

The Community College Presidency: 2006

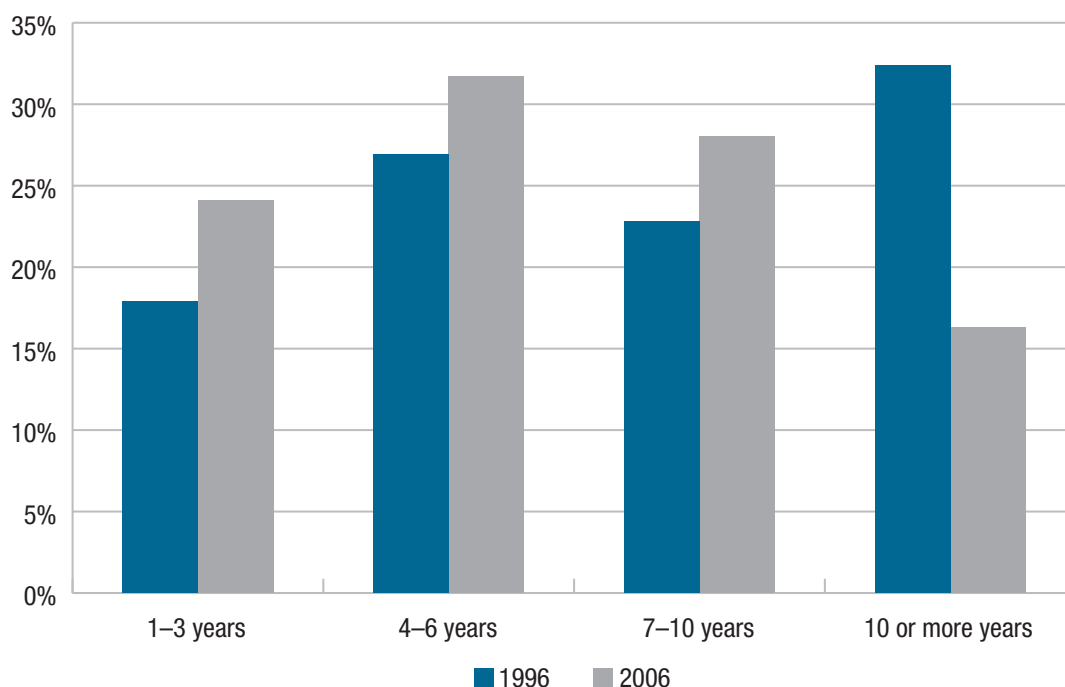
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EXECUTIVE SUMMARY

This research brief presents results of George B. Vaughan and Iris Weisman's 2006 Career and Lifestyle Survey (CLS) of community college presidents. Data from four previous CLS studies, conducted in 1984, 1991, 1996, and 2001, are included to indicate trends over time (Vaughan, 1986; Vaughan, Mellander, &

Blois, 1994; Vaughan & Weisman, 1998; Weisman & Vaughan, 2002). The 545 presidents who completed the 2006 CLS were primarily White (88%), male (71%), and older than in previous surveys (57% were 58 years old or older), and had they been community college presidents for more than 5 years (62%).

FIGURE 1 Time Frame in Which Presidents Planned to Retire: 1996 and 2006



Highlights of survey results:

- Mobility seems to be on the rise, with an increasing number of presidents having two or more presidencies.
- Thirty-one percent of the 2006 presidents were hired into their current positions either through selection processes involving a search firm or through individuals who conduct presidential searches.
- In 1996, 68% of CEOs stated that they planned to retire within 10 years; this increased to 84% in 2006.
- After steadily increasing for the past 15 years, the percentage of female presidents responding to the survey has leveled off at 29%, only a 1% increase from 2001.
- Whites made up 88% of the presidents responding to the survey.
- More than half of current presidents (54%) have a formal mentoring relationship with a potential future community college leader.
- The rolling contract, at 3 years or less, is the most common presidential contract.
- Nearly 80% of the governing boards conducted a formal presidential evaluation within the past two years.
- Presidents are spending an increasing amount of time on the external responsibilities of the presidency.
- Nearly all presidents (97%) sit on a corporate, non-profit, or national advisory board or panel.

METHODOLOGY

The population for this survey was the presidents of public U.S. community colleges listed in the American Association of Community Colleges (AACC) membership database. At the time of the survey, the AACC database included 1,186 presidents of 2-year colleges or campuses. This research brief includes responses from presidents of public community colleges and presidents or chancellors of multicollege districts and of state

community college systems only. Interim or acting presidents were also included if they met three conditions: (1) They identified themselves as serving in an interim position, (2) they had been in their current position more than 1 year, and (3) the current interim presidency was not their first presidency.¹ Unlike previous surveys, the 2006 edition of the CLS survey was developed as a Web-based survey, with an optional downloadable file for manual completion. An invitation to participate in the survey was sent via e-mail on January 23, 2006, and a reminder e-mail message was sent on March 9, 2006. The final cutoff date was March 27, 2006. From the pool of 1,186 eligible CEOs, 897² received the e-mail invitation to the survey. The final number of valid surveys received and used for this analysis was 545, which represents 61% of the population. The respondents included community college presidents from 46 states.

The number of valid responses varied by question; therefore, data are reported in valid percentages. In other words, the phrase “of those presidents who responded to this question” is implied when findings are discussed. Only where total responses were substantially fewer than 545 is the number of responses to a question provided. All percentages have been rounded to whole numbers in the text. In some cases numbers are extended to the first decimal point in the figures and tables.

Four other CLS studies provide data for this report: the 1984 survey by Vaughan; the 1991 survey by Vaughan, Mellander, and Blois; the 1996 survey by Vaughan and Weisman; and the 2001 survey by Weisman and Vaughan. The authors refer to these statistics only by the year of the relevant survey (i.e., 1984, 1991, 1996, or 2001). Readers interested in learning more about these studies should consult the list of published works at the end of this document.³

¹ Not reported in this research brief but included in the survey were campus chief executive officers (CEO), provosts, and officials with similar titles.

² A slight decrease in the population was due to inaccurate e-mail addresses in AACC's database.

³ The combined results of the five CLS surveys do not represent a longitudinal study of specific presidents throughout their careers. Rather, each survey represents a snapshot in time of the community college presidency in general. Furthermore, the method of administration of the 2006 survey differed from previous surveys and had a lower response rate. Although readers may infer certain trends in presidential characteristics from these studies, anyone reading this document should exercise care in drawing conclusions or making predictions, particularly about individual community college presidents who were surveyed.

Respondents to the 2006 CLS provided information about their demographic characteristics, educational background, professional background, and future professional plans.

DEMOGRAPHIC CHARACTERISTICS: GENDER, RACE OR ETHNICITY, AND AGE

Gender

Since 1991, one of the questions asked most frequently by people interested in the status of the community college presidency has been how many current presidents are women. Three prior surveys saw increases from 11% in 1991 to 28% in 2001. The 2006 survey, however, showed only a 1% increase, bringing the 2006 percentage of female presidents to 29%. (See Figure 2.) Thus, over a 15-year span of time, the percentage of female presidents has increased by 18 percentage points, although there has been a noticeable leveling off in the past 5 years.

Race and Ethnicity

The importance of diversity within the ranks of executive leadership usually leads to a second question: What percentages of racial and ethnic minorities hold the

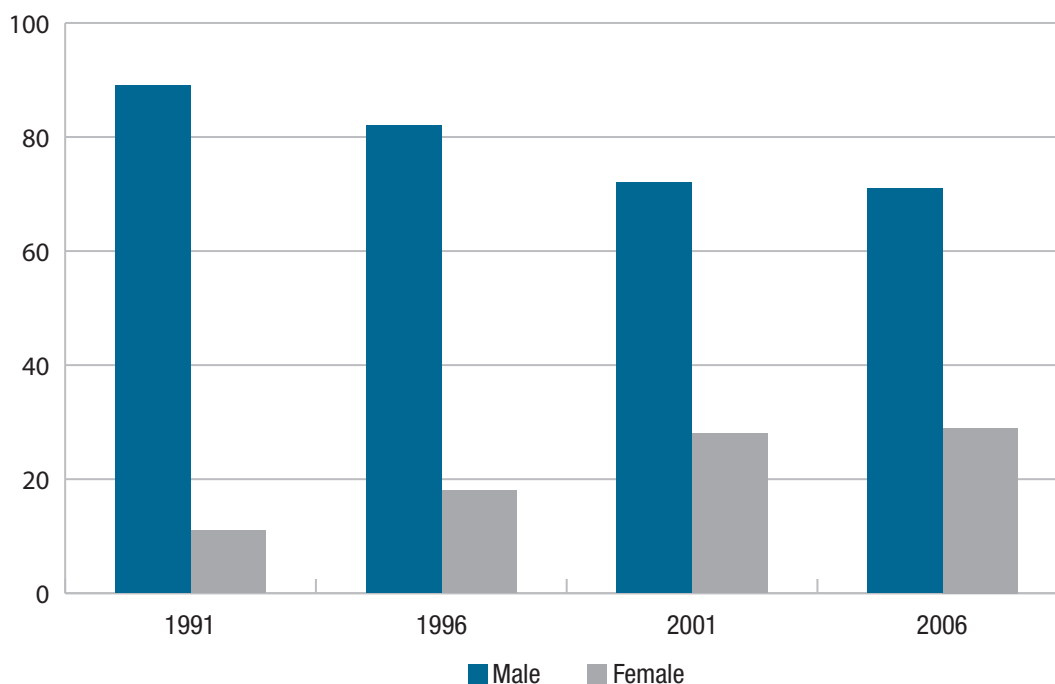
office of community college president? Survey respondents selected their race or ethnicity from among six categories: White, African American, Hispanic or Latino, American Indian or Alaska Native, Asian American or Pacific Islander, and Other. The great majority of presidents who responded to this survey continue to be White (approximately 88%). The race or ethnicity of remaining presidents were as follows: 6% African American, 4% Hispanic or Latino, 1% Asian American or Pacific Islander, and less than 1% each American Indian or Alaska Native and Other. (See Figure 3.)

Age

Presidents responding to the 2006 survey were, on the average, slightly older than was the case in earlier surveys. Today, for example, the average age of current presidents is 58; in 2001 it was 56, and in 1996 it was 54. The youngest president responding to the 2006 survey was 32; the oldest respondent was 75.

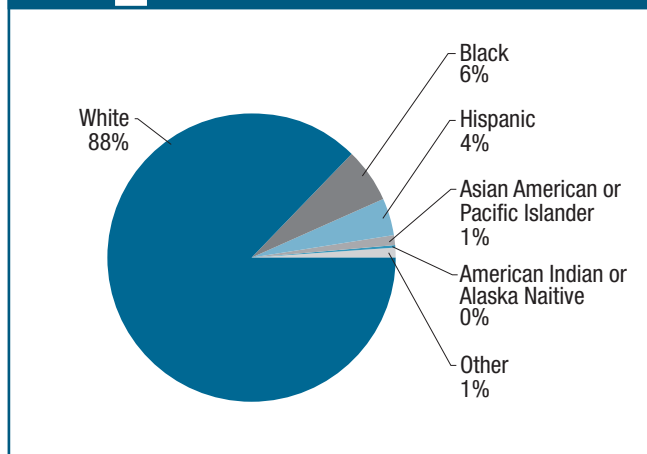
Female presidents were slightly younger than their male counterparts, with an average age of 57 versus an average age of 58 for their male counterparts. Similarly, at an aver-

FIGURE 2 Distribution of Presidents by Gender: 1991–2006



age age of 57, presidents in ethnic or racial groups other than White were slightly younger than their White counterparts, whose average age was 58 years.

FIGURE 3 Distribution of Presidents by Race or Ethnicity: 2006



EDUCATIONAL BACKGROUND

Respondents answered questions regarding their highest academic degree earned, the field of study or major in their highest degree, and whether they had attended a community college.

Highest Degree

In 1984, 76% of the presidents responding to the survey had earned a doctoral degree. The percentage increased to a high of 89% in 1996. The percentage of presidents with an earned doctorate seems to have leveled off during the past decade, however. For example, 88% of the presidents responding to the 2006 survey have the earned doctorate; this was the same percentage reported in 2001. (See Table 1.)

TABLE 1 President's Highest Degree Earned: 2006

Master's	9.7%
PhD or EdD	88.4%
Professional Degree	1.9%
	100.0%

Field of Study

In 2006, 71% of the presidents listed some area of education as the field of study in their highest degree. The percentage was essentially the same in 1996 and 2001.

Associate Degree

One of the predictions made informally by the authors of the 1996 CLS study was that the number of community college presidents who held an associate degree from a community college would increase dramatically over the years. This prediction has not come true. In 2006, 18% of the respondents stated that they held an associate degree from a community college. This percentage compares with 19% who had the associate degree in 2001 and the 16% who held the degree in 1996. Another 40% have consistently stated since 1996 that, although they attended a community college, they did not complete an associate degree.

PROFESSIONAL BACKGROUND

The responding presidents provided data on the following:

- Number of years in current position
- Total number of years as a community college president
- Total number of presidencies they have held
- Position prior to assuming their first presidency
- Whether they were internal candidates

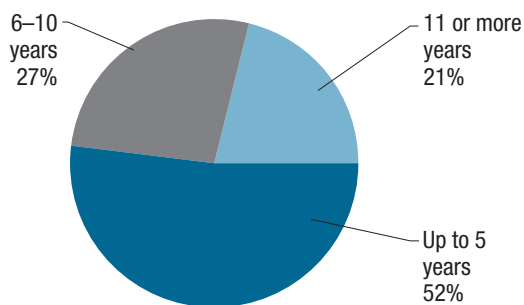
Number of Years in Current Position

The 2006 respondents have been in their current position on the average of 7 years, almost the same as in 2001 and in 1996. Indeed, this figure has changed little since 1984. More than half of the 2006 respondents stated that they had been in their position 5 years or less, and approximately 16% stated that they had been in their current position for 1 year or less. (See Figure 4.)

Total Number of Years as a Community College President

This figure may be more telling than is the number of years in the current position, because almost half of the

FIGURE 4 Years in Current Position: 2006



2006 presidents have had more than one presidency. The 2006 respondents stated that they had been community college presidents, including all of their presidencies, an average of 9.6 years, slightly less than the 9.7 and 9.8 in 2001 and 1996. (See also Figure 5.)

Total Number of Presidencies Held

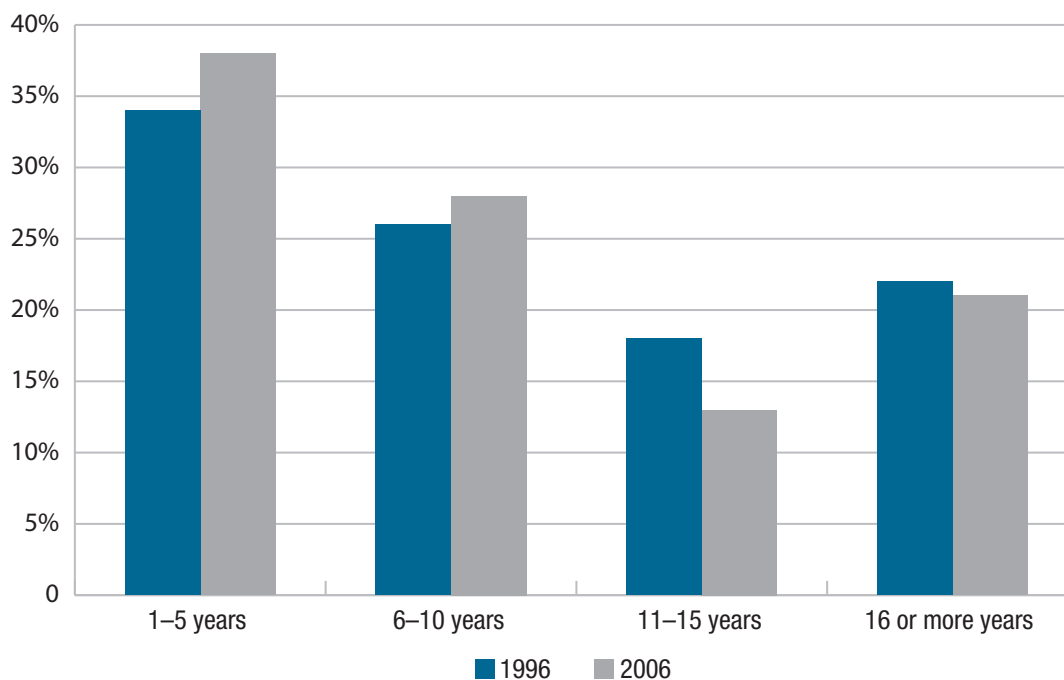
As suggested above, many community college presidents are mobile, assuming two or more presidencies during their careers. Indeed, in 2006, 33% of the presidents

stated that they had held two or more presidencies, with 7% holding three presidencies and 3% holding four or more presidencies. These figures have changed somewhat since 1984, when 25% of the presidents had held more than one presidency.

Position Before Assuming the First Presidency

Community college professionals, graduate students, and others want to know which pathway has been most successful for those seeking a community college presidency. The answer is clear and has been consistent since 1984: The most traveled pathway to the presidency is through the academic pipeline. In 2006, 55% of the respondents were in academic positions prior to assuming their first presidency. This percentage has changed little since 1984. There is a huge drop to the number two feeder position on the presidential pathway: In 2006, 8% of the presidents responded that they held positions in student services prior to their first presidency. Following closely was the chief business officer at 6%. So, although the pathway to the presidency has many entry points, the most traveled route is through academics. (See Table 2.) Because current presidents

FIGURE 5 Presidential Tenure: 1996 and 2006



play an important role in recommending future presidents, it is worthy of note that the chief academic officer is typically the president's chief confidant on campus.

TABLE 2 Position Before First Presidency

	%
Chief Academic Officer	37.3
Vice President with Academic Overview	9.6
Campus CEO	7.7
Chief Student Services Officer	7.5
Other Academic Administrators	7.0
Chief Business Officer	5.4
Other	5.3
Other Executive Positions	4.2
Vice President without Academic Overview	4.0
Chief Development Officer	2.2
Community Services/Continuing Education	2.1
Other Education (outside community college)	1.6
Government	1.5
Business or Industry	1.3
Workforce Development	1.1
Other Student Services Administrators	0.9
Faculty	0.6
Other Business or Operations Administrators	0.4
	99.7%

Internal Candidates

In 1996 and 2001, approximately one third of the presidents were internal candidates when they accepted their first presidency. In 2006, this figure was 35%, a slight increase in board preference for internal candidates.

SEARCH FIRMS

For the first time since the survey was begun in 1984, the respondents were asked what role, if any, a search firm played in their attaining a presidency. Considering the popularity of search firms, the answers were found to be revealing and perhaps useful to those who aspire to the presidency.

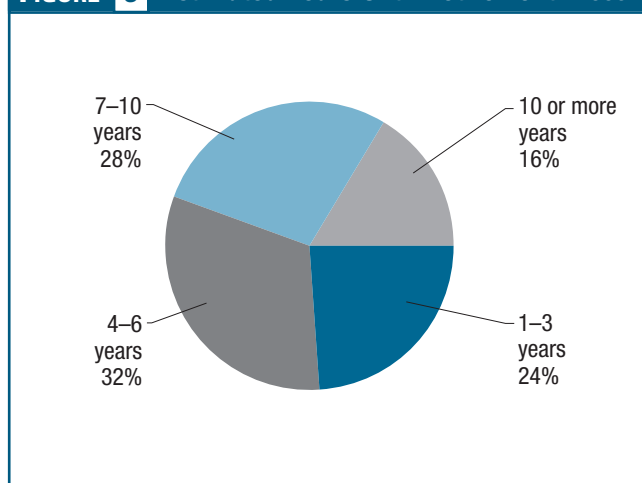
Of the 2006 respondents, 31% stated that a search firm or individuals who conduct presidential searches aided them in obtaining the presidency. Forty-two percent of the 166 presidents who used a search entity stated that they made the initial contact with the search entity; 49% stated that the search entity made the first contact. Obtaining a presi-

dency requires perseverance; the 2006 respondents stated that their names were submitted by the search entity an average of five times before they were selected. In addition, they were interviewed for an average of three presidencies before being selected, a fact that may be enlightening—and encouraging—to those who have set their sights on becoming presidents.

RETIREMENT

An overworked but accurate cliché is that all good (and bad) things must end. So must one's tenure as a community college president. When one considers that the average age of current presidents is 58 years of age, it is not surprising that retirement is on the minds of some of these presidents. As depicted in Figure 6, 24% of the current presidents plan to retire within 1–3 years; another 32% plan to retire within 4–6 years; and 28% plan to retire within 7–10 years. For those who aspire to the presidency, there will indeed be “room at the top.” The 84% of current presidents who plan to retire within the next 10 years is an increase from the 79% in 2001 and the 68% in 1996 who planned to retire within the same time period. In 1996 the average age was 54, and in 2001 it was 56.

FIGURE 6 Estimated Years Until Retirement: 2006



Respondents to the 2006 CLS also provided information on their work activities, their employment conditions, and their interaction with their communities.

PROFESSIONAL ACTIVITIES

Time on Task

Presidents were asked to estimate the amount of time they spend performing the duties associated with the president's office, and how they allocate time for specific tasks each week. On average, presidents continue to spend about 57 hours per week performing work-related activities, which include participating in an average of four evening or weekend activities.

For greater precision, the presidents were asked to estimate the percentage of time that they spent on 11 different activities, which are presented in three major categories: Internal Activities (administrative tasks, college meetings, and informal meetings and interactions); External Relations (community activities, fundraising activities, and legislative activities); and Professional Development and Other Activities (professional meetings, professional reading, teaching, and other).

Slightly more than half of the presidents' time (53%) is devoted to internal operations, and approximately one third (34%) of the presidents' time is spent with community and other external relations. These figures indicate a slight shift away from internal activities (56% in 2001) and toward external relations (31% in 2001). In addition, presidents spend almost one fifth (19%) of their time on professional development and other activities. Table 3, based on 484 survey responses, provides more detailed information on these findings.

Community College Teaching

Although teaching takes up approximately 1% of the time reported by all presidents, not all presidents currently teach. Only 46 (8%) of the 545 presidents who responded to the survey indicated that they currently teach at a community college at least once per year. However, the authors suspect that the percentage involved in teaching may be higher because presidents are frequently asked to teach courses or serve as guest lecturers in graduate programs in higher education.

Therefore, the percentage of presidents who visit the classroom in a faculty capacity each year is likely to be higher than reported.

TABLE 3 Percentage of Time Spent on Presidential Tasks: 2006

Internal Activities	53.2%
Administrative tasks	19.8%
College meetings	22.0%
Informal meetings or interactions	11.4%
External Relations	34.0%
Community activities	13.1%
Fundraising activities	11.5%
Legislative advocacy	9.3%
Professional Development and Other Activities	18.5%
Professional meetings	6.2%
Professional reading	5.1%
Professional writing	2.7%
Teaching	1.0%
Other	3.6%

In addition, in terms of having experience in the classroom, the vast majority of presidents (86%) have taught in a community college at some point in their careers. Slightly less than half (48%) of the presidents stated that they had previously taught full-time, and 49% stated that they had previously taught part-time. (Note that these choices were not mutually exclusive; therefore, some presidents have taught both part-time and full-time.)

PREPARING FUTURE LEADERS

Presidents were asked two sets of questions regarding their contribution to preparing future leaders. Respondents answered questions about their own mentoring activities and questions about "grow your own leaders" (GYOL) programs on their campuses.

More than half of the current presidents (54%) stated that they have a formal mentoring relationship with a potential future leader, which is up slightly from the responses of the presidents in 2001 (50%).

A substantial percentage of current presidents (43%) stated that they sponsor a GYOL program on their campus. The degree of involvement in the GYOL program by the presidents is considerable. Of the presidents who sponsor GYOL programs, more than half (61%) provide broad oversight, about one third (30%) have the primary say in participant selection, and just under one quarter (24%) have primary responsibility for the program content. Slightly more than 10% act as convener and emcee only. (See Table 4.)

TABLE 4 Presidential Involvement in GYOL Programs: 2006	
Broad oversight only	60.60%
Primary presenter	47.50%
Primary decision maker for participant selection	30.10%
Primary decision maker for program content	23.70%
Primary decision maker for program presenters	15.30%
Convener and emcee responsibilities only	11.40%
One of a number of presenters	5.50%
Other	5.50%

These programs provide leadership development opportunities for positions throughout the organization. More than four fifths (82%) of GYOL programs target mid-level academic managers or directors, and nearly three quarters of GYOL programs target mid-level student services and administrative managers or directors. In addition, more than 60% of the GYOL programs target top administrators and faculty. (The survey did not distinguish between programs with a specialized audience, such as leadership programs for faculty, and programs with a diverse audience.)

TERMS OF EMPLOYMENT

Selected elements of presidential employment were included in the 2006 survey. Presidents were asked to categorize their type of contract, housing allowance, and annual leave benefits.

Contracts

Presidents were asked to categorize their contracts as rolling, fixed, or other. Rolling contracts are on the rise, with 44% of the presidents having rolling contracts in

1996, 49% in 2001, and 51% of current presidents having rolling contracts. At the same time, the percentage of presidents who are employed with no contract has decreased by half from 16% in 1996 to 8% in 2006. Slightly more than one third of the presidents have fixed contracts, down somewhat from 1996. Approximately 7% of the contracts fall into the “other” category.

Nearly 80% of the presidents have contracts for 3 years or less, with 44% having a 3-year contract. Three-year contracts are the most common, having nearly doubled since 1996. One-year contracts are on the rise as well, making up 18% of presidential contracts in 1996 and 24% of contracts in 2006. (See Figure 7.)

College-Owned Housing

College-owned housing for community college presidents is showing a downward trend, decreasing one percentage point with each CLS. In 1991, 10% of the presidents lived in college-owned housing, compared with 9% in 1996, 8% in 2001, and 7% in 2006. On the rise, however, is the inclusion of a housing allowance as part of presidential employment. Twenty-three percent of current presidents receive a housing allowance, compared with 16% in 1991.

Annual Leave

Another component of employment terms is annual leave. The average number of days of annual leave that presidents earn has consistently hovered around 22 days since the first CLS in 1984. Similarly, since 1984, presidents have tended to use only about 60% of their vacation days, taking 13 vacation days a year. However, all of that benefit is not lost. About 14% of the presidents are paid for unused annual leave at the end of each year. In addition, 37% of the presidents are paid for all unused annual leave upon leaving their position, and 46% are paid for a portion of their unused vacation time.

An increasing number of presidents perform work-related duties during their vacations. Approximately 82% of the presidents in 2006 stated that they work while on vacation, up from 77% in 2001.

PRESIDENTIAL EVALUATION

The topic of presidential evaluation was added to the CLS in 2001. The results in 2006 are consistent with the earlier findings. Nearly 80% of the presidents (up from 75% in 2001) responded that their governing board had conducted a formal presidential evaluation within the past two years. Of the 432 presidents who underwent a formal evaluation, almost 70% reported that self-assessment was included in the review. Approximately 73% stated that a written report was issued following the evaluation. In addition, slightly more than half (52%) of the presidents stated that their evaluation influenced their compensation package.

Very few presidents disclosed having experienced two kinds of crises associated with presidential evaluation: votes of no confidence and terminations. Slightly more than 3% of the presidents stated that they had received a vote of no confidence from the faculty. In addition, 2% of the presidents responded that they had been asked to resign from a community college presidency. These results have not changed greatly since 2001.

COMMUNITY AND BUSINESS RELATIONS

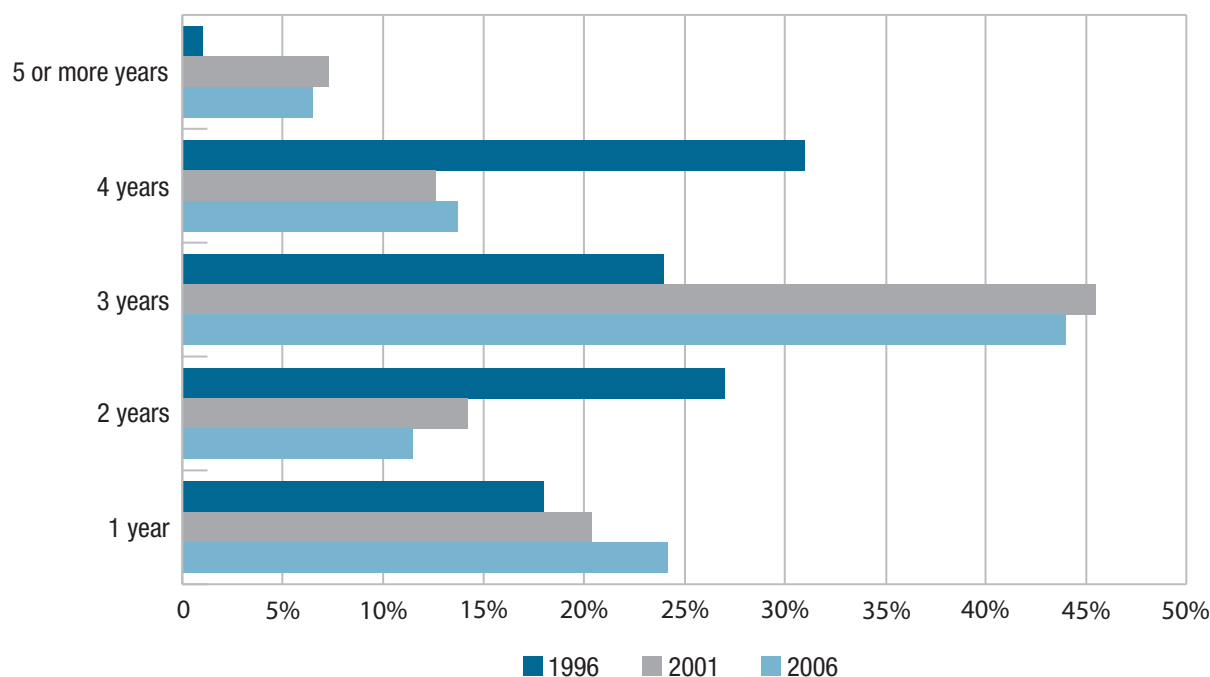
The presidents provided information on their participation on various types of boards, their contact with selected community constituents, and their participation in voluntary activities. These questions were first asked in 2001.

Board Membership

There was a decrease in the percentage of presidents who sit on the board of a corporation or business, from 49% in 2001 to 37% in 2006. As in 2001, the majority of presidents who serve on these kinds of boards do so without pay. Approximately 30% of all presidents responded that they serve in an unpaid position on a corporate board, and nearly 11% said that they were paid for their service.

There is much greater presidential participation on boards of community-based or nonprofit organizations than on corporate boards. In fact, almost all presidents (94%) sit on nonprofit boards. As was reported in 2001, the overwhelming majority (93%) of all presidents serve on the boards of community-based or nonprofit organizations without receiving compensation. Less than 2% of all pres-

FIGURE 7 Years of Presidential Contracts: 1996, 2001, and 2006



idents, in fact, are paid for their service on nonprofit boards. Table 5 shows the distribution of 2006 presidents serving on profit and nonprofit boards.

TABLE 5 External Board Membership: 2006	
Paid seat on corporate/business board	11%
Unpaid seat on corporate/business board	30%
Paid seat on community/nonprofit board	2%
Unpaid seat on community/nonprofit board	93%
Seat on national advisory board or panel	43%
Does not serve on any board or panel	3%

In 2006, the board service category was expanded to include a question regarding service on national advisory boards or panels. Nearly 43% of the presidents stated that they serve on national advisory boards or panels.

Contact With Community Leaders

The presidents were asked how frequently they meet with high-ranking business and industry officials, as well as with local K–12 school officials in their service area. Current presidents meet more frequently with business and industry leaders now than they did five years ago. More specifically, there was a substantial increase in presidents who report that they meet with these officials at least once a week, from 27% in 2001 to 47% in 2006. Another 40% of the presidents stated that they meet with these leaders at least once a month.

As in 2001, the respondents to the 2006 CLS reported meeting with officials of local primary, middle, and secondary schools with less frequency than they met with high-ranking officials of business and industry. Thirty-one percent of the presidents, an increase from 24% in 2001, stated that they meet with local school officials less often than once per month. Fifty-five percent of the presidents said they meet with school officials at least once per month, and 13% said they meet with these officials at least once a week. Table 6 provides a complete comparison of the 2001 and 2006 responses.

Presidents continue to establish and maintain relations with key government officials. Approximately 97% of the

2006 presidents reported that they had conversations with their state representatives and state senators at least twice per year. Fifty-one percent of the presidents said that they had spoken with their state representative more than 10 times in a year, and 45% of the presidents said that they had spoken with their state senator more than 10 times in a year. In addition, 93% of the presidents reported that they had visited the state legislature to advocate for or to promote their community college during the most recent legislative session.

TABLE 6 Contact With Community Leaders: 2001 and 2006		
Contact With Business and Industry Officials	2001	2006
At least five times per week	3.4%	4.2%
At least once per week	27.2%	47.3%
At least once per month	58.0%	40.0%
Less than once per month	11.0%	7.7%
Contact With K–12 Officials	2001	2006
At least five times per week	0.9%	0.4%
At least once per week	19.1%	13.2%
At least once per month	56.2%	54.9%
Less than once per month	23.8%	31.0%

Presidents reported much less frequent contact with their governor's office, with 13% stating that they have never had contact, and 28% stating that they have contact once per year. However, 52% report having conversations with the governor's office between 2 and 10 times per year.

Keeping in touch with elected federal officials representing their college's congressional district is also part of the presidents' activities. The majority of presidents (66%) reported having conversations with their college's member of the U.S. House of Representatives 2 to 10 times per year, and slightly less than half (about 49%) had conversations with their U.S. senator 2 to 10 times per year.

Table 7 shows the responses of presidents regarding the frequency of their conversations with governors and state and federal legislators.

Volunteer Work

Another aspect of community relations is volunteer work, and community college presidents participate in a wide range of community service and volunteer activities. Approximately 91% of all presidents in 2006 stated that they had participated in community service or volunteer work in the past year, up from 85% in 2001. The most common volunteer activity undertaken by presidents is raising money for nonpolitical purposes (other than fundraising for the college), with 64% of the presidents stating that they had served in this capacity. Working with children (27%) and volunteering for neighborhood improvement or cleanup projects (21%) were the next most common community service activities.

CONCLUDING REMARKS

Attaining the Presidency

- The use of search entities is increasing: Although, in total, only one in three current presidents used a search entity to obtain his or her most recent position, 39% of those hired within the past 3 years—versus 26% of those hired 4 or more years ago—obtained their position through a search entity. The professional association representing community college trustees, ACCT, provides search firm services, and the number of former presidents who provide search services is increasing every year. These resources provide community colleges with expertise in identifying institutional needs, reaching a diverse pool of candidates, and providing guidance in terms of institutional fit. For those interested in throwing their hats into the presidential ring, introducing oneself to search entities is certainly a strategy worth considering.

- Academic administration remains the most common pathway to the presidency. Academic administration is a powerful qualifier not only because it provides a background in curriculum, instruction, and faculty leadership, but because academic administration encompasses a wide variety of other responsibilities as well: strategic planning, human and financial resource management, collaboration within and among departments and institutions, and institutional and student advocacy. Those presidential hopefuls who are not in the academic pipeline should develop their skills in the breadth of leadership competencies that will make them competitive with academic administrators.
- Having an earned doctorate should no longer be considered an optional qualification. Over the past 3 years, of those hired into their first presidency, more than 87% had earned a doctorate or a professional degree (e.g., JD or MD).

Fulfilling the Presidency

- The presidency has a strong external relations component, and the data indicate that the external aspect of the position is increasing. Slightly less than 31% of the presidents' time was spent on external relations in 2001, compared with 34% in 2006. Community college presidents seek and establish relationships with elected officials on the local, state, and federal level. They lobby their legislature to advocate for their community college. They meet with business, government, and other community leaders; participate in fundraising activities; and participate in community activities.
- Service is an inexorable part of the presidency. Nearly every president—97% of the survey respondents—sits on at least one corporate, nonprofit, or national advisory board.

TABLE 7 Contact With Government Officials: 2006

Frequency of Conversations	State Representatives	State Senators	Governor's Office	U.S. Representatives	U.S. Senators
Never	0.4%	0.4%	13.2%	3.7%	12.1%
Once per year	2.4%	3.3%	27.6%	23.0%	35.4%
2–10 times per year	46.8%	51.3%	52.4%	66.1%	48.8%
More than 10 times per year	50.5%	45.0%	6.8%	7.2%	3.7%

sory board. In addition, approximately 91% of all presidents in 2006 stated that they had participated in community service or volunteer work in the past year.

- Presidents recognize and contribute to their role as developers of future leaders. The number of “grow your own leaders” programs sponsored by presidents and the extent to which presidents participate in these programs, as well as the percentage of presidents who serve as mentors to future leaders, underscore the commitment of current presidents to the future of community colleges nationwide.
- Presidents spend more time with high-ranking business and industry officials than they do with local K–12 school officials. Business and industry are unique constituents in that they may request specific training for their current employees (serving as primary customers) and that they hire community college graduates (making the employers secondary customers of community college education services). Local K–12 school systems, however, may be better understood as partners of collaborative education initiatives such as 2+2 programs, as well as suppliers of primary customers in the form of graduates and dropouts. Although relationships with business and industry may lead to more teaching or training opportunities for community colleges, relationships with the K–12 schools should not be undervalued. Community colleges, as community citizens, have an obligation to collaborate with K–12 schools in any efforts that may improve the education level of their citizenry.

Leaving the Presidency

- Leaving a presidency is not the same as leaving the

presidency. In fact, mobility seems to be on the rise, with an increasing number of presidents having two or more presidencies.

- That the percentage of presidents who plan to retire within the next 10 years has increased is not unexpected. The average age of presidents was 58 years in 2006, making current presidents the oldest of any group of respondents since the CLS was first conducted in 1984 (when the average age was less than 52 years).

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