I tried to define the senate as a custodian of things higher in excellence and values and all that sort of thing. The senate was sort of the overseer, the custodian of our higher worth, of our professionalism at this college. That's what I tried to make it be.

Greatest disappointments. Undoubtedly the most compelling and recurring theme echoed by nearly all of those interviewed was in response to a question regarding the disappointments experienced by former senate presidents. That theme was a lack of unity and support among faculty colleagues. "My colleagues, that was probably the most disappointing experience. It was real tough to get the group to work together and stay together and not to defect behind your back." said one. "No question about it. It was the inability to really get people interested and to serve on committees." said another. Another reflected:

Actually the most disappointment came from the faculty itself. I was hoping that they would jump on the bandwagon with me and push for shared governance and they sort of backed out. They're not willing to do what I thought they would be willing to do. That was real disappointing.

One final cynical remark from yet another FSP follows.

I'm all for shared governance. It requires a lot of work and it requires a willingness of the participants to really have their homework done; to study and be informed. This faculty doesn't want to do that very much. Except you will find it doing its homework and staying up late on, guess what issue? Money!

When salary time comes, and the cards are down, you'll find that everybody gets real interested and they'll talk COLAs and percentages with the best of them. But boy, once that issue is gone, brother, you couldn't find an informed person with a search warrant around here!

The subject of faculty apathy appeared in almost every interview. When asked about the source of apathy among faculty colleagues some similar comments arose.

I think a lot of it probably is, as you do things for a great number of years, you lose your interest, you lose your enthusiasm. But also I think it has to do with boards of trustees and administration, not just giving faculty an opportunity for input and to listen. In other words, they give lip service to participative management or shared governance, but in reality they just kind of do their own thing. I think it's a combination of both.

As the interview analysis progressed, it became apparent that an unresponsive, hierarchical administration has a chilling effect on shared governance. It is an effect which may last well beyond the reign of the administrators. It manifests itself in a number of ways but perhaps none so frustrating to faculty leaders as the inability to engage faculty in the governance process. Recalling that faculty can assert their individual power by refusing to participate; by being neither a leader nor a follower leads one to consider the complexity of the problem of participation in an autocratic system.

One FSP described the effect of a particularly autocratic president as follows:

We are all casualties of that president's era when it was clear that we did not have a meaningful role to play. With this man as president we learned to lower our expectations. Faculty tended to bow out. Little interest was expressed in senate matters. Trying to get individuals involved in committee work, on professional concerns was futile because the final product that would come out of all those committees was generally ignored. But now we have to reeducate faculty, that we're back to where we should have been all along. It is starting to dawn on them that we have a role to play in governance.

This perception was repeated by another FSP.

I think under the old regime one of the things that discouraged this campus was that ideas got axed long before it ever had a chance. It had to go through deans and the president before it ever got to the board. When it finally got to them, it became apparent that your board was just listening to the administrators because there was nonexistent rapport between faculty and the board. When that happens, everybody just gets discouraged and withdraws.

The miasma of faculty apathy and withdrawal is undoubtedly at the root of the disappointments expressed by the FSPs in this study. Failure by faculty to support a colleague has left an indelible mark on many. The opinion of several FSPs is that apathy is like gravity; it flows from the top down.

Continued participation. Following analysis of the interviews, it became very apparent that one's current level of activity in campus and faculty governance was of little value in predicting one's future intentions in that regard. One individual who had described himself as much less active now than during his term as senate president had actually assumed a major role in faculty development at his college. Conversely, one individual who has continued to serve as a senate president at his college and who described himself as much more active now than during the 1985-86 study period indicated that his status would soon change. " I'm checking out. This is it. This is my swan song, my last semester."

For the most part, the issue of continued participation was unsettled in the minds of those interviewed. When asked if he would serve as senate president again, an FSP who currently described himself as much less active said with some enthusiasm:

Oh, yes! I would go back, but it would have to be a different set of circumstances. I would have to be more well received, I'd have to have some more support. I'm not going to bloody my nose again. Yes, I would go back. I believe in the senate. The senate is the one and only thing that we have going for us. It's sort of the one agency that will make a difference in community colleges.

Of those who said that they would serve again there usually seemed to be some contingency attached to it such as the one FSP who's waiting to see what his new college president will be like or another who would serve if a particular issue arose about which he felt strongly.

Disengagement. Disengaging from the process of governance did not seem to be a permanent condition for most FSPs interviewed in this study. Two reasons seemed to be cited most often for withdrawing, at least temporarily. These were a sense of having done their part and wanting to go on to other things, perhaps coupled with fatigue. The remark which follows is fairly characteristic of that sense. "Sometimes you get really discouraged. You take an issue that doesn't get resolved and you feel like you've been burnt by the administration and maybe by the faculty too."

One FSP who had been particularly active during an administrative shake-up at his college said following his difficult year, "I retired from everything. I was just spent at that time. I really haven't gotten involved in anything until the last few weeks."

Secondly, there was a sense of alienation that arose among some as a direct result of their experiences as senate president. One veteran described his sense of alienation like this:

I was always pretty high on this place. I really like the setting and I just thought things were pretty ideal for teaching here until I really, really, got a sense of this faculty. I did that when I took over the senate. I sort of saw it for what it was and then as a result, the last couple of years since I've been off the senate, I have not felt good about joining anything. I've sort of withdrawn. The experience really did alienate me.

Another veteran with a similar number of years of community college experience describes his current status and attitude thusly:

My stock goes up and down radically on this campus. Either I'm this hallowed faculty leader with heads on my belt, or I'm a nobody and right now I'm a nobody. I've no desire to be involved in senate activities or even any sort of unified faculty activity. My attitude is kind of 'I'm up to my ears here trying to slug through this as an individual person who happens to be at this campus trying to make sense of this and do something valuable here.' If there's any issue of importance, I figure I'll read about it in the newspaper or I'll get a 15th notice or the college president will come down to my office and that'll get my attention. Then I'll be forced into taking a position, but beyond that, the mechanism of shared governance, boy, I could care less. To me its going to be simply business as usual. Again, maybe that's cynicism. Maybe that's a perception of real disconnectedness and maybe just a healthy or unhealthy but wholehearted contempt of bureaucracy or the bureaucratic process.

When asked if he would consider reentering the process he responded:

I get these pangs. I don't see that being in a faculty leadership position is going to improve my lot in any sense; it certainly may make life tougher for me. My whole motivation, maybe my effectiveness, is that I try to look at the principles and come from that position; a powerful position to come from instead of individual personalities or whether I like someone or don't. But boy, that takes a tremendous amount of emotion. It takes a real toll

to be in those kinds of positions when things are tough. And I certainly don't have the courage to be in that kind of position when things are routine. That's too much for me. To sit, to meet, to deal with issues of secondary or tertiary importance; I really don't want to preside over that kind of bureaucratic work place.

What was learned from the experience. Being engaged in the effort to solve problems provided a different perspective for FSPs on the job faced by administrators. "The common faculty member is not really privy to the background information necessary to make administrative decisions. You're taking the effects of these decisions but you're never engaged in trying to help solve the problem. When you've seen the problems first hand, instead of being resentful, you begin to say well, now, how are we going to handle this?"

Service as a faculty senate president had the effect of providing greater understanding about the problems inherent in managing a community college. In some cases it also generated some empathy for those in administrative positions. As positive as those perceptions of administrators may have been, it must be concluded that the FSP experience resulted in a much less flattering view of faculty colleagues.

One veteran FSP summed his view of the experience and the lessons of leadership thusly: "My overall lesson is very important: The leadership of the senate has to be taken by people who have the courage to take a stand, even though it may be threatening to their own position."

As a result of their experience, FSPs learned about their colleges, their colleagues and themselves. While what was learned was not always

positive, it added a dimension to the perspective of these faculty members which might not have been achieved in any other way.

The Research Questions Revisited

By way of drawing these findings together, it would seem prudent to frame them within the context of the research questions.

Research Question One

Do former community college faculty Senate presidents continue leadership activity following their terms as Senate presidents?

- a. Why do some remain active in community college leadership roles?*
- b. Why do some become inactive in community college leadership roles?*

The answer to the primary research question is fairly clear. On the basis of the response to question number eleven which asked the subject to describe his or her current level of governance activity, the majority (53%) of former senate presidents described themselves as much less active or not active at all in campus governance activities since their term of office. The largest single category of responses to this question was much less active (45.8%). However, 33.7% did report their current level of activity as about the same. Only 13.2% indicated more activity following their service. During the interviews, it became apparent that disengagement was not necessarily a permanent state even among those who had done very little since their senate presidency. One FSP who described himself as much less active indicated that he had just recently become involved again in some campus issues which he felt were important. Another had taken on new responsibilities in management and another in faculty development.

Continued engagement in governance activities could also be assessed by an expressed willingness to serve again in the senate presidency. When asked if they would serve as senate president again, 42.2% indicated that they would, 22.9% would not while 33.7% were undecided about serving again (see Table 5). The interview data certainly suggest that repeating service is contingent upon certain conditions for many and most expressed the hope that others would step forward and assume that role. Willingness to serve again differed between genders. 63.6% of females indicated that they would while only 35% of the males so indicated. This despite the fact that over one half (50.82%) of the men were much less active or not active at all while 59% of the women so described themselves.

Table 11

Crosstabulations of Gender by Activity and Future Service as Percent

	Activity			Serve Again		
	Less Active	No Change	More Active	Yes	No	Undecided
Gender						
Male	50.8	37.7	11.5	35.0	25.0	40.0
Female	59.0	22.7	18.2	63.4	18.2	18.2

Given popular misconceptions about aging and declining activity, one might have expected that those in the oldest age category, 55 and above would have been the most likely to indicate inactivity. An equal percentage (43.75%) indicated their level of activity as about the same as did those who described themselves as much less active and not active at all suggesting that inactivity as defined in this study is not clearly age related. Interestingly, more than 60% of those in the 45-54 year age bracket were less or much less active now than they had been as FSP. Similar assumptions about declining willingness to serve again among those 55 and category also proved to be unfounded. While one third of former senate presidents 55 or over indicated that they would not serve again, nearly 27% said that they would. The largest category of respondents (40%) were undecided as indicated in Table 12.

Table 12

Crosstabulations of Age by Activity and Future Service as Percent

	Activity			Serve Again		
	Less Active	No Change	More Active	Yes	No	Undecided
Age Group						
25-34	0	0	100	100	0	0
35-44	42.9	57.1	0	42.9	21.4	35.7
45-54	60.8	25.5	13.7	45.1	21.6	33.3
55 +	43.8	43.8	12.4	26.7	33.3	40.0

The secondary research questions regarding continued activity are far more equivocal. Statistically significant correlations regarding possible causes for continued engagement or disengagement were not evident from Phase One of the study. The strongest clues in answer to these questions lie in the interview data. The message of both the disengaged and more active FSPs is that the senate presidency takes its toll both personally and professionally. It is a demanding job requiring both courage and sacrifice. Given the idiosyncracies of the community college environment and its professorate, it is perhaps more surprising that any remain engaged for a prolonged period. Those who do seem to be able to resist the temptation to fall into despair and alienation.

Research Question Two

What are the expectations and motivations for service as faculty senate presidents and do they differ among:

- a. those who remain active in community college leadership roles?*
- b. those who do not remain active in community college leadership roles?*

Those most likely to identify themselves as more active or much more active described their reasons for serving along lines of responsibility or perceived special abilities. Conversely, two thirds of those describing themselves as not active at all gave reasons for serving that reflected the theme of responsibility. Superficially, it would appear that an initial reluctance or passivity about serving might be related to later activity or lack of it. However, little correlation between current

activity level and reasons for serving initially could be demonstrated by the Pearson r .

When asked during interviews if the FSP had any particular expectations upon entering the job, a variety of responses were given, most reflecting some vague notions about it "being a tough job." When compared with responses related to greatest disappointments however, it became clear that anticipations of support from colleagues were underlying the expectations of many.

Research Question Three

What characteristics are shared among:

- a. those who remain active in community college leadership roles?*
- b. those who do not remain active in community college leadership roles?*

Individual characteristics such as gender, age, ethnicity, education and experience could not be correlated with any statistical significance with one's likelihood of remaining engaged in leadership roles and governance activity in this study. Interview data suggest that engagement is a transient event and one's activity level one day might very well change drastically the next. This might help to explain the lack of correlation observed in the SPS data.

Perhaps the most interesting observation made about the two groups of interviewees was the ones who had dropped out were those who expressed both the greatest degree of disappointment in their faculty colleagues and who had perhaps the least concrete goals and most visionary motivations for assuming the job in the first place. While there were two among the disengaged who expressed concrete goals such as

rewriting the constitution and conducting an effective program review, the others in this group spoke of "raising faculty dignity", "instilling a sense of values and professionalism" and "holding the institution together while weathering the rough times." Among those who had remained engaged and active there appeared to be more pragmatic and functional goal emphasis. While there were some similar idealistic goals voiced by some who had remained active, they tended to be expressed with less passion.

Research Question Four

What institutional characteristics are shared among:

- a. those who remain active in community college leadership roles?*
- b. those who do not remain active in community college leadership roles?*

There were no statistically significant correlations which could be drawn between current activity levels and institutional data such as size or age of the college, mean salaries or ages of faculty. No other institutional factors could be identified as a result of the interviews which might be related to differences in activity level among FSPs. As in the previous research question, the suggestion of transient engagement is supported.

Research Question Five

What reflections regarding their experience are shared among:

- a. those who remain active in community college leadership roles?*
- b. those who do not remain active in community college leadership roles?*

The researcher found ten common experiential themes which were reported by FSPs during the interview phase. Text supporting these

findings is found earlier in this chapter. In summary the reflections and perceptions are as follows:

1. 1985-85 was perceived by FSPs as a turbulent time for several California community colleges.
2. Community college faculty may have inaccurate perceptions about senates and their role in governance, particularly in light of the current reform movement.
3. The majority of senates and unions are working cooperatively rather than at cross purposes.
4. ASCCC exists and plays a role in effecting legislation at the state level but is generally seen as not particularly helpful or effective on the local level.
5. Reform legislation as embodied in AB 1725 is being greeted by FSPs with cautious optimism.
6. Motivations for serving as faculty senate president paralleled those reasons reported in Phase One. These reflected primarily responsibility, efficacy and special abilities themes.
7. The single greatest disappointment experienced by FSPs reported by almost all who were interviewed was the inability to engage faculty in the governance process and engender support for faculty governance efforts.
8. Continued participation or lack of it is not an irreversible condition and is in fact a highly fluid state depending upon issues, interests and conflicting demands of the individual in question.

9. Those who have disengaged at least temporarily have done so largely as a result of a sense of alienation which was acquired as a direct result of the FSP experience. To a lesser extent, there was an expressed feeling of having done one's part and a desire to go on to other things.

10. What was learned by FSPs is that faculty leadership roles are demanding but they provide a unique perspective on the institution, and its people.

Related Findings

Former senate presidents represented a unique source from which insights into faculty attitudes toward governance could be explored. Given the heightened interest in shared governance brought on in part by reform legislation, that issue was examined. On the basis of their experience as senate presidents, the largest group (37.8%) of former presidents described the prevailing attitude of most faculty members toward governance at their colleges as collegial. That is, they preferred shared governance and decision making with extensive faculty input. A slightly smaller percentage (31.7%) described their colleagues as displaying a somewhat collegial attitude. That is preferring shared governance and decision making with some faculty input. Nearly one fourth of the respondents (23.2%) indicated that they believed their colleagues were disengaged and did not care about campus governance or decision making.

None of the former presidents surveyed believed that faculty preferred a purely hierarchical pattern of governance and decision making

with no faculty input. However, 7.3% indicated that they believed that the majority of their faculty colleagues preferred a somewhat hierarchical relationship in which administrative decision making took place with some faculty input (see Table 6).

A somewhat related question asked former senate presidents to describe the degree to which most faculty actually participated in governance activities at their college. Only 8.4% described the majority of their colleagues as very involved or participating in governance activities regularly. The largest group of former senate presidents (45.8%) felt that some faculty participated regularly. But almost 40% of respondents said that faculty participated only when issues were perceived as important. Interview comments regarding fluctuating levels of commitment and interest on the part of faculty corroborate these perceptions (see Table 6).

The strongest correlations observed in this study are found among the college data. That is, data derived not from the SPS, but from Department of Finance and Chancellors' Office sources. These data relate primarily to demographic features of the colleges rather than anything directly related to the senate president's experience. A strong positive correlation ($r= 0.748$) is observed between the number of full-time faculty and the number of part-time faculty (small=1, small=1). Similarly high correlations are observed between size of the college and number of full-time faculty ($r= 0.821$) (see Table 13). If there is anything remarkable in this observation it is that the correlations are not even higher than these.

Slightly lower correlations are observed between mean salary and college size variables. A moderately positive correlation ($r= 0.674$) is

observed between mean salary and college size. It can be surmised from this that higher faculty salaries appear to be paid at larger colleges.

Table 13
Related Findings
Summary of Pearson Correlation Coefficients

Variables	r
# Full Time Faculty x # Part Time Faculty	0.748
# Full Time Faculty x College Size	0.821
# Full Time Faculty x Mean Salary	0.587
# Part Time Faculty x Mean Salary	0.454
College Size x Mean Salary	0.674

One related observation is that the number of part-time faculty and mean salary is moderately correlated ($r = 0.454$). It may also suggest that achievement of the 75/25 ratio of full-time faculty to part-time prescribed by AB 1725 may negatively affect salaries as a component of total resources and ultimately contribute to greater conflict between faculty and administration regardless of institutional size.

Summary

The purpose of this research was to describe the faculty senate leadership experience. Triangulation as a method of understanding the problem from multiple perspectives was employed in this study of a complex human experience. This was accomplished through the use of an

author devised questionnaire (SPS), examination of college demographic data and twelve in-depth telephone interviews of two groups of former senate presidents. Quantitative data were analyzed using descriptive statistics and a composite profile of the population was developed.

Interviews of FSPs who had disengaged from governance activity as well as those who had increased their activity were conducted in an effort to understand the expectations and motivations for service. Additionally, reflections on the experience and issues related to continued involvement in governance activity were explored during the course of interviews. Analysis of qualitative data derived from the interviews was accomplished using the constant comparative method. Ten recurring themes appearing in the interviews were identified. Findings were presented in sections as they related to the population description and qualitative segments of the study. Integrated findings are summarized as they relate to the research questions. Conclusions, implications and recommendations drawn as a result of these findings are presented in Chapter Five.

CHAPTER FIVE

Summary and Discussion

Summary

Relatively little research has been conducted into faculty leadership in community colleges and throughout higher education (Case, 1968, Neumann, 1987). Virtually none has attempted to address the experience from the faculty leader's perspective. In that regard, this study has broken new ground. Its purpose initially was to understand more about those who have held the position of a California community college senate president. By learning about the motivations, expectations and experiences of these faculty leaders, a basis for understanding has been provided which may shed new light on the complexities of the faculty leadership experience and its role in community college governance. This effort is deemed significant as post managerial era leadership appears to be emerging in California community colleges and as reform legislation defines an increasing role for faculty in college governance.

One of the key objectives of this study was to identify factors related to the continued engagement of former faculty leaders in the governance process. An initial assumption in this study was that continued participation in faculty and college governance by key faculty leaders would contribute to the overall effectiveness of the faculty voice. This idea is supported by the observation of Baldrige (1977) that

decisions are made by those who persist. This assumption is further supported when one recognizes that the lack of clarity and agreement on issues among faculty creates a dilemma for lay boards. When confronted with choosing between a single message presented by a unified administration or an unclear message emanating from a diverse faculty, under the constraints of time, board members are likely to accept the recommendations of the singular administrative message. Unfortunately, as a nation, Americans embrace the right to speak freely and hear all who wish to speak, but as a species, humans have difficulty coping with the cognitive dissonance created by the multiple messages of pluralism. Policy makers often favor the clearest and simplest choices rather than the more complex. From a purely utilitarian view, it would seem advantageous for faculty to speak with one voice. In the absence of a homogenous faculty, one way of achieving that goal may be through continuity and stability among its leadership.

This study describing the faculty leaders and their experiences employed methodological triangulation; that is, multiple approaches were used to examine a complex problem with multiple solutions. A 20 question Senate President Survey (SPS) instrument was sent to 106 individuals who had served as senate president at a California community college during 1985-86. Responses were received from 78.3% of the population. Data analysis for this part of the study consisted of frequency distributions, cross tabulations, chi square tests and Pearson correlations. This quantitative element was followed by semistructured telephone interviews of 12 randomly selected respondents identified from two

groups; those who had disengaged from governance activity since their service and those who had been more active. Analysis of interview data employed the constant comparative method of Glaser and Strauss (1967). Institutional characteristics were also examined to determine if these factors may have contributed to the current activity levels or the overall faculty senate leadership experience.

Conclusions

Major conclusions related to the research questions in this study are summarized as follows:

1. The person who is most likely to have served as senate president in 1985-86 was a white, male between 45-54 years of age. He probably held a masters degree, served as an instructor in the Social and Behavioral Sciences or Humanities and had been at the college between 11-15 years, having never held a contract position at another college. Previous senate experience included six to nine years of service and a term as a senate officer other than the president.

2. Motivations for serving as senate president most commonly were reported as perceptions of responsibility, efficacy, special skills or as a desire to engage in a professional growth experience. Most who did serve had not actively sought the position.

3. More than half of those who served as senate president during 1985-86 have disengaged from the governance process since their service although the vast majority indicated that they would serve again in that capacity if given the opportunity, albeit, reluctantly. The expressed reluctance of serving as senate president is consistent with the findings of

Case (1968) in his study of early California senates. Interviews conducted in this study confirm the idea that faculty participation in governance activities is fluid. Some of the FSPs who are currently most involved in campus governance activities are planning to drop out soon. Conversely, some who have been inactive recently indicated that they are planning to reengage soon.

4. Statistically significant correlations between continued activity and other individual or institutional variables could not be identified in this study.

5. Perceptions shared by many of the former senate presidents are that their faculty colleagues prefer a collegial mode of governance but that they are only moderately or occasionally involved in the process. Moreover, FSPs perceive that the general understanding of the role of the senate in governance among colleagues is weak.

6. FSPs strongly agree that senate involvement in decision making is necessary in order for effective faculty participation in shared governance. Furthermore, they agree that senate effectiveness requires continued participation among former senate leaders. It is generally recognized by those interviewed in this study that senate effectiveness varies as does its leadership effectiveness. Variability of senate effectiveness is also observed as the salience of issues for faculty varies.

7. The greatest disappointment experienced by nearly all who were interviewed is that fellow faculty members failed to support senate leaders or participate actively in the governance process. Apathy is an often

repeated descriptor which is linked by many to hierarchical and unresponsive management styles.

8. The senate presidency is a demanding but important task which exacts both a personal and professional toll on those who serve. It is an experience which provides a new perspective on the institution, its operation and its people. The position itself has a great potential for the expression of leadership. Realization of that potential is fraught with difficulty.

Discussion

Demographic data developed as a result of this study suggest that if one were to attend a convention of California community college senate presidents, one would find a wealth of well educated, middle aged, white males who have stable jobs as teachers in the Social and Behavioral Sciences and the Humanities, earning on the average in excess of \$40,000 per year. Few women would be found among the group and notably absent are members of ethnic minorities.

This profile is somewhat disconcerting in that those holding leadership positions among faculty do not reflect the diversity of the population of community college faculty members at large. In 1985-86 35.7% of all faculty were female and 14.7% were ethnic minorities (Chancellor's Office, 1986). While some might conclude that lack of representation of women and minorities among the ranks of senate presidents in 1985-86 simply reflects their absence in the population of community college faculty as a whole, that assumption could be unfounded. Understandably, some years of seasoning seem to be required

prior to service as senate president, so perhaps as women and minority faculty increase their presence among the ranks over time, more will fill visible leadership roles. However, it appears as though other factors may contribute to the lack of women and minorities in visible positions of leadership. Perhaps more importantly, the profile of senate presidents does not reflect the changing demography of the population of the state of California as a whole which will soon find ethnic minorities comprising the majority of its population. This is a serious deficiency, the implications of which are enormous given the legislative mandate to increase the representation of minority faculty at community colleges and the expressed interest in serving a greater number of ethnic minority students. Not only does this indicate an underutilization of faculty resources, but it suggests that a segment of the population of faculty is not assuming one of the most visible roles in faculty leadership and college governance.

Academia which has traditionally been dominated by masculine values (Carroll, 1984; Smith, 1990), could potentially benefit by more effective and perhaps persistent feminine leadership in higher education. This study also implies that females, while more represented in the population of FSPs in this study than ethnic minorities, are still not assuming visible roles in faculty leadership and college governance in proportion to their representation in the population of faculty as a whole. Care connectedness (Desjardins, 1989), intuition and nurturing abilities (Shavlik & Touchton, 1988), interest in building community coupled with differences in communication style (Shakeshaft, 1987) and the ability to

manage in a more democratic fashion (Uhlir, 1989) are all considered attributes which might significantly contribute to more effective leadership in the academic setting. In light of the research on the abilities of women which may be particularly helpful to leadership and management in the post industrial era (Desjardins, 1989; Rogers, 1988), underrepresentation of women in visible faculty and community college leadership roles is perceived as a serious deficiency.

The relatively high percentage of women in this study who are now serving in some administrative capacity raises some interesting issues about the possibility that service as senate president may be viewed as a rung on an otherwise limited career ladder, particularly for women.

The reasons California community college faculty chose to participate in governance activities by serving as senate president seem to parallel the primary reasons reported by Dykes (1968). A sense of personal/professional responsibility, protection of interests, wanting a voice in decisions which affect them and influencing outcomes were all reasons for serving reported the FSPs in this study. One could not conclude from this study that age or tenure with the college was more likely to correlate with the idea that participation was a professional obligation as Dykes has suggested (1968).

Disengagement among more than half of those who served as president during 1985-86 is of serious concern in light of a perceived need for continuity of service among faculty leaders. Reasons for disengagement as revealed during interviews seemed to relate to a sense of having made a contribution but the need to do things for one's self.

Perhaps the term which most closely approximates the prevailing attitude among the disengaged is burnout. In some cases a period of serious disenchantment with the experience and the process has followed since their service as senate president.

The interviews conducted as a part of this study have suggested that those who are most alienated from the process and their colleagues seem to have entered the senate presidency with the highest aspirations. The disengagement that has followed is the price that the institution pays. Perhaps one might conclude that passion and leadership longevity among California community college faculty are incompatible. Because of the unique nature of community colleges and the idiosyncracies of its faculty, it may be impossible to unite this unusual group for any prolonged period. If longevity among faculty leaders is the primary goal, and alienation is to be avoided, perhaps the best candidate for the job of senate president is the individual with pragmatic, concrete goals; goals and methods which are more congruent with an industrial era view of management than with emerging views of leadership. Perhaps Bensimon and her colleagues (1989) are correct in their assertion that transformational leadership is the wrong model for highly politicized collegiate organizations where process is as important as the product. Or perhaps people must reframe their thinking about what leadership is and how it can best be used to shape human institutions as a new millennium approaches.

The encouraging finding in this study is that disengagement among former senate presidents may not be permanent. During the interviews,

most of the disengaged FSPs indicated that they would return to governance activities if needed although they expressed a desire for less visible and demanding roles. When asked if they would return to the senate presidency, most FSPs qualified their willingness indicating that issues and circumstances would influence any decision to re-engage. This seems to conform to the view that participation by faculty in decision making is fluid (Baldrige, 1977; Cohen & March, 1983).

Disengagement among former faculty senate presidents is not predictable on the basis of the quantitative data developed in this study. Qualitative information developed through the interview process was also not useful for this purpose. This conclusion is drawn despite the findings of Williams et al. (1987) that faculty most likely to be disengaged fell below age 50 and were associated with specific disciplines. These findings may also be a function of the fact that this study focused on those who had assumed prominent elected leadership roles in faculty as opposed to rank and file faculty members engaging in less visible roles.

Burns (1978) noted that participation among followers was greatest among those with more education, higher socioeconomic status and settled residence. Males and older individuals were also more likely to be among those who participated in leader-follower interactions. At least superficially it would seem that this study validates that notion if the demographic profile of 1985-86 senate presidents is considered. However, given the relatively high socioeconomic status and education among community college faculty, much more leader/follower behavior might have been expected on that basis alone. Evidently, those factors are of

less significance in the academic community as Seidman (1985), Clark (1987) and others have suggested.

Reluctance among faculty in assuming positions of senate leadership reported by Case (1968) is supported by findings in this study. The roots of reluctant service were not specifically explored although some clues may have been discovered in the course of this study. The reluctance of faculty to serve in leadership roles reaffirms the observation made by Case in 1968 that "the occupancy of the senate officer and active senator positions does not command the aspirations of many faculty members as a high priority choice" (Case, 1968, p. 257). Certainly other literature suggests that academics are more likely to find other activities more rewarding than engagement in the governance process (Seidman, 1985; Clark, 1987; Floyd, 1985). But one must also assume that faculty have had ample opportunity to observe how faculty leaders are treated by governing boards, administrators and their faculty colleagues. Presumably, if the position is not adequately supported in terms of adequate reassigned time to perform related duties, clerical support staff and related funding, the personal demands on the individual's time will be high, perhaps even prohibitive for many who have multiple personal and professional commitments. Moreover, if the senate is not recognized as having an important role in governance and is not held in high regard or is seen as ineffectual, faculty may also be less inclined to expend the effort necessary to fill the senate leadership role.

The most poignant theme which emerged during the course of the interviews was the disappointment which was felt by FSPs when they

realized how little effort colleagues were willing to expend on governance activities at their colleges. The question of faculty's willingness to engage in governance activity by itself is probably worth extensive study. Is the senate president leading followers or simply dragging along an unengaged mass of co-workers? Effective leadership can not occur in the absence of followers. Legitimate power arises from a strength in numbers (Green, 1988). The inability to marshal forces and assert influence is a demoralizing experience for those who enter into a position with high aspirations. One particularly affected FSP summed it up by saying: "I learned a lot of political realities. If you don't have the numbers, you don't have the support, you're just whistling in the wind. You can be idealistic and have beautiful arguments, but if you don't have the numbers, you lose." The depth of the disappointment experienced by FSPs is difficult to quantify but it is fairly clear that it has changed the aspirations of some indelibly. It is probable that this aspect of the senate presidency experience has contributed to decisions about continued engagement in college governance activity and faculty leadership more than any other factor.

The source of that lack of support by colleagues is an underlying issue. Its cause is perhaps the multiple effects of the unique community college environment that is characterized by confused missions, hierarchical administrations, and faculty autonomy issues. A single answer to that particular problem is probably not to be found. However, faculty leaders would do well to consider employing leadership behaviors to gain followers. Moreover, they must understand that leadership and

followership are temporal and in the academic world, participation is extremely fluid.

The issue of engagement among faculty is ongoing. Birnbaum (1988) has suggested that participants must feel that their efforts are worthwhile in order to remain engaged in the governance process. This must be regarded as having an impact not only on FSPs but on faculty participation as a whole. If governance structures are such that meaningful contributions by participants are precluded, participation will suffer. If the vision for the organization is unclear, it will be difficult to recruit followers. And certainly Dykes' (1968) observation that "declining to participate may be a way for the individual faculty member to assert his power" (p. 18) must also be considered.

The assertion that faculty are interested in determining their own fate although untested, is generally accepted in the scant literature on the subject (Floyd, 1985). The vehicles for such involvement are typically senates, unions and departmental or disciplinary organizations. The weak knowledge base among faculty about the potential role of the senate as an effective component in shared governance is perceived by FSPs as a problem which needs to be addressed. Clearly, they believe that senate participation in decision making at all levels is essential in order for faculty to function effectively in shared governance. If the perceptions of former senate presidents are correct that the majority of faculty prefer some degree of collegiality in decision making but that nearly one fourth of their colleagues are disengaged and do not care about campus governance or decision making, the future of shared governance may be

bleak and the ability of the senate and faculty to meet its collegial responsibility may be jeopardized. While participation by faculty in governance may be fluid, it would seem that the ebb and flow of participation may contribute to an outside perception that faculty is not willing to assume its responsibilities in shared governance.

The interviews conducted during the course of this study indicate that apathy is an ongoing problem among faculty organizations such as the senate. Apathy is not found only among community college faculty. It is a problem inherent in all political systems. Rizvi (1989) however suggests another point of view.

Apathy is not an intrinsic feature of human life; it is something conditioned by an overorganized and paternalistic society. Human beings can be politically engaged only in an organization in which they are encouraged to participate. (p. 220)

It is ungrounded to suggest that this study indicates that all faculty apathy arises from autocratic and bureaucratic management. However, in the minds of FSPs it contributes significantly to the problem. While reform legislation such as AB 1725 may mandate elements of shared governance, that effort is doomed to failure unless managers and governing boards reassess their management philosophy and style and make efforts toward sharing authority and responsibility with faculty. The other part of the governance equation is of course, that faculty must take seriously the responsibilities which accompany shared governance. If faculty are to be regarded as full partners in the collegial process, they must participate actively, educate themselves on the issues at hand and

perform their governance duties. While no one reasonably expects 100% participation, the level of involvement and commitment to shared governance among faculty must increase substantially beyond that which has been described by the FSPs in this study.

Related Conclusions

Conclusions arising primarily from the interviews conducted in this study which were not central to the initial research questions are summarized as follows:

1. The 1985-86 academic year was perceived by FSPs as an unusually troubled year at their colleges.
2. Relationships between senates and unions are generally cooperative according to most who were interviewed.
3. The majority of FSPs believe that the State Academic Senate is of little help to local senates.
4. FSPs interviewed in this study generally understood the implications of AB 1725 reforms related to faculty's role in governance. Most are cautiously optimistic about such reforms.

Related Discussion

The perception among FSPs that their term of office occurred under unusual circumstances was repeated by several interview subjects. It is not clear whether this perception is based on the individual's sensitivity to being in the spotlight of the faculty senate presidency or if other factors may have been involved. The frequent description of the experience as atypical prompted a consideration of the circumstances surrounding that

period in California community colleges. Those circumstances are seen as a potentially confounding variable in this study.

In retrospect, the 1985-86 year was a turning point for many colleges. The passage of Proposition 13 in 1978 had restricted the ability of local districts to raise revenues forcing colleges to turn to Sacramento for financial solutions. Funding sources were disappearing rapidly. A heated battle ensued between Governor Deukmejian and the legislature over the issue of tuition for community colleges. California had historically resisted imposing tuition on its community college students. The Governor prevailed and finally in 1984, a maximum tuition of \$50 for residents was imposed. Since that time, funding seems to have improved for the system and fewer cutbacks have been imposed but fluctuating enrollments created another set of problems. So perhaps the 1985-86 period did indeed reflect a crisis period for California community colleges. In many cases, 1985-86 may have been a year of restructuring in colleges throughout the state. If historically focused studies support that assessment, then this study may have particular relevance for organizations undergoing difficult times.

This study did not begin by examining the role of unions or the union leadership experience. During the interview phase of the study however, it became apparent that the relationship between the two is a confounding variable in this study. Senate presidents who were also union presidents and senate leadership which mirrors union leadership are real phenomena in some California community colleges. Certainly it seems that it is difficult to separate the two in the minds of some faculty

and faculty leaders. This may contribute to the overall problem of faculty perceptions of the role of the senate in campus governance.

Despite that potential confusion, Kemmerer and Baldrige (1981) noted that senates and unions seem to have struck a bargain and have formed a relationship which works on most campuses. Definition and distribution of specific responsibilities and open communication between the two groups are the keys to maintaining a cooperative working relationship. In that definition process it is vital that dialogue occur to avoid the creation of false dichotomies. Understanding what governance is and how it differs from issues of salary, working conditions and job security are not always easy. However, it is essential that the dialogue among faculty and others within the college take place. In so doing, the appropriate role of the senate in governance and unions in matters related to salary and working conditions may be clarified. Mutualistic relationships between senates and unions appear to be a positive element in working toward a unified faculty voice.

As Prentiss noted in 1983, a significant problem for the State Academic Senate (ASCCC) is that its overall effectiveness is significantly dependent upon achieving some uniform strength and effectiveness within local senates. She characterized a part of the problem as one which was, at least in part, linked to lack of support for local senates. The perception among the majority of former senate presidents interviewed in this study was that the State Academic Senate is not helpful to local senates. If Prentiss' assessment is correct, then the issue of local support continues to threaten the general effectiveness of the state organization. It would be

wise for ASCCC leaders to take note of these concerns and begin to address them as soon as possible.

Uniform strength and effectiveness of senates throughout the state will increase as individual senates improve. That can be accomplished through several means, among them concerted efforts by ASCCC to reach out to local senates and help in the development of leadership skills and longitudinal continuity locally. This is particularly relevant when it is recognized that transient faculty leaders must deal regularly with long term administrators. The need for a strong information base noted by Cohen and March (1983) is one way that faculty who move into and out of leadership roles may communicate consistent messages and maintain the organization's direction over time (Bennis, 1984). Building analytical and synthetic skills among leaders so that they may communicate issues effectively and rationally is yet another.

Recommendations For Further Study

Several recommendations for further research can be made as a result of this study. Replication of this exploratory study with other cohorts might answer some of the questions regarding external factors which may have created a particularly tumultuous climate for colleges during the 1985-86 year. Longitudinal studies of former senate presidents might reveal patterns of activity over time. Case studies of particularly effective senates, their leaders and overall college climates could yield some important clues and provide a model for effective senate leadership which could be helpful to those organizations who are still seeking greater effectiveness. There is an unquestionable need to explore the issue of

underrepresentation of minorities and women in visible community college leadership roles. Finally, there is a great void in the literature on faculty leadership in general. Almost any topic related to faculty leadership or faculty's role in governance would break new ground. An important contribution could be made by knowing more about faculty and the community colleges in which they spend their professional lives.

Ultimately, it may be concluded from this study that if shared governance is the direction in which community colleges are progressing then it is imperative that participation among faculty be encouraged. Encouragement can take many forms; from the simple act of asking for participation to creating a climate in which participation is viewed as meaningful and worthy of the time and effort it requires. In the absence of a climate which nurtures substantive participation, shared governance is indeed the unrealizable myth which Baldrige (1982) described. Education of faculty and administration regarding faculty responsibility for full participation in shared governance is essential. Similarly, mechanisms which reflect institutional commitment for shared governance must be provided which do not adversely impact primary responsibilities of those engaged in this demanding process.

There is a wealth of diverse leadership ability among the community college faculty. Certainly, the demographic profile of this group indicates that there is a significant pool of potential faculty leaders among ethnic minority faculty which has been overlooked. Similarly, women who perform service in less visible governance activities need to step forward and assume a greater leadership role. Senior faculty are also

willing and experienced in leadership roles and should be reengaged wherever possible. And finally, as older faculty are replaced, newer faculty need to be educated about the rights and responsibilities of membership in the academic community. They need to be brought into the governance process early so that fresh ideas and new perspectives may contribute to the organizational learning process.

From this picture of California community college faculty leaders there have been a few more spots of color added to the face of the faculty in the pointilistic canvas of the community college. FSPs are for the most part not heroic, larger than life figures who capture the imagination and transform the wants and needs of followers. They are in most cases reluctant leaders who pay heavily from their professional and personal accounts in order to achieve a desired goal, grow professionally and serve their colleges and colleagues.

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 University of San Diego

School of Education

Division of Leadership and Administration

Date

^F1^ ^F2^
 ^F3^
 ^F4?^
 ^F5^ ^F6^

Dear ^F7^ ^F2^,

I am a community college faculty member conducting research on faculty leadership. I believe that understanding more about community college senate presidents can contribute greatly to our awareness of leadership and the role which faculty may play in the future of our community colleges. As a former president of the senate at ^F3^, your input is important to better understanding the experiences of California community college senate presidents. Perhaps you would be willing to take just a few moments now to complete the enclosed questionnaire. Please return it in the self-addressed stamped envelope provided by ^F7 (date).

Your responses will be part of a larger study however, I can assure you that your identity will not be revealed. Completed surveys will be destroyed following conclusion of this study. If you would like a copy of the results of this survey, please complete the information on the enclosed card and return separately to maintain your anonymity. Should you have any questions or comments regarding this research, please feel free to contact me at the above address.

Thank you for your help in completing this study.

Sincerely,

Candice Francis

1985 - 86 SENATE PRESIDENT SURVEY

Please do not write in the shaded area

Code _____

1. What is your age group? (*circle one*)
 1. 25-34
 2. 35-44
 3. 45-54
 4. 55 and above

2. Sex (*circle one*)
 1. Female
 2. Male

3. Ethnic Group (*circle one*)
 1. Hispanic
 2. African American
 3. American Indian /Alaskan Native
 4. White
 5. Asian /Pacific Islander
 6. Other

4. Highest academic degree (*circle one*)
 1. None
 2. Associate
 3. Bachelor
 4. Masters
 5. Doctorate

5. Which best describes your current job assignment? (*circle one*)
 1. Counselor
 2. Instructor/Professor
 3. Librarian
 4. Administrator
 5. Other (*specify*) _____

6. What subject area(s) do you teach or have you taught at the college level? (*circle those that apply*)
 1. Fine Arts
 2. Business
 3. Community/Adult Ed
 4. Health Occupations
 5. Humanities
 6. Mathematics
 7. Social/Behavioral Science
 8. Technology
 9. Vocational
 10. Physical Ed.
 11. Science
 12. Other _____

7. How long have you been employed at this college? (*circle one*)
 1. 5 Years or less
 2. 6-10 Years
 3. 11-15 Years
 4. 16-20 Years
 5. More than 20 years

8. At how many other community colleges have you held a contract? (*circle one*)
 1. No others
 2. One other
 3. Two others
 4. More than two

9. How many years have you served on your Senate? (*circle one*)
 1. Less than 2 Years
 2. 2-5 Years
 3. 6-9 Years
 4. 10 Years or more

10. Have you held an office other than the presidency in your Senate? (*circle one*)
 1. Yes
 2. No

11. When compared with my 1985-86 term as Senate president, my current level of activity in campus governance activities is best described as: (*circle one*)
 1. Not active at all
 2. Much less active
 3. About the same level of activity
 4. More active
 5. Much more active

12. Based on your experience as Senate president, which do you believe best describes the prevailing attitude of most faculty members toward college governance during 1985-86? (*circle one*)
 1. Collegial (prefer shared governance and decision making with extensive faculty input)
 2. Somewhat collegial (prefer shared governance and decision making with some faculty input)
 3. Disengaged (do not care about campus governance or decision making)
 4. Somewhat hierarchichal (prefer administrative decision making with some faculty input)
 5. Hierarchichal (prefer administrative decision making without faculty input)

more ↓

1985 - 86 SENATE PRESIDENT SURVEY (cont)

Please do not write in the shaded area

Code _____

13. Based on your experience as Senate president, which do you believe best describes how most faculty view their participation in governance activities at your college?

- 1. Very involved (majority of faculty participate in governance activities regularly)
- 2. Moderately involved (some faculty participate regularly)
- 3. Occasionally involved (faculty participate only when issues are perceived as important)
- 4. Uninvolved (majority of faculty do not participate in governance activities)

14. Based on your experience as Senate president, which do you believe best describes the relationship which existed in 1985-86 between the Senate and Administration at your college?

- 1. Cooperative (Senate and Administration conferred or agreed on all college governance issues)
- 2. Somewhat cooperative (Senate and Administration conferred or agreed on most college governance issues)
- 3. Neutral (no distinct pattern of agreement or disagreement on college governance issues)
- 4. Somewhat conflictual (Senate and Administration seldom conferred or agreed on college governance issues)
- 5. Conflictual (Senate and Administration did not confer or disagreed on college governance issues)

15. "In order for faculty to function effectively in shared governance, the Senate must actively participate in decision making at all levels." (indicate level of agreement or disagreement with this statement by circling one)

- 1. Strongly agree 2. Somewhat agree 3. Neither agree nor disagree
- 4. Somewhat disagree 5. Strongly disagree

16. "In order to function effectively, the Senate needs to encourage continued activity among its former officers." (indicate level of agreement or disagreement with this statement by circling one)

- 1. Strongly agree 2. Somewhat agree 3. Neither agree nor disagree
- 4. Somewhat disagree 5. Strongly disagree

17. How do you believe that former Senate officers might best be encouraged to continue participating in college and faculty governance activities?

18. What were your specific reasons for choosing to serve as Senate president in 1985-86?

19. Would you serve as Senate president again if given the opportunity?

- 1. Yes 2. No 3. Undecided

20. Would you encourage others to serve as Senate president?

- 1. Yes 2. No 3. Undecided

Thank you for your participation.

Please Return to: Candice Francis, School of Education, University of San Diego, San Diego, CA 92110



University of San Diego

School of Education

Division of Leadership and Administration

Date

^F1^ ^F2^
^F3^
^F4?^
^F5^ ^F6^

Dear ^F7^ ^F2^,

I am a community college faculty member conducting research on faculty leadership. I believe that understanding more about community college senate presidents can contribute greatly to our awareness of leadership and the role which faculty may play in the future of our community colleges. As a former president of the senate at ^F3^, your input is important to better understanding the experiences of California community college senate presidents.

Your name has been selected randomly from among those who served as Senate presidents during 1985-86. I am seeking permission to conduct a brief interview by telephone about your experiences as Senate president. The interview will require 20 to 30 minutes of your time and will be arranged at your convenience. There are no anticipated risks in your participation.

Your responses will be tape recorded. Your identity will not be revealed nor will any of your remarks be attributable to you in any way. Recordings of your identity and responses will be destroyed following conclusion of this study. If you would like a copy of the results of this survey, you may indicate so on the form below. Should you have any questions or comments regarding this research, please feel free to contact me at the above address.

Thank You.

Sincerely,

Candice Francis

I, the undersigned, understand the above explanations and, on that basis, give consent to my voluntary participation in this research.

Signature of Subject Date City, State

Signature of Witness Date Please send results of this study. YES NO

Signature of Researcher Date

APPENDIX D: Informed Consent Script
Human Subjects/Informed Consent Script

Mr./Ms. X, my name is Candice Francis and I am conducting doctoral research on the experiences of California community college senate presidents. Recently you responded to a written questionnaire regarding your experience as a senate president in 1985-86. Would you be willing to be interviewed by telephone on some follow-up questions? It will require twenty to thirty minutes of your time. Your responses will remain anonymous and your identity as a respondent will not be revealed.

May I have permission to tape record your responses for later review?

Let me explain the purpose and procedures of the study briefly. I am interested in learning more about the motivations, experiences and perceptions of those who have served in formal leadership roles among community college faculty. The study is in two parts, the first, which you already completed is the survey; the second is this telephone interview of randomly selected respondents to the survey instrument. There are no known or anticipated risks in your participation. However, should you feel uncomfortable with or be unwilling to respond to any of the questions, you may decline to answer or terminate the interview.

At the end of the interview, I will be happy to answer any questions which you may have regarding the procedures. Are you now willing to continue participation? Yes_____ No_____ Thank You.

APPENDIX E: Interview Questions**Interview Questions for Former Academic Senate Presidents**

1. What role did the senate play in governance at your college during 1985-86?
 - A. Is that the case today?

 - B. What do you believe other faculty perceive is the role of the senate in governance at your college?

 - C. What do you believe "the administration" perceives is the role of the senate in governance at your college?

2. Why did you serve as Senate President in 1985-86?
 - A. What were your goals?
 - B. To what extent did you meet (not meet) them?
 - C. What was the most significant achievement of the senate during your term as president?
 - D. What was your most disappointing experience as Senate President?

3. What did you expect from your experience?
 - A. How did the experience meet (not meet) your expectations?
 - B. What could have made your experience better?

4. Do you think that new legislation such as AB 1725 will encourage more faculty participation in college governance activities? If not, what do you think might?

5. Would you serve as Senate President again if given the opportunity?
 - A. Why/Why not?
 - B. Would you encourage others to do so?

6. How has your experience as Senate President altered your perception of:
 - A. Your college?

B. Your faculty colleagues?

C. Your college administration?

7. You described yourself as (more/less) active now than when you were president. Why?

Would you elaborate?

8. Where do you see yourself in the future of governance at your college?

PART I

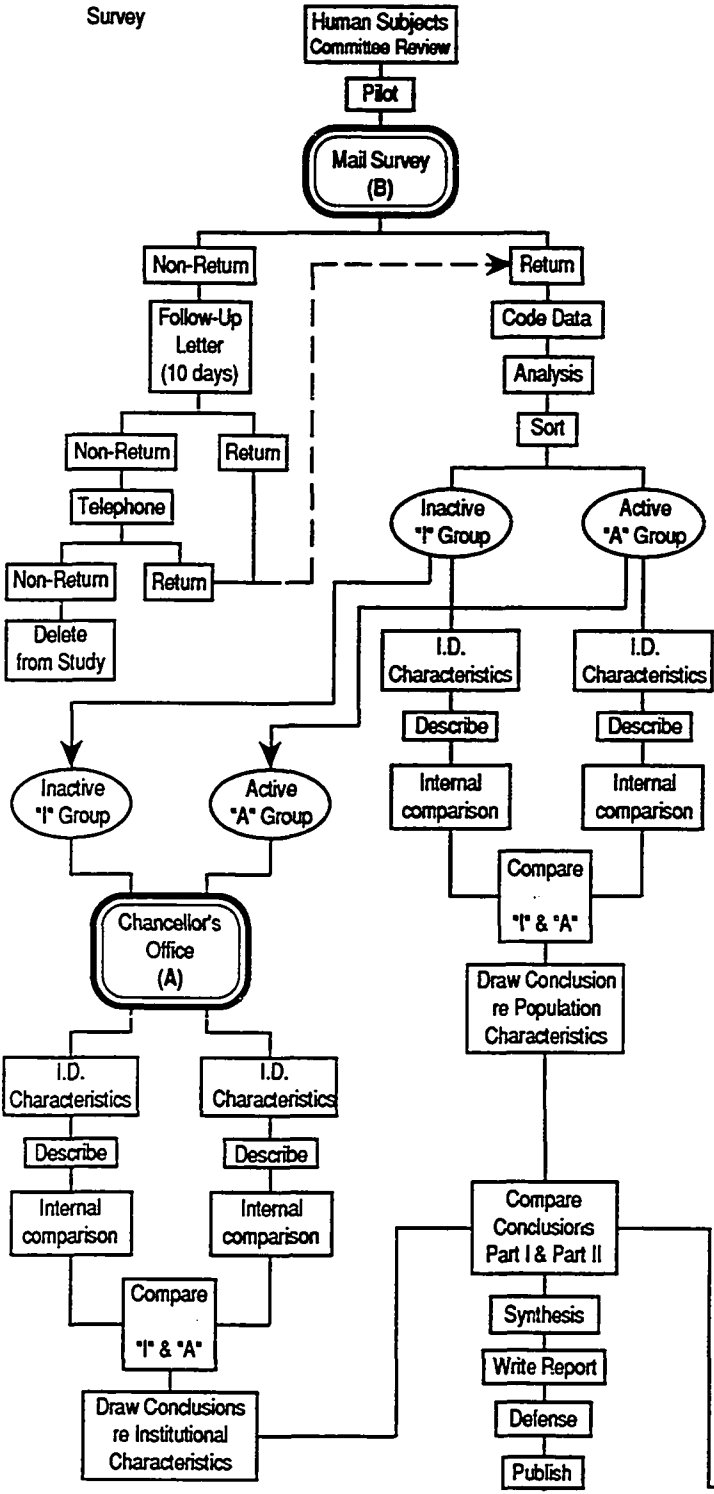
- Goal: 1. Provide data which is descriptive of a population of former faculty senate presidents and their institutions
 2. I.D. population of Active & Inactive subjects for sample-Part II

Instrument A:

Chancellor's Office Data for 1985-86 reflecting demographic data of the district, college and its faculty

Instrument B:

Survey



METHODOLOGY

PART II

- Goal: Obtain data relevant to expectations, motivations and experience as Senate presidents

Instrument C:

Interview

