AN ABSTRACT OF THE THESIS OF


Title: Community College Leaders: Building Community Connections.

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Betty Duvall

The study established how community college leaders establish connections with other community leaders. Connections that form broad and inclusive networks can be used to develop positive social capital in communities. Results showed that new community college leaders follow a pattern of community engagement including the identification of other leaders, making contacts, and extending relationships through community and personal activities. No particular set of personality characteristics is required for the development of community connections. Methods of developing community connections vary depending upon leader, college, and community characteristics. The development of connections is expedited by frequent attendance at events, membership in organizations, and the assistance of college staff. The development of community connections is based on sets of skills that can be learned. Skills learned in the development of community
connections can be adapted and transferred from one setting to another. Community college leaders tend to define the results of their community connections by college outcomes rather than by community impact. Community college leaders tend not to have broad and inclusive networks that include informal and social service community leaders. New community college leaders and their staffs can use the results of this study to better prepare for the establishment and maintenance of leadership networks that build community.
Community College Leaders: Building Community Connections

by

Penny York

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Penny York, Author
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CHAPTER 1 – SIGNIFICANCE

Introduction

People who interact with one another for common purposes greatly influence the quality of their collective lives. Community college leaders affect their communities through relationships and shared activities with other local leaders. These relationships and activities build common purpose and a sense of community when they provide for the public good.

Many researchers, policy makers, and community activists have tried to identify the factors that build community. They have used many terms for this illusive idea. Social capital, capacity building, civic engagement and community building are related terms that have helped to focus attention on positive actions that have the goal of public benefit.

Purpose of the Study

The purpose of this study was to determine how a selected group of community college leaders in Washington and Oregon established connections with other leaders in their local communities. The understanding developed in this study can inform new community college leaders of the methods for connecting with their communities. The application of this knowledge will enable them to more
quickly and effectively connect their college programs and services with the needs and assets of their communities.

**Importance of the Study**

There are several leadership positions in community colleges that have a strong community focus. These include, but are not limited to, the President, the Deans or Directors of Community Education, the Director or Vice President of the Foundation or College Advancement, and Directors or Deans of outreach centers and branch campuses. The presidency is a position with a substantial need for strong community relationships. However, most new presidents don’t move into a presidency from a previous position that had significant community responsibilities. A 1991 survey, referred to by Vaughan et al. (1994) in *The Community College Presidency: Current Status and Future Outlook*, reported that the prior positions of 57% of new community college presidents were Dean of Instruction or Academic Vice President. Dean of Community Services, the only title listed in the study in which community responsibilities clearly dominate, only represented the prior position of 4% of new college presidents.

New community college presidents who held a prior position in the same college may have developed many community connections, regardless of the type of position. Other community college leaders who move into positions requiring substantial community contact learn how to develop these connections through trial and error. They become more knowledgeable about how to efficiently and
effectively develop these connections, as needed, if they move into a new community. Community college leaders who move into a new presidency in a new community and who don’t have prior experience in a community position are likely to have a harder time developing these connections. This study provides data that describe methods of accomplishing this goal.

Community college leaders with community responsibilities need to become well-connected with their communities quickly and efficiently, to be connected broadly rather than just to business or just to the regularly established community leaders, and to use college staff well in order to help initiate these connections. Community college leaders need information about how to connect to constituencies that are not well represented; their people may be in greatest need of community college services and programs. This study also provides guidance to the college staff in helping to prepare a new community college president for developing community connections.

Background

Members of society have always looked for ways to make their lives better. The founder of the Communitarian movement, Etzioni (1995), said, “Everything that members of a society value, liberty included, is dependent on sustaining the social realm, a measure of commitment to the commons has a moral standing.” Many scholars and observers of community life look for and find examples of this commitment to the commons. Schambra (1998) was referring to the community
impact of a choir of inner-city teens in Milwaukee when he said “there is emerging
today a cohesive community, united in common endeavor, mutually developing
skills of cooperation, leadership, and citizenship.”

What are the qualities of communities that promote this unity? Fukuyama
(1999) defined true communities as those that “are bound together by the values,
norms, and experiences shared among their members.” Mattessich and Monsey
(1997) spoke about communities that can work together: “Communities with high
social capacity can successfully identify problems and needs; achieve a workable
consensus on goals and priorities; agree on how to pursue goals; and cooperate to
achieve goals.” They found that the leaders in communities with successful
community-building efforts had broad and inclusive social networks.

Kretzmann and McKnight (1993) wrote about ways to facilitate the
development of this kind of community. They proposed “an alternative community
development path: asset-based, internally focused, relationship driven.” Their
model capitalizes on “capacity-focused development” and on the “assets of a com-
munity: individuals, associations, institutions.”

Chrislip and Larson (1994) wrote about the importance of collaboration for
building communities: “By collaborating to address public concerns, citizens can
and do develop a different kind of civic culture that makes their communities and
regions stronger and more effective.” Such community development requires a
new kind of leadership where “direction is established through the collaborative
interaction of the stakeholders” which can bring about alignment “by building
broad-based involvement through agreements about how to work together.” The development of relationships among collaborative leaders may have been intentional, and may have provided some personal benefits, but it was fundamentally created and sustained for the public benefit.

Leaders across the country have been engaging in this collaborative process of community building. Rudolph (1998) called this “an emerging strategy wherein various approaches of social renewal and civic engagement are converging to build social capital.”

“Social capital” was a term that was coined in 1916 to describe cohesion in rural school communities. It was similar to other kinds of capital, human and physical, because it referred to the aggregating of resources. The term has sparked much recent debate since it was used by Robert Putnam (1995) in Bowling Alone: America’s Declining Social Capital. He said, “Social capital refers to features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.”

Attention to the positive aspects of community has developed a new optimism among some political writers. Dionne (1998) said “the United States is on the verge of an era of reform similar in spirit to the social rebuilding that took place during the Progressive Era,” and he listed three changes that would be required. The first was a return to civility in politics that would include vigorous and respectful debate. The next was a new engagement of individuals with democracy where the people would be the government. Finally, there would have to be a “rebirth and
reconstruction of the communities that constitute civil society.” If he was right, then community college leaders need to be ready and able to take part in this rebirth.

Some community activists have identified the community college as a partner in the building of communities. Kretzmann and McKnight (1993) pointed out that “what is often overlooked is the fact that each community college is actually a complex constellation of resources that can be mobilized to build better communities... By connecting their own resources with those of the community, community colleges help to create a better, more secure future both for themselves and for their neighbors.”

In the community college literature there have been references to the potential for the college to impact the community in more powerful ways by working with other community organizations. Copa and Ammentorp (1997) said, “Partnerships reflect the dynamics of community with local, state, national, and international dimensions. There is serious and strategic attention to stewardship of the community through partnerships.” Community colleges have a variety of impacts on their surrounding communities. The primary impact is the effect on individual students. This is achieved through the delivery of instruction and services for general education, transfer preparation, workforce training, pre-collegiate skills development, and community or noncredit education. The community college also provides programs and services directly to the public such as artistic performances, family services, and sporting activities. Many community
colleges provide training and other services directly to businesses. Other significant effects the community college has on its community result from its power as a large employer, as a purchaser of goods and services, and as a partner in community building activities.

The term building community was first widely used in the community college literature in 1988 with the publication of *Building Communities: A Vision for a New Century* by the American Association of Community and Junior Colleges (1988). Several studies and position papers have addressed this topic for community college leaders in the 13 years since that publication first appeared.

**Scope and Delimitations of the Study**

This was a study of leaders from 13 community colleges in Oregon and Washington. This study explored how these leaders established connections with other leaders in their communities. Research was conducted via personal interviews and phone interviews throughout the two states. The sample was selected to include CEOs and non-CEOs, participants from rural, suburban, and urban colleges, men and women, white and ethnic minority leaders. All but one of the participants had been in their positions from one to six years. Nine of the participants had moved into their current positions from outside of the community within the past six years.
This study focused on only one area of college and community relations, the development of connections between community college leaders and other leaders in the community.

Definition of Terms

For the purposes of this study, research definitions have been developed which are derived from related literature. When a variety of meanings were given in different types of literature, that most common to the literature of social capital was adopted.

Mattessich and Monsey (1997) defined community as “people who live within a geographically defined area and who have social and psychological ties with each other and with the place where they live.” Etzioni’s (1995) definition was “a group of people who share affective bonds and a culture.” The definition used in this study combined both into “a group of people who live within a geographically defined area, share affective bonds and a culture with each other, and have ties to the place where they live.”

In this study “community building” referred to activities and relationships that contributed to the improvement of the quality of life for all residents in a local area. Community building has generally been done in partnership with others from different segments of the local community.

“Civic engagement” was defined as an individual’s participation in the civic and deliberative life of his or her community, state, or country. Civic life included
aspects of governance. Deliberative activity was purposeful discussion that led to change.

“Leader” in this study meant an influential head of a college, a unit within the college, or an organization, institution, constituency within a community or a unit of such community group. It was not limited to a Chief Executive Officer or President.

Community results were defined as measurable or identifiable changes in the community that affect the quality of life for some residents. These could include measures of health, literacy, or violence at different socio-economic levels.

This study’s definition of social capital was derived from Putnam’s (1995) definition: “The networks, norms and social trust” which connect people in a community together for their mutual benefit.

Areas of Inquiry

This research project started with areas of inquiry that became the basis for the interview protocol and sampling methods. The nature and impact of the interpersonal relationships between community and college leaders are of central interest. These included the goals and motivation for seeking out relationships with particular individuals and the strategies for maintaining amicable, effective relationships. The leaders’ perceptions of the results of their activities were also explored.
Summary

Community building includes activities and relationships that contribute to the improvement of the quality of life for all residents in a local area. Since the American Association of Community Colleges (1988) release of *Building Communities: A Vision for a New Century*, there has been an increased emphasis in community college dialogue on the community role. Research in community building and community leadership has shown that the development of broad and inclusive networks of leaders is crucial to improving life for community residents. New community college leaders who quickly and effectively connect to a broad network of other community leaders can more effectively contribute to community building efforts. The development of these connections will be improved by an understanding of how this was accomplished by other leaders in similar positions.
CHAPTER 2 – REVIEW OF RELATED LITERATURE

This study of the methods used by community college leaders to connect with their communities begins with a review of several areas of literature. First is the area of the community mission and the community building aspects of the community college. Next is an exploration of literature about community building.

The Community College

The community college exists in 49 of the 50 states. Knowledge of its history and its comprehensive mission is necessary to understand the role that it can take in community building.

Community colleges began as junior colleges at the turn of the 20th century. In 1921 the American Association of Junior Colleges held their first meeting. The next year they described their mission as providing the first two years of collegiate instruction. At the close of World War II, these colleges became a focus of federal policy with the appointment of the President’s (Truman) Commission on Higher Education. This body recommended that the community college serve all the post-secondary educational needs of adults. This charge, along with the sudden influx of thousands of veterans, precipitated an increase in the number of the colleges and a focus of their mission (Bogart, 1994).

Lorenzo (1994) described five components of the community college mission. The transfer function has been present since the beginning of the institu-
tion. The goal of this function was to prepare students for transfer to the university with lower division coursework. Career education was his second component of the mission. This included training for direct entry into work, usually through one- or two-year skills-based programs. Lorenzo gave general education as the third component. General education provided introductory work in the basic fields of knowledge. Remedial, pre collegiate, or developmental studies are terms for the fourth part of the community college mission. Because many people reach adulthood without the necessary preparation in English and math to do collegiate work, the community college has provided this instruction. The final part of the community college mission was community education, which Lorenzo said included adult education, continuing education, contract training and community services. Many of the community building activities of the community college arise out of this part of its mission.

Harlacher (1969) described the direction of the community service function of the community college. He said that “the community college has an obligation to become a center of community life”, to provide the community with the leadership and coordination capabilities of the college, and to contribute to and promote the cultural, intellectual, and social life of the college district community.

Mezack (1994) synthesized the literature on the community services function of the community college. Most of the works he reviewed focused on the instructional services offered to adults on a short-term or noncredit basis. Some
expanded the function to include recreation, health services, services to children, community events, and participation or leadership in community collaborations.

Peterson (1996) addressed the particular challenges for community colleges serving urban communities. She said that reviewing the literature in this area was difficult because of disagreements about the definition of urban, and therefore, the colleges that can be classified as urban. Areas needing real attention were America’s core cities that had “become home to a growing underclass, overwhelmingly minority, that enjoy neither stable communities nor the opportunities such communities can provide.” To assist urban community colleges with meeting the needs of their communities, Peterson called for a new focus on research. She said the field should “undertake the kind of continuing, sector-wide research that will not only yield meaningful, if generally more complex, findings about the effects of this institution on its students, but also explore the interaction of the community college with other urban institutions—including churches, community-based organizations and small businesses—in promoting the access of the urban underclass to lives of opportunity and fulfillment.”

In 1986, the American Association of Community and Junior Colleges appointed nineteen people to the Commission on the Future of the Community Colleges. Their findings, reported in *Building Communities, A Vision for a New Century* (1988), focused the attention of community college leaders across the country on the community mission of the college, though most of its recommendations centered on internal development of the college. Their definition for
community was not only “a region to be served, but also a climate to be created.” The report provided recommendations on partnerships for learning, curriculum for lifelong education, developing the classroom and the college as communities, and leadership development.

There are several references in the report to the college’s external role. Recommendations were made to connect with the community outside the college through partnerships with schools and universities and through alliances with employers. The recommendations on developing the college as a community addressed the inclusion of community service activities for students. There were references to the college as a potential gathering place for community constituents, and as a convener for community discussions. The report added a prediction that “as we move toward the year 2000, strengthening connections beyond the college – with schools, industry, business, social agencies, and policy groups – will become a key strategy in the building of community.”

In 1995, the American Association of Community Colleges, renamed from the American Association of Community and Junior Colleges, released a new report on activities that community colleges across the country had conducted in response to their 1988 report. *A Climate Created: Community Building in the Beacon College Project* provided the results of projects conducted by 26 community colleges along with over 200 partner colleges. The authors reported positive results for teaching and learning, international education, technology, diversity, leadership, assessment, school and workforce partnerships, and service learning.
Many of the projects blurred the boundaries between the colleges and their communities. The Maricopa Community College District led a project to develop urban education coalitions. The goal of Lake Michigan College’s initiative was to organize successful early intervention programs for at-risk youth. Resources produced which also contributed to community building by the community colleges included *Developing Winners in Our Communities, The Role of the Community College in Building Communities Through Coalitions, and Building Community from Diversity*. Several of the recommendations in the report included ways to increase the activities of the college in the community.

The Academy for Community College Leadership Advancement, Innovation, and Modeling at North Carolina State University developed a process for using the community college to improve the community. This process, ACCLAIM, was described by Boone and Associates (1997) in *Community Leadership Through Community-Based Programming*. He described it as “a systematic and rational process in which the community college functioned as a leader and catalyst in effecting collaboration among the people, their leaders, and community-based agencies and organizations in identifying, confronting, and resolving critical community issues that are adversely affecting – or have the potential to adversely affect – the community, its people, and their quality of life.” The leadership of the college drove the process. They studied the community, developed a plan to address its most urgent issues, and then invited in community leaders to assist. While there was support in the text for collaboration, the model is
less community-driven than processes recommended in community building and civic engagement literature recommend. When asked why this is so, Boone said, "The issue drives the formation of a coalition" (Boone, 1999, e-mail communication).

Harlacher and Gollattscheck (1996) wrote of another approach to using the community college for community building in *The Community-Building College: Leading the Way to Community Revitalization*. Unlike Boone, they recommended inviting community leaders in at the beginning of a change process. They included representatives from associations, charitable institutions, local, state, and federal government agencies, and businesses. The modes of partnership they described for these relationships include direct assistance, advisory relationship, joint ventures and formal mergers. These relationships were expected to result in a changed college curriculum.

Others have studied or written about the community building function of the community college. Gillett-Karam (1996) has been affiliated with Boone and wrote about the ACCLAIM model in *Community College – Community Relationships and Civic Accountability*. She tied the development of the model to the philosophy of communitarianism, the history of community-service education in the community college, and strategic planning and issues resolution. She emphasized the importance of the establishment of an environmental scanning committee of college and community members. The role of the committee was to gather information about social-cultural, political, and economic problems in the community.
and build a plan for improving those conditions. She concluded by saying “Community colleges can become a significant force in helping the people in their service areas... And in doing so, they will practice civic accountability.”

Two community colleges exemplify the intersection between community colleges and community building. Both participated in the Beacon College Project. Ottenritter and Parsons (1996) wrote about a Maryland college, Hagerstown Junior College, in *In Good Company: A Ten-Year Odyssey in Pursuit of Civic Purpose*. The college’s renewal was based on a framework for civic purpose. By using a community charrette process, the college initiated a civic dialogue. The results included a change to outcome-based success indicators, the creation of a community leadership development program, a broadened funding base, and a synthesis of service learning with leadership development. The Kellogg Foundation, an important participant in the national community building movement, has supported some of their programs.

Another example in the literature is the Community College of Aurora’s Community Involvement Program (Lisman, 1996). This Colorado program had three components. The first was a family center providing social support services called the Center for New Work. The second was an initiative for citizenship and leadership training for residents. The third was a service-learning program that included a Healthy Communities Initiative, another important part of national community building.
Social Capital

Much of the discussion about social capital has taken place in the literature of Sociology. The topic gained prominence in the field due to the writings of James Coleman. In *Foundations of Social Theory* (1990), he said that social capital is created when relations among people change in ways that facilitate productive action. He used the term to discuss relations that have provided benefit to the individual. He discussed several factors that can effect the accumulation of social capital. The ideal of self-sufficiency decreased it, while shared ideology usually increased it. He found that social organization facilitated the development of social capital and so increased the achievement of goals that could not be achieved in its absence or could be achieved only at a higher cost.

Coleman’s work prompted continuing discussion. Callahan (1996), responding to Coleman, said “social capital, unlike other kinds of more tangible capital, consists of relationships among persons, groups, and communities that engender trust and/or mutual obligations. These relationships, expectancies, and trusting obligations between persons mean that persons can draw upon social capital in order to act more effectively.” He listed conditions that favor the growth of social capital, including sustained attention, trust, personal bonds, stability in an environment, and participation in voluntary associations.

Robert Putnam, a professor of International Affairs at Harvard, was the person who brought the concept of social capital to the forefront of public and academic discussions of civic engagement and community building. He has been
conducting comparison studies of social capital in different regions of Italy since the 1960s. His article in Current, "Bowling Alone: America’s Declining Social Capital" (1995), declared that associations in the United States have had a decrease in membership which is a result of declining social capital. He compared "physical capital and human capital – tools and training that enhance individual productivity" with social capital which "refers to features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit."

Where Coleman focused on the potential of social capital to provide individual gain, Putnam’s definition focused on public benefit. He said that community networks of civic engagement "foster sturdy norms of generalized reciprocity and encourage the emergence of social trust." This concept of trust which generalizes beyond the relationship of two people who know each other to individuals who are not acquainted is an essential component of social capital. Generalized trust draws others into the connective net of friendship. According to Putnam (1995), "such networks facilitate coordination and communication, amplify reputations, and thus allow dilemmas of collective action to be resolved." He goes on to say that "dense networks of interaction probably broaden the participants’ sense of self, developing the ‘I’ into the ‘we’.”

Putnam mentioned several types of civic organizations that had high levels of social capital in the United States. These included religious and fraternal organizations, groups such as the League of Women Voters, and activity groups such as
bowling leagues. In the last twenty years self-help and support groups have been added to this list. He expressed concern that national data has shown a steady drop in the membership of such groups. In their place arose mass-membership groups such as the American Association of Retired Persons and the Sierra Club, which do not entail face-to-face participation by members. Putnam's explanation of this change pointed to several factors, including the movement of women into the labor force, mobility, changes in the family, and the technological transformation of leisure. This last factor represented a shift from group entertainment such as county fairs and city parades to individual modes including television and video games.

Putnam believed that some public policy of the last few decades acted to reduce social capital by eroding community connections. One example he gave was the slum-clearing activities of the 1950s and 1960s. These resulted in crime-ridden "projects", or multiple family housing units that had the effect of increased crime. Putnam recommended that "high on America's agenda should be the question of how to reverse these adverse trends in social connectedness, thus restoring civic engagement and civic trust." He also pointed to initiatives that encourage the formation of social capital. One of those he cites is the community college.

Putnam's work received positive and negative responses. Studies were conducted to examine and extend his concepts. One of his critics, Sidney Tarrow (1996), addressed the historical inferences Putnam makes from his studies in Italy. He says that Putnam's inference that the superior social capital in one region of
Italy was a result of “a history of vibrant communal government” was not supported by the quantitative data. But this and similar methodological criticisms of his comparative studies are not relevant to this research. Even critics of Putnam’s methods have agreed with his assertion that positive social capital was a necessary component for the healthy development of a community.

One criticism of social capital from the field of economics was that it only represented the desire for reciprocity in market transactions. An example at the neighborhood level would be one neighbor watching out for the other’s house so that he will receive the same service. Portes (1998) differentiated that “accumulation of obligations” by specifying that social capital required two conditions. The service or favor may have been in a form other than it was originally given. Also, the timing of its return could be unspecified. This further narrowed the definition of social capital to its public benefit aspect.

Another issue that Portes brought into the social capital discussion was the difference between benefits to a small group and benefits to a larger group. He wrote about exclusive community groups that worked for the benefit of their groups to the detriment of others rather than to the community as a whole. He used the term “bounded solidarity” to refer to this practice.

Portes listed four negative effects of social capital. First, strong intragroup ties allowed members to bar access to others. Next the business activities of members of strongly connected groups were limited by the free rider activities of some of the poorer members of the group. Free riders are those who have taken
from the beneficence of the group but did not return either goods or services.

Third, group participation created demands for conformity, which limited opportunities for creativity or independent thinking. The fourth occurred when group solidarity resulted from a common bond of adversity attributed to the majority culture. There may have been social controls to prevent members from becoming well educated, if this was a quality identified with those seen as oppressors.

In other responses to Putnam, some researchers agreed with the importance he gave to social capital and with the inclusion of its components of networks, norms and trust. Some of them disagreed with how it developed and with some of Putnam’s definitions. Putnam said that trust arose from norms of reciprocity and networks of civic engagement. Levi (1996) faulted Putnam for not providing an adequate research definition for trust. She gave this behavioral definition: “a trusting individual is one who makes a low personal investment in monitoring and enforcing the compliance of the individual(s) with whom she has made a compact from which she believes she will benefit.” She then gave several ways by which this type of trust may have developed, including projection and shared values. As in the work of other critics, Levi did more to extend the concept than to dispute Putnam. She ended by saying “Putnam raises a critical question, perhaps the critical question for democracies: What are the dynamics of the construction and destruction of democratic civic engagement?” But she said that Putnam’s writings had not yet given an adequate answer. Therefore she proposed more research to include the “origins, maintenance, transformation, and effects of social capital.”
Portes (1998) stated that social capital had three basic functions. It was a source of social control, a source of family support, and a source of benefits through extrafamilial networks. This last function was the one on which this study has focused. Though it is acknowledged that social capital can provide a variety of positive or negative consequences to individuals, the effects that are of significance are those that provide a lasting public benefit.

Research has been conducted in several areas of the United States to further define social capital and its effects. Miller (1997) wrote about the application, dynamics and limitations of social capital in the Healthy Boston initiative, which studied the development of twenty-one geographically defined coalitions. That study used the National Civic Leagues Civic Index and the concept of social capital to evaluate the success for the initiative. They discovered that "neighborhoods with traditions of working together positively and productively... could get together more quickly, select the right people for the right jobs, develop community priorities, come together to accomplish their tasks, use resources well, and understand their connection to larger political, institutional, and governmental systems." The evaluators found that "citing social capital as a critical outcome in community betterment activities is a very important step in articulating and developing positive strategies for communities" but should not be the sole focus of community building activities. Community development occurs in a complex and confusing web of interactions, and is, therefore, fragile. Relationships and trust build from activities
and engagement, and their effectiveness would be reduced if the relationships, rather than the activities, were the primary focus of the projects.

Some researchers have commented on the variable access to social capital, depending on one’s place in the community. Edwards and Foley (1997) said, “access varies according to one’s social location and is constrained by a number of factors. Geographic and social isolation constrain the structural availability of social capital, as do financial resources.” They also say that increased educational achievement “engages one to experience more diverse social relations and gain access to wider networks.”

Putnam has suggested several types of voluntary associations that can contribute to the development of social capital. One that has been the subject of further study is the choral group. Eastis (1998) conducted a qualitative study of two choral groups to learn if social capital varied with the structure of the group. For four months, or one musical season, she observed two choral groups at one university. She learned that the external network ties of each organization differed substantially. She noted different norms, and organizational maintenance that she attributed to differing levels of social capital. One was well connected to, and dependent upon, the university. The second group was better connected to its community. Individuals who participated in this second group were required to assist with the recruitment and maintenance of the organization. Participants from the second group developed organizational skills which would likely transfer to other community groups, a positive social capital outcome. Eastis recommended
that researchers and commentators look in-depth at the concept of social capital to garner information about its development in groups and its application to the improvement of the community as a whole.

Many researchers and commentators have discussed methods of developing social capital. These strategies came from program evaluation, community studies, and action research that have occurred across the country. Though based on social capital theory developed for the general population, some ideas were specifically constructed for particular groups and types of organizations or settings.

Potapchuk et al. (1997) said that social capital resulted from qualitatively different relationships. They saw it in “block parties and block watches, multi-sectoral partnerships, support networks for the most vulnerable among us, and real relationships among Anglos, Hispanics, African Americans, and Asian Americans.” They differentiated among relationships within families and neighbors, civic groups, and said that those seemed “different from the social capital among mayors, senior business leaders, top appointed officials, and others who are engaged in managing the affairs of the regional city-state,”

The researchers also delineated a “ladder of community building” which began at the smallest level with individual social interactions. This type of interaction did not necessarily create social capital. The next level was social capital, which was developed by the social interactions of groups. Third was the community organization, which included the formal and informal, public and private groups that brought communities together. The highest rung of the ladder
was civic infrastructure. This level arose from the repeated successes and failures that played “a central role in the ability a community has to mobilize its civic infrastructure to deal with a range of issues – public disputes, opportunities for economic and social growth, allocation of scarce resources, and the dozens of other potentially contentious decisions that have to be made in civic life.” They attributed the localized social capital of community organizations to the success of community problem solving. Generalized social capital was seen as “absolutely necessary for the kind of collaboration essential for an effective civil society.”

Speaking to community leaders and professional planners, the authors made four recommendations for converting social capital theory into practice. First, leaders needed to create a vision for the community based on principles of autonomy, self-governance and collaborative decision-making. Second, they needed to strive to understand the difference between planning and community building. Planning was characterized as addressing deficits without the identification of mutual interests and priorities articulated by community members. Third, organizations should act as bridges between stakeholders. And fourth, community members should practice collaborative leadership.

Gamson (1997) addressed the development of social capital by colleges and universities. She referred to findings that many college people were engaged in their communities, but they tend to do it in ways that are “privatized, invisible, isolated, uncoordinated and not strategic.” She recommended that in order for higher education to contribute to the building of social capital, it should first
"rebuild the social capital of higher education itself... by establishing or reestab-
lishing relationships with communities and community groups – and not just busi-
nesses – and to do so in a way that takes them seriously.” The researcher listed
other ways colleges and communities could positively affect their communities.
These methods included modeling ways of handling power differences and diverse
points of views, expanding the representation of underserved populations, and
developing ways of teaching and learning for civic life that could replenish the
ranks of public intellectuals.

Building social capital was shown to require cultivating people with the
skills and capacity to promote and support democracy and diversity. Chang (1997)
said that there were four ways to accomplish this. First, people must realize that
there are many ways they can come together to develop social capital and those
methods may be culturally based. Second, common values must be sought to bind
people together. Third, awareness of the interdependency of people from other
cultures should be nurtured so that there is an understanding of the mutual benefit
resulting from caring for others. Lastly, Chang recommended an investment in
leadership development.

In recognizing that different methods of developing social capital can be
culturally biased, Sullivan (1997) discussed the needs of the African American
urban resident. She provided evidence of the importance of the Black press to
provide urban residents with information about art, music, and activism. She
expressed concern with the reduction in some aspects of traditional Black public
life including voter registration and education initiatives. Sullivan said, "America must renew civic discourse deeply grounded in the culture, traditions, and ways of life of the ordinary people who ultimately must rebuild their communities. The future of Black public life is therefore dependent upon community-based citizenship initiatives that emphasize civic literacy, leadership development, community participation, and engagement."

Stolle and Rochon (1998) discussed the usefulness of social capital as a concept. They stated that "the more significant issue posed by the social capital perspective is whether the operation of such groups and associations also contribute to the building of a society in which cooperation for all sorts of purposes — not just within the groups themselves — is facilitated." They took the discussion beyond the interactions within a small group, and into the interactions among groups. They defined this concept as "public civicness" and said that it was "a collective form of social capital."

Civic Engagement

While sociologists focused on the concepts of social capital, the discussions of political scientists and economists centered on civic engagement, or the involvement of citizens in their governance, and the development of civil society at the local, state, national, and international level. Politicians and political commentators as well as academicians have participated in the conversation. Former Senator Bill Bradley (1998) differentiated civil society from the market, which he
said “is governed by the logic of economic self-interest” and the government which “is the domain of laws with all their coercive authority. Civil society, on the other hand, is the sphere of our most basic humanity—the personal, everyday realm that is governed by values such as responsibility, trust, fraternity, solidarity, and love.”

Other political commentators have tried to understand how to develop or restore civil society. Coats and Santorum (1998) found hope in studying neighborhoods and communities that have worked to solve their problems and have written about their methods. They said that civil society is developed by individuals and groups at the local level and not by government. The researchers said, “Civil society is organic, not mechanical. It can be coaxed and nurtured, not engineered.”

Citizen participation in solving problems and building community was addressed by Berry (1999) when he said “face-to-face participation will make us better citizens by educating us about our communities and teaching us to be tolerant and cooperative. These benefits from participation do not come just from what is overtly political but from all types of cooperative civic activity where the goal is to make the neighborhood or city a better place to live.” He cited data showing that there was a rise between 1963 and 1991 of citizen group testimony before Congress as an indicator that civic engagement had increased.

Francis Fukuyama in The Great Disruption (1999) stated that the period from the mid-1960s to the early 1990s was shaken by a serious decline in social conditions throughout most of the industrialized world, which included an increase in crime, as well as a decline of kinship and a decline in trust and confidence in
institutions. He cited a wide range of reasons for this sweeping cataclysm including improved access to information, a culture of individualism and the ability of single parents to support themselves and their children. He presented evidence that demonstrated that the decline or disruption had ended and that indicators of civil society, lower crime, intact families, and associational participation had begun to rise since the middle of 1990s. His explanation for this was “the very powerful innate human capacities for reconstituting social order.”

The discussion of civic engagement has included people on both the liberal and conservative ends of the political spectrum. The conservatives sometimes called for a return to the civic networks of the past. Walzer (1998), however, said “communities need to have the density of associational life which occurred earlier in the century, while reconstructing that same density under new conditions of freedom and equality.” He defined civil society as “uncoerced association and also the set of relational networks – formed for the sake of family, faith, interest, and ideology.” Walzer noted that the problem resulted from an inequity in access to these networks. He said, “Inequality commonly translates into domination and radical deprivation.” He called for communities to become “connected and responsible, free and equal.” For Walzer, civic engagement was the most important goal for governments. “Civil society is a project of projects.”

Foley and Edwards (1998) believed that there were three roles for civil society in the public realm. First was the socialization function; building citizenship skills and motivating citizens to use them. Second was the quasi-public
function. "The associations of civil society aid efforts or directly act to heal the sick, counsel the afflicted", and have provided numerous other means of aid and support to those in need. Third, civil society has given voice to different interests and points of view as it has brought people together around like concerns.

The second and third roles combined into what Boyte and Skelton (1997) called public work. They said "public work is work by a mix of people whose efforts result in products of lasting importance to our communities and society."

Boyte and Kari (1997) said, "Americans are estranged from their government" and offered community building as a way back. They reintroduced the term "commonwealth" to provide a new vision of citizenship. The researchers said that the term reflected a belief in citizens as civic producers and contributors, a positive point of view that can bring marginalized citizens into the mainstream of the community. Their commonwealth approach could be used to redefine the roles of citizens, experts, the government, and the free market so that the public benefit will be at the core of all community actions.

Youniss et al. (1997) considered the development of civic identity. They reviewed studies that showed that adolescent participation in school and community significantly increased the likelihood of later adult participation in civic groups. They attributed this to two factors. Early participation introduced roles and processes for adult engagement. Participation also promoted the development of a civic identity that included an ideology or worldview, and an inclination for activism.
Community Building

Social capital is an academic term that refers to networks, norms and trust that build social cohesion. Civic engagement, public work, and the commonwealth are terms used by some who advocate for the participation of citizens in their own governance. Local activists are more likely to use the term community building to signify activities that build social cohesion at the local level through the broad engagement of residents.

Researchers in the fields of rural and urban planning, social work, and the emerging field of community building study capacity building and related concepts. Their research has studied and evaluated current, specific programs and communities. Their data, analysis, and recommendations have provided effective models for direct application.

Mattessich and Monsey (1997) conducted a substantive review of 525 studies of community building. They developed research definitions and criteria of quality to reduce the data from those studies. The result was a set of characteristics of the community, the community building process and characteristics of community building organizers based on 48 studies. Their definition of community was “people who live within a geographically defined area and who have social and psychological ties with each other and with the place where they live.” They focused on programs that developed the building of community strengths to accomplish tasks or improve community living standards. None of them apparently involved programs that were based in the community college.
Kretzmann and McKnight (1993) advocated for the use of an “asset-based, internally focused, relationship driven” method for community building. They said that this method “leads toward the development of policies and activities based on the capacities, skills and assets of lower income people and their neighborhoods.” They listed individuals, associations, and institutions as the assets of a community. The authors provided methods for inventorying the capacities of each. They presented a five-step plan for mobilizing communities. Its methods included mapping assets, building relationships, mobilizing for economic development and information sharing, convening the community to develop a vision, and leveraging outside resources.

Chaskin et al. (1997) described four common models for comprehensive community development. The first, integration of social services, was driven by federal government policy and funding. The second was incremental change, which began with one area of activity such as a social service or business development, and then slowly added others. Frequently seen in many communities has been the third model, the parallel provision of activities. In that strategy, social, physical, and economic activities are not directly tied together. The fourth strategy, comprehensive development, utilized linked activities. Some of the barriers to comprehensive development included the difficulty of reaching consensus, operational barriers such as time, and competing motivating factors. The authors suggested methods for overcoming these barriers.
The National Community Building Network (1999) developed and adopted eight principles, or recommendations for action, to guide community building. The recommendations are to integrate community development and human service strategies, to forge partnerships through collaboration, build on community strengths, and to start from local conditions. Others are to foster broad community participation, to require racial equity, to value cultural strengths, and to support families and children.

Community Leadership

The study of leadership has emerged from a variety of disciplines including organizational development, management, and psychology. Several researchers and theorists have written specifically about the unique aspects and challenges of community leadership.

Gardner (1990) wrote from a broad perspective about the nature of leadership, including attributes, power, and leadership development. He put leadership within the context of an organization or community. He said, "If a sense of community is to exist today, it will have to be nurtured in many diverse settings. Skill in the building and rebuilding of community is not just another of the innumerable requirements of contemporary leadership, it is one of the highest and most essential skills a leader can command." Gardner listed eight conditions needed for community. The first was wholeness incorporating diversity. Second was a shared culture, third was good internal communication, and fourth was caring, trust and
teamwork. Fifth was group maintenance and government, sixth was participation and the sharing of leadership tasks, and seventh was development of young people. The final condition for community was links with the outside world.

Gardner went on to list five crucial skills necessary for leadership that can develop community: agreement building, networking, exercising nonjurisdictional power, institution building, and flexibility.

Heifetz (1994) was another major writer on leadership who addressed its applications for the community. He called on leaders to assist in respecting conflict, negotiation, and a diversity of views within a community, and to develop norms of taking responsibility, learning and innovation.

Chrislip and Larson (1994) described four stages of the collaborative process through which leaders must guide their communities. The first was setting the stage for success. Leaders who were interested in developing such a process should understand the motivation for other groups to become involved. The second stage of development was creating a constituency. In this segment the collaborative leader correctly identified, invited and recruited the right stakeholders and brought these individuals together as peers. Stage three was building and sustaining momentum. After a change process was initiated, the leaders focused on safeguarding the continuation of the effort. The final stage was producing results that matter. Chrislip and Larsen said that successful leaders were aware of the readiness of the group to move to action.
The community change process required specific leadership skills. Chrislip and Larson described the skills for collaborative leadership. These included the ability to work with a very diverse group while acting as a peer. The leader was confident of the goodwill of the group and optimistic even when there is no solution in sight. The focus of the leader was on the group and the process, not on his or her preferred outcomes. These skills were in contrast to tactical leaders whose goals were to win battles. It was also distinct from positional leaders who set goals, plan activities, and direct subordinates to achieve the goal.

Chang (1997) wrote about the common qualities of leaders who help build social capital. These were people who were grounded in their cultural identity and had an appreciation for the cultures of others. They had an understanding of the impact of oppression. These leaders had the ability to assess a situation from multiple perspectives. They were committed to “engaging in and modeling power-sharing across groups.” And finally, the leaders who help build social capital were able to “recognize and affirm common values, goals, and challenges across differences in race, language, and culture.”

Cortes (1996) said that communities should train their leaders in the skills associated with public life. He found these skills included the civic virtues that were required in self-governing institutions. First were the skills for engaging in deliberation and discussion while forming and maintaining collaborative relationships. Second was the skill of taking action for oneself. Cortes believed that this component is often missing in organizations such as universities, which
cultivate deliberation. Third, he believed that learning to agitate and organize for action were required for the development of power. If others tried to take action for those in need, the power to advance oneself would not be developed.

How do community leaders develop? Duhl (1997) said, “Somehow, leaders emerge. They all seem to have a spark in their eyes. Many do not know that they are leaders until the situation arises. Others find out when mentors tell them they are. Touch people and tell them they can do it, and they will.”

Summary

Literature of the community college, social capital, community building, civic engagement, and community leadership can inform community college leaders of the value of engaging in their communities to provide for the public benefit. Little data is available in the literature about how to initiate this engagement. This study attempts to provide data about how some community college leaders went about this process.
CHAPTER 3 – METHODOLOGY

Epistemology and Methodology

A goal of this study was to develop an understanding of how community college leaders connect with other local leaders to provide service to their local community. Robert Coles in *The Call of Service* (1993) used a naturalistic method of inquiry to explore service to the community. He wanted to "document the subjectivity, the phenomenology of service: the many way such activity is rendered; the many rationales, impulses and values served in the implementation of a particular effort; the achievements that take place, along with the missteps and failure; the personal opportunities and hazards; and the consequences."

There are two dominant research perspectives. Naturalistic inquiry, sometimes called qualitative or ethnographic research, is based on a belief that the study of people and culture requires different methods to develop understanding. In comparison, the use of the experimental, or quantitative, method of controlled variables does not develop a deep understanding of the multiple realities, motivations, and attributional factors that influence human behavior. The quantitative method, developed in the physical and biological sciences, has come into question for its perceived inappropriateness to answer some questions in the social and behavioral sciences (Strauss and Corbin, 1998).

In the quantitative method, researchers believe that there is a single reality that can be discovered by a carefully controlled study. Researchers using this
method attempt to limit the relationship between the inquirer and the study subject. They focus on the similarities of their experimental situation and the maximum number of other settings. They reduce data to numerical values that are used to infer findings.

Qualitative researchers have developed their methods and beliefs from the traditions of ethnographers practicing in the field of Anthropology. Ethnographers believe that people are best understood through direct observation and inquiry in their natural context. Their studies result in data that is textual or narrative, generally being spoken language from their subjects (participants) or in the form of written notes from observations in the field.

This study was conducted from a naturalistic epistemology, or understanding of reality, and utilized qualitative methods. The theoretical approach was best suited to this study since the goal was to understand the actions and interactions of community college leaders from several communities in the Pacific Northwest. Jessor (1996) said that qualitative inquiry was the preferred method for person-centered inquiry. And, that it was derived “from a common concern with the interpretation of meaning and with understanding the point of view of the Other.”

The qualitative researcher begins with areas of interest and knowledge of the literature in the field of study. He or she does not set out to prove or disprove a particular theory and so does not develop a hypothesis prior to the gathering of data. The researcher develops hypotheses and theory as data is analyzed, ending, rather than beginning with theory that is grounded in data.
Quantitative researchers design their studies to improve validity, reliability, and generalizability. These specific concepts are not central to qualitative research, but there are related concepts. From the perspective of qualitative theory, the researcher can use many different methods to increase trustworthiness and representativeness. Trustworthiness can be increased by gathering data from several sources so that it can be checked for accuracy, by having participants review the summary of their comments, and by having other researchers review the analysis to see that it is based on the data, not the researcher’s prior assumptions. The gathering of data that demonstrates the dimensions and variability of the concepts can improve representativeness.

Becker (1996) recommended using the qualitative method “to describe a system of relationships, to show how things hang together in a web of mutual influence or support or interdependence.” He gave three reasons why qualitative or ethnographic methods were best suited for the study of human interaction. First, qualitative methods let the researcher grasp the point of view of the participant. Second, the researcher entered the environment of the participant to gather data in an open way. This increased the likelihood that he or she would find unanticipated ideas. Finally, the dense, detailed descriptions given in qualitative studies required less inference and fewer assumptions and were more likely to be accurate than those gathered through quantitative methods such as closed surveys.
Research Design

This study utilized qualitative methods for site selection, participant selection, and interviewing. Data management techniques and data analysis were also qualitative.

Site Selection

This study was conducted in nine community colleges in the northwest states of Oregon and Washington. The region was selected for its proximity to Oregon State University, the campus of the researcher, for reasons of feasibility. One expected result of the study was that there would be differences in the methods of developing community connections depending upon the size of the community. Therefore, sites were selected from urban, suburban, and rural colleges. Two sites, with two participants, were urban. Two sites, with three participants, were suburban. Five sites, with the remaining eight participants, were rural.

Participant Selection

Thirteen community college leaders were selected as participants. Several personal factors were expected to influence methods of making community connections. These factors included the gender and ethnicity of the community college leader, and the position held by that leader. Care was taken to include both men and women as well as to include both Chief Executive Officers and other administrators. The ethnic diversity of community college leaders in Washington and
Oregon is limited, but an effort was made to include diversity in the participant sample.

The pool of participants included five women and eight men. Ten of the participants were white and three were non-white, one each African-American, Asian American and Latino. Eight of the participants were Chief Executive Officers of a community college district, college, or campus. This group included one Chancellor, six Presidents, and one Executive Dean. Five participants were other community college administrators; this group is referred to in the study as non-CEOs. The non-CEO group included two Deans or Associate Deans of community education, one Vice President of college advancement, one Foundation director and one outreach center director.

Another factor expected to affect the development of community connections was the length of time in the position and the community. The researcher tried to limit the pool to those who had been in their positions for three to six years. She was anticipating that individuals with at least three years of experience in their positions would have become familiar with their communities. Individuals with less that six years of experience were expected to have clear memories of how and why they developed connections.

There was some difficulty identifying a participant sample which included a variety of ethnicity, gender, and position, as well as the size of the community in which they worked. A decision was made that these factors would be more significant than the length of time in the position. Therefore, the distribution of years in
positions was fairly broad. Three of the participants had been in their positions from one to two years. Nine of the participants had been in their positions from three to five years. One had been in his/her current positions for six to ten years. Nine had lived in their communities for one to five years, two for six to ten years, and two for more than ten years.

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After identifying the factors such as ethnicity and gender which were to be included in the participant pool, the researcher considered which individuals might be contacted and asked to participate. It was assumed that at least ten participants
would be needed. The researcher is an Oregon community college administrator who is directly or indirectly familiar with other administrators at many Oregon and Washington community colleges. A list of potential participants was developed based on personal knowledge of individuals who would meet the selection criteria.

Members of the dissertation committee, including two community college administrators, two Oregon State University professors, and the major professor, were sent an e-mail with the selection criteria and asking for suggestions for possible participants. Other members of the researcher's doctoral cohort were sent a similar e-mail. These individuals included four community college faculty members and nine community college administrators. Four worked at Washington colleges and nine from Oregon colleges. Administrators at the community college where the researcher works also responded with the names of possible participants.

A list of thirteen potential participants was developed. Most were sent initial letters explaining the purpose and method of the study. All were then contacted and asked if they were willing to participate. All thirteen agreed and dates were established for the interviews.

Pilot Interviews

Three pilot interviews were conducted in order to develop the initial interview protocol and select methods to be used in gathering data for this study. These pilot interviews were conducted with directors of outreach centers from two community colleges in Oregon and one Vice President of Instruction at a third Oregon
community college. These three administrators were told the purpose of the study and that the interview was being conducted solely to develop the final interview protocol. The interviews were audio taped. The interviewees were told that specific data given to the researcher would not be included in the study. Discussions occurred after the interviews to seek the reaction of the interviewees to the questions and interview process.

First a draft interview protocol was developed with questions about the relationships between community college leaders and their local community. That protocol guided the interviewer to seek information about the relationships between community college leaders and their local community. The first pilot interview was conducted with the director of an Oregon community college outreach center. While answering questions about his community relationships it became apparent that most of these relationships centered around shared community activities. Therefore, that area of inquiry was added to the protocol. The interview was conducted in an informal way, with the researcher asking open-ended questions about general topics of interest and then following up with more detailed questions based on the responses. The interview took about an hour. The interviewee said that he felt comfortable with the pace and tone of questions.

The second hour-long pilot interview was with an outreach center director from another Oregon community college and was conducted in a similar manner to the first—informal, with follow-up questions. Questions about joint activities in
the community were included. The interviewee had no suggestions about modifying the interview.

The third pilot interview was with the Vice President of Instruction at a third Oregon community college. This interviewee expressed concern that, when asked to talk about community groups with which she was involved, she might have forgotten to mention several of importance. This was addressed by telling participants they could add community relationships they think of at any time during the interview. They were also told when the interview was set up that they would be asked about their community relationships.

Interview Methods

The interviews were conducted between May and September of 2000. All participants were given the following definition of community building: “Community building refers to activities and relationships that contribute to the improvement of the quality of life for all residents in a local area.” They were then asked a series of questions concerning their methods of making community connections (see Appendix 1).

Ten interviews were conducted in person at the community college of the participant. Three interviews were conducted over the telephone.

All interviews were tape recorded with the participant’s knowledge and agreement. Participants were told they could ask to have the recording stopped at
any time. None asked to have the taping stopped. The researcher also took extensive notes during each interview.

Questions were asked as given on the protocol. Some responses were followed by prompts to obtain more related data. If the participant did not have an answer, gave an answer that was not appropriate for the question, or gave only one or two examples when others had given several, the researcher would furnish a prompt. The prompt would be two or three examples of answers giving a wide range within the category.

Prior to and after the interviews, the researcher took field notes on such things as behavior of the participants and other individuals in the vicinity and observations of the surroundings. The researcher transcribed interviews within the same week the interview was conducted. The second half of one interview was inadvertently not recorded. The transcription of that part of the interview was made from the notes of the researcher.

Participants were told the interviews would take about an hour. Actual interviews varied from 45 to 80 minutes.

Confidentiality

The participants were told that the data would be aggregated and any direct quotes would not identify them. This required care in providing the reader with information about factors such as gender, ethnicity, and position.
When the third person pronoun was used to refer to a participant, the term "he/she" was used only if gender would not identify the individual. If this document were to identify a participant by more than one factor, such as gender and position or region and race/ethnicity, it could make it possible for a reader familiar with community college leaders within the sample geographical area to determine the identity of the participant. Therefore, multiple factors have not been given if it might result in the release of confidential information. Instead, only the most relevant factor has been used.

Data Management

Interview data was recorded on audio tapes. The interviews, along with researcher notes about participant behavior, the interview setting, and the researcher's reflections were then transcribed into Microsoft Word. Contact Summary Forms, as described in Miles and Huberman (1994), were completed for several of the interactions with a participant and were also saved in Word.

After the transcripts were made they were downloaded into WinMAX, a qualitative research software program. WinMAX allows the researcher to perform open coding as the data is entered. Each of the first seven interviews was coded within one or two days of the transcription. The remaining transcripts were transcribed, entered into WinMAX, and then coded.

As data was being analyzed, it was coded by theme, category and subcategory and was saved within WinMAX. This maintained the integrity of the raw data
and allowed it to be analyzed again, as new themes developed. The analyzed data has also been saved as hard copies. Only the electronic copies of the data will remain in the possession of the researcher. The preservation of raw data, allowing for review by later researchers, will increase the trustworthiness of the study.

Data Analysis

Data was analyzed using the constant comparative method while the field study was being conducted. Analysis continued after the interviews were completed. The result was grounded theory emerging from the data (Strauss and Corbin, 1998). Themes were developed during this analysis that correspond to the primary factors and aspects of developing community connections as identified by the participants. A coding system was developed that provided secondary and tertiary strands of meaning. Data were coded according to these themes and strands. The researcher reviewed the coding system during data analysis to ensure that the coding system and its use was based on participant data.

Following data gathering, a workshop was conducted with community college leaders working in community education. These participants were given the primary categories developed in the study and asked the related questions from the study protocol. The workshop participants recorded their responses in writing. This data was used to triangulate the study results, looking for similarities and differences from the responses of the study participants.
Data Display

Data was presented and displayed in several ways. Segments of text were given in short or long quotes. Some of these segments were composites of text from one participant on one theme. Vignettes, lengthy composites of text segments, were provided to illustrate the development of relationships between community college leaders and community leaders over time. Each of these consists only of the words of one individual, selected and assembled in sequential order to narrate their experience with a particular community leader. A diagram was developed to illustrate the stages of engagement of a community college leader in a new community.

Disclosure

The primary researcher for this study is a 50-year-old woman of northern European descent. Currently she is living in Corvallis, Oregon. However, the researcher has lived in Oregon less than two years, and prior to that she lived in a very diverse urban area in the County of Los Angeles, California so she is familiar with working and living in a diverse community. As the director of an outreach center for a community college, she is an active representative in the community for her college. She was also an active participant in her community in southern California. She is also an experienced counselor and is skilled in a variety of interview techniques.
CHAPTER 4 – FINDINGS

This study provided a rich description of how selected community college leaders initiated and developed community connections and how their unique personal, college and community characteristics contributed to these connections.

The data are ordered conceptually (see Appendix 2) as described by Strauss and Corbin (1998). The stages of community engagement that include entering the environment and the process of engagement are presented first. Analysis of this data includes consideration of the effects of gender, position, ethnicity, and size of community. The ways that participants extended their connections into deeper relationships are then presented. The community results the participants attributed to their community connections and their evaluation of methods used in developing connections then follows. Vignettes which illustrate the development of community building relationships are presented in the final section.

Stages of Community Engagement

When the community college leaders who participated in this study moved into their new positions in new communities they began to connect to the college’s internal faculty and staff as well as with other leaders in the outside community. The external connecting process unfolded in several steps. This process is illustrated in the following diagram.
Stages of Community Engagement

- Environment
- Leader
- College
- Community
- Identify/Initial
- Identify/Later
- Contact
- Extend Relationships
- Results
- Process
The results of this study indicate how the participants attributed the effect of their personal, college and community characteristics on their development of community connections. The recognition of these characteristics form the first stage of community engagement. The new leaders had personal characteristics that contributed to how their external connections were approached. These characteristics included behavior, knowledge, experience, skills, and personality. The environment the leader entered was also reported to have shaped this connecting process. The college’s goals, history, and organization affected the participant’s methods for developing connections. The community’s identity, size, regional character, demographics, economics, and the existing structure and interrelationships of its’ institutions also were reported to have contributed to the new leader’s relative success in connecting with other community leaders. Some participants reported that prior to entering their new position, planning was done on how connections would be made. Planning was done by the new leader as well as by college staff and had the effect of speeding the development of connections.

The second stage of connecting occurred when the new leader entered the environment. In that phase the leader, generally with assistance of other staff and then with the assistance of other community leaders, identified the community leaders he or she wanted to meet. In this initial stage of identification, preference was usually given to identifying a standard set of positional leaders with which most of the participants believed they needed to meet. This group included business leaders, educational leaders, public officials, and media leaders.
In the third stage, contact was made between the new leader and other community leaders. This contact may have been initiated directly by the community college leader, through an introduction by a staff member or another member of the community, or may have occurred spontaneously when the new leader attended a community event or meeting.

The fourth stage was a period when the community college leader worked to build these new contacts into relationships that could assist the college and its programs in achieving their goals. Some of these relationships were also personally fulfilling to the leader.

The final stage occurred as the leader began to see results from the community connections. These results included benefits to students, to the college, to the college’s partners, and to the community.

The process of community engagement unfolded as a continuous loop, changing after the leader’s initial entry into the community. After the standard set of positional community leaders had been identified and those contacts were made, many participants identified other community leaders including leaders of racial and ethnic groups, leaders of community service agencies, and informal leaders. As positions changed hands in the community, the leaders continued to identify new individuals in these key positions and to make contact, build relationships, and assess results.
Entering the Environment

**Characteristics**

How community college leaders approached making community connections was influenced by many factors. The three primary factors identified in this study were the characteristics of the individual leader, the leader’s college, and the leader’s community.

**Leader/Participant**

Participants were asked, “What are your personal characteristics or personal history that contribute to how you establish and maintain connections?” They responded with a wide variety of elements of their behavior, personality, knowledge and skills, and other traits that they considered influential in their community connections. There were no noticeable patterns within this area that reflected the gender, ethnicity, position, or region of the participants. Since this information is self-reported it represents the attributions of the leaders, rather than independently verifiable evaluations.

**Behavior.** The community college leaders interviewed in this study identified two significant areas of their behavior that assisted in their community connections. The first was their efforts to meet and greet other community leaders. Participants frequently mentioned that they took the initiative by going to events, that they aggressively reached out and introduced themselves to others, and that
they purposefully went to all parts of their service areas. The following comments illustrate a typical attitude about this activity: “It’s my habit to get there early and just chat it up with everybody,” and “I got around to people.”

**Personality.** The personality characteristics identified by the participants were diverse. No one characteristic was mentioned by more than three of the individuals interviewed. It should be remembered that participants were not given a list of characteristics; rather they were asked an open-ended question about their personal characteristics. Therefore, it cannot be assumed that because an individual did not mention a particular factor, he or she believed that characteristic was not present. Rather, one may assume that the participant was listing the factors which, in their experience, most significantly contributed to making community connections.

Two individuals said their personal confidence was a contributing factor. One CEO said, “I’m not awed by power.” Two others said they are easygoing, “I’m not a pushy person, people are comfortable with me.”

Two participants mentioned credibility. “You need to have credibility. And that means that if you make some commitments you’d better follow-up.” Two other individuals said being helpful contributed to their community connections. However, one of them said that credibility was not a wholly positive characteristic: “An attribute of my personality is if someone asks me for something I say yes. I have to discipline myself to say no.”
Five participants mentioned their orientation to extroversion and introversion. In all cases this information was not prompted. Two CEOs said they are extroverts and both said this made it easier for them to get out and meet people. Three participants identified themselves as introverts. They explained some things that were difficult for them and provided some details about how they modified their connecting activities, based on this characteristic. One non-CEO said, “I like people, but it’s hard sometimes to make a cold call and to get up for being the greeter.” Another said, “I’m shy. And I don’t like going to big gatherings and making small talk and walking up to people. I can do it, but it is quite an effort for me and this is why I love it if someone else will just take me along and introduce me to people.”

A CEO said, “We have tried to create a team of people that can maintain a very strong public position for the college. But it doesn’t rely solely on me as a person. It would be too much work for me to do that. It’s just not who I am. I do have to recognize my introvertedness and therefore I look for supporters in that process.”

Several personality characteristics were mentioned by only one individual. These included persistence, respect, perfectionism, and organization. And one CEO said, “I do have a charming personality.”

*Skills and knowledge.* Participants pointed to aspects of their areas of knowledge, skill and experience that affected their manner of developing
community connections. Several had held similar positions at other community colleges and they incorporated their previous experience into the new position. One CEO, who had been president at another community college said, “I knew who the people were that I needed to interact with and who I would see first and who I would follow up with and who I would see third and that just comes with practice, having done it once before.” A non-CEO said, “The experience that I had at the last place, which was the first place that I had to do this kind of job, had a big impact. It was familiar, and I knew what it was about and I knew how to make those contacts.” Skills in business, interpersonal relationships, leadership, and problem solving were cited as significant. Comments varied from “I negotiated leases, hired and trained managers,” and “I think I’m pretty good at working a room,” to “I have the ability to flow through all socio-economic classes.” Special areas of knowledge that were acquired through formal education were also given, such as “the philosophy about building community…I got from my M.S. program in Community Education.”

Other factors. Participants mentioned a wide variety of other characteristics. One said that his/her ethnicity made him/her stand out to others because “there’s not that many, maybe 10, 15 leaders of my color, and educational leaders, I am the only one.” Another mentioned her family and that she had come from a small business background. A participant who disclosed that he is an introvert said that his wife’s extroversion enables him to participate more fully in the community.
The interviews revealed expressions of many different feelings that influenced the participants’ behavior, including confidence in their ability, appreciation for the community, disappointment when actions don’t result in success, and passion for the community college. One woman who said that networking was really important to her said “that whole connectedness of the notion of working in a web environment is a very female dominant trait.” The belief in and commitment to the mission of the community college was also given as a personal factor.

**College**

The characteristics of the college were reported to have made a difference in how community college leaders connected with their communities. The participants gave several contributing factors.

**Goals.** All participants said that they intentionally sought out community connections to implement college goals; sometimes the connections themselves were a goal. One CEO said, “This year as we talk about our major goals, we have six goals and one of them is community building, and how do we bring the community in and how do we get out to the community.” Another CEO said, “One of the things that my board was very interested in when they hired me was connecting with the business community.” This community focus was not a part of all colleges, as another CEO said “to date we haven’t really targeted community networks and relationships as a priority.”
One CEO talked about how he identified college goals and then utilized his staff to use community connections to implement those goals:

"I asked the board when I took this job 'what are your top two or three charges?' Not necessarily in priority order but certainly a resounding theme amongst all of them was 'you need to reconnect with the community'. I assembled members of my staff and said, 'okay, this is what the board wants and here are my expectations. I expect every manager to be in a service organization'."

Sometimes the goals were related to college programs. Goals may have been broad as in "we are always looking for new ways of supplying more opportunities for our clientele". Some of the activities were related to specific goals such as improving choices in the arts, as in this example of using community connections to develop a theater program:

We brought in guest artists, we bring them to our department. We are building it into a community of artists. It's nonprofit. It is another way of getting people. We got a small grant to do a cultural inventory. We invited nonprofit groups. We were able to meet everybody who was interested and active in the arts. Building it based on what the arts community wants, and then we'll bring in economic development people.

The goals of many colleges include developing resources for improved facilities. Participants told of seeking community connections to advance these goals. "We are in a capital campaign now to build a building, to create a center for families. And that is my personal top priority and it demands support from the community." When one CEO was asked if he had goals for the college that affected the way he developed community connections he responded, "I've got a list of them. Figure out how to raise the money to build a campus. That, in itself,
is going to shape the need for a rather extensive community relationship of some kind.” Another summed it up this way “if it is physical facilities, you need land, you need money, you need partners.”

**History.** Some colleges have events or circumstances in their histories that impact the way their leaders make connections. This may have involved recent history. One participant entered his position after a predecessor had been involved in illegal activities. Partly because of this he made every effort to ensure that the community saw him as open and honest in all his activities. Another was at a new college, and entering an environment which had not had a permanent president presented unique challenges. “The variables inherent in this environment are similar, but dramatically altered from an existing institution where there was a community college president, dealing with perceptions of the previous president.”

The perception of success based on recent history of the college was also given as a factor for how easily the leader could be integrated into the community. “If you are coming from an institution that’s in turmoil, in conflict with any of its constituencies, it will make a difference. If you’re not in turmoil, not in trouble, and you’re seen as a leading institution in the community, you’re going to get in.”

The way the college was originally founded still made a difference in the leader’s community connection, whether the college was relatively new or was well established. One participant said that originally there was some desire for the college to be part of another community college. The founders wanted it “to be an
independent institution” and this had become an important part of the identity and pride of leaders still active in the community. Another participant talked about the sharp political differences between the members of the two counties that his college serves. When asking for support for the college he still feels the need to talk with groups from each of the counties separately because: “Each has their own agenda. If we were to get them together in one room, there’d be some verbal confrontations. And I don’t want that to happen. I want people to be able to voice their opinions in their own comfort groups. And then we can take those ideas and then integrate them.”

Organization. The internal organization of the college made a difference in how the participants connected with local community leaders. Whether or not the Foundation was strong or weak was one issue. One Oregon CEO said that because the state had elected boards, it made it faster and easier for him to connect quickly with community leaders. It was common for the leaders to reorganize their colleges or departments to improve the connections with the community.

Pass the baton. Several participants talked of how they were changing their institutions to improve community connections. Several said that they started on important community boards and committees, then moved off, appointing a staff member to continue the representation of the college.

Once I left, I strategized so that my Vice President of Administrative Services replaced me on the CEDC (community economic develop-
ment commission). She has now been elected President, so we continue strong involvement. So where I found it necessary to decrease my involvement, I made sure somebody else stepped in, mostly for service, but it also has a marketing value.

Community

When asked “Are there particular characteristics of your community that contribute to how you establish and maintain connections?” each participant identified unique aspects of their communities. One participant from a suburban college said “each community is unique in how you (develop connections), different opportunities, situations, strategies.”

Identity. It was clear that most of the participants valued the people and the culture of their communities. They described their communities as “personable and welcoming”, “unique in its volunteerism, its caring, its level of trust.” One participant’s view of the rural community changed with time: “My first thought about coming to this community, I thought it was backwards. But after I got here I was very pleasantly surprised, the people were very genuine. I think it still somewhat carries that stigma, though, of not being a very attractive town. My perception of the community was changed by the connections I made.”

This appreciation by the leader for the community mirrored the community’s affection for the college. When asked about what qualities stand out about the community, one suburban leader said, “The affinity that the service area, the relationship that the community has to the college, it’s unbelievable. I didn’t
appreciate the significance of that statement until probably after a year, probably because they really identify with the college.” A rural CEO said, “I think that the college is extremely well-integrated into its community. We have an extremely high level of community support.” Another rural leader said that his college “has tremendous stature, which has nothing to do with me. The institution has the stature.” This same participant said that this respect for the college, along with the openness of his college, have made “it easier to work with leaders out in the community.”

**Size and region.** The size of the region served, its population density, and the distribution of its population were also reported to have impacted how easy it was for the community college leaders as they made connections with the leaders of community groups. One CEO led a rural district with several small towns spread out through a large area and said,

> Because it is so rural, because it is such a rural and large geographic area. If you don’t plan ahead you won’t just automatically bump into people. That becomes more important if you are in an area where you can’t just drive to any place within your district in half an hour. So it gets very complicated to get out and about without getting the criticism that you’re off campus all the time.

Participants in urban areas had their own difficulties. One urban CEO said, “It is so large a city – you’ve got to do research” to know the community. And suburban communities provided still other special needs for connecting with the communities, as one participant described,
So a lot of people who live in this community don’t work here and a lot of people who work in this community don’t live here. It is a little bit more commuters in and out. And so, people who are interested in the college, work with the college are much more likely to want to meet during the business day, either at the beginning or the end of the business day, but not in the evenings or weekends. Geographical separation between communities created differences. One participant from a rural college said, “Part of it may be the isolation from other higher education, from other sources of culture. That has drawn us together.”

Community relationships in a rural area were seen to be different than those in an urban environment. A CEO from a rural college said,

The dynamics of an urban environment are a much higher velocity, things change faster, and the very rural areas, you make a mistake, it’s a long time remembered. On the surface it may appear easier in the rural environment because the numbers are smaller and the network is more abbreviated. But I would submit that the margin for error might not be as high. Once alienated, for whatever reason, that person is going to be alienated for a long time. Some of them are still mad over the fact that the college killed the diesel mechanics program.

Many of the participants worked at colleges that had more than one site. These other sites, or centers, were used to serve large and relatively sparsely populated districts. The people in the separate communities often wanted different things from their colleges and presented different challenges for developing community connections. “The people here don’t want (the largest city in the district) to tell them what to do.”

Demographics. There are continuing changes in the demographics of Oregon and Washington communities. A non-white CEO said that one thing that
"has been very difficult for folks to acknowledge is the changing demographics. It had been a predominately white community. And that is no longer the case."

Economics. Communities varied in their economic base, diversity, and vitality. One college served two distinct areas that were very different economically. One area had "a stronger economic base to help financially." In the other there was "a lot of farming and timber." Another rural community has seen a lot of change in its economic characteristics. "Lumber and fishing have declined. Tourism, unfortunately, has increased. And I say unfortunately because it doesn't provide much in the way of family wage jobs." Other relevant economic characteristics mentioned include "we have three prisons", "we are a trade city", and "we are the third or fourth largest employer in the county."

Education. The other kinds of educational institutions and systems present in the communities also affected community college leader's connections. One CEO said that a consideration for him was "the number of school districts. For a community of this size to have eight school districts, you're dealing with very different superintendents." He accommodated this complexity by meeting with most of the superintendents at one regularly scheduled meeting, rather than at individual sessions. Three of the rural communities did not have four-year colleges or universities in their service areas. In one of the communities this caused the president of the community college to take on the role of spokesperson for higher
education. As one participant said, “Since you are the only game in town, and you are the most senior higher education leader, you get the job.”

Plan

Participants were asked “When you first began working at your college, did you have a plan for how to connect with other community leaders?” Most said they had an idea about how to approach the task, but did not have a specific plan in mind. One said I had a plan to do it, but not how to do it.” Another said, “Not a written plan. I had already been in (a similar job) so I already knew how to connect with the community.” A CEO who had not been in a similar position before said, “I didn’t have a detailed game plan in the sense that I was going to contact this kind of person or organization first and then go to another second. I didn’t have a laundry list. But I did have a focused intent that I was going to take advantage of every opportunity that arose. It is a mindset, you will become involved.”

Two participants had written plans. One had developed that plan through advice from a mentor and a workshop for future presidents. The other had developed hers through study of networking methods. She gave a very detailed description of her planning. She said,

In planning my entry into this environment I had a whole networking chart that I used to identify with whom and where I needed to do networking. And it was concentric circles. One being the local community, right where the college exists, and meeting more people in that area just because that’s where the college physically exists. And then the outlying individual communities, identifying the people I wanted to connect with there. And then the outlying counties beyond our district, for example, connecting with (the nearby university) as an institution. So I basically laid out a whole
orientation program for myself and then when I got here I worked with my assistant and with the public information officer and Foundation director to map out exactly what would happen with each of those organizations. I started with a mind-mapping spider gram. I laid out both within the college and outside the college, of what that whole network was. And then filled other things that I didn’t know about until I got here, organizations that are here that I didn’t know about. And then filled in the names, just went from there. It was a very purposeful plan, I guess I would say.

After the new leader entered the environment, the process of community engagement began. The community college leader identified other significant community leaders, made initial contact, extended some of the relationships and then began assessing results from the engagement.

Identify

Participants reported on many different kinds of community leaders with whom they wanted to connect. Most were positional leaders from business, educational, public, and media organizations. They utilized a variety of methods to identify who these individuals were in their communities.

Community leaders

Participants were asked the following question: “When you first began working at (name of college), who were a few of the community leaders or community organizations you identified as being important for you to connect with?” They were informed that the study did not require them to recall every community leader they met with, just a few of them identified as important early in their tenure.
During the course of most interviews, participants mentioned other leaders with whom they connected later during their time in office. All mentions of community leaders, regardless of when the connection was made, were recorded and later coded. It was assumed that the names and titles given to the researcher represent some, but not all, of the leaders with whom the participants have met.

In some of the response areas, patterns were noted. These patterns seemed to help develop an understanding of differences between or among participants due to the factors of gender, race/ethnicity, position, or region. Those patterns are described to provide a deeper understanding of the participants.

*Business leaders.* While participants mentioned many areas of the community and leaders with whom they connected, all participants mentioned business leaders. The participants interacted with leaders who were involved in business advocacy organizations. One participant said, “I met an individual who was in charge of economic development for” a local city. Another mentioned an officer from an international trade group. Several participants mentioned local Chamber of Commerce officials. “They were just hiring a new Executive Director when I was coming here. (She) had just taken the job shortly after I arrived. About a year later she resigned.” Often the reference to a community leader who was involved in business advocacy also included references to other relationships the participant had with that individual. “Another lady happens to be on our Foundation Board. But more importantly she is also a member of Soroptomist. I
met her through the PIC, Private Industry Council. She and I happened to be board members together. She operates (a local business) where I go to have my eyes examined.”

There was also data concerning participant’s connections with community leaders who owned or operated businesses. Some of these businesses were local. One participant pointed out “there are many businesses in this area which are quite small.” Another “met with one of the former board of education members who owns a bank.” A third participant said, “Most of the people on the Foundation board, and the donors as well, tend to be (from) smaller, family owned businesses.”

There were also some members of communities who owned or operated large businesses. One participant said that he sought out a local leader who “is the owner of the largest privately held organization in the State.” Another said he meets with a man who “owns about half of the largest city in our area, because he’s a contractor in construction there.” Also mentioned were bankers, the owner of a paper mill, and a dot.com CEO.

Some members of the business community were operating branch locations of regional or national businesses. Two participants in different communities said they met with the owners of the Pepsi franchise in their areas. Others mentioned the managers of retail outlets such as J.C. Penney and Costco. Managers of utilities such as General Telephone and Northwest Natural Gas were identified. One community college leader said that he met with the director of a major aircraft manufacturer.
A difference was identified in connection opportunities between rural participants and those from suburban and urban community colleges. Since large regional or national businesses are generally located within, or close to, large urban areas, only participants in those areas said they had met with leaders of businesses which have their headquarters located within the college’s service district. One mentioned meeting with a “jewelry magnet... He is one of the leaders, very prominent in the city. And we have a jewelry program.” That same leader also invited the father of the CEO of a major software company to join the president’s advisory council. This participant said that when seeking out the owner of a major regional or national company one “has to have something unique to get a hold of him...something that that particular person can relate to.” Another participant talked about the reason she was able to contact a particular businessperson. “We had a faculty member at our college whose brother is the past CEO of” a major computer company. A participant from a suburban area sought and made a connection with a small business owner from the nearby urban area.

A few participants said they meet with local business professionals. “A prominent local attorney” and “a partner in the local accounting firm” were included among business contacts. Another participant talked about the multiple connections he has with a particular business professional,

There were a few other key leaders here locally. Interestingly one of them is my dentist. He sits on the... School Board and he has been a leader in the city... His father had a restaurant here many years ago... I met him as a leader and I found out what his profession was and said, ‘I need a dentist.’ And he said ‘I’d be happy to take you.’ So that’s how that relationship turned out.
Educational leaders. Another important group of community leaders identified by participants were leaders of local educational organizations. These included members of the participant's own college. "Some community leaders are on the Foundation Board," said one rural participant. Another mentioned a member of the community who "helped charter and buy up the land from the old college that was here, to found and fund this campus some thirty years ago." Another identified a past member of the faculty who was President of the County Commission. One participant said that when she started working at her college "I would meet with people from my Foundation Board who are significant community leaders." Another participant explained a reason for identifying board members as community leaders: "Oregon's boards are elected and local, so as such the Board represents community leadership due to the fact of their positions." A participant who was a CEO talked about his initial contact with a community leader: "The first contact I received was with the Board Chair."

Other educational leaders in the community with whom community college leaders meet are representatives of other colleges and universities. Participants meet with presidents, directors of special programs, and provosts. One talked about the dual relationships that have contributed to community connections: "I met with the director of (a major university with a local branch). It was funny, because he's my neighbor."

Other educational leaders were frequently mentioned. These included administrators, principals, and superintendents of schools and districts. One
participant cited her meeting with the “education director of the tribe,” another with “the President of the African American Educators.” A school district board member was also mentioned.

Public officials. All but one of the participants identified several public officials they considered to be important individuals with whom to connect. CEOs mentioned public officials more frequently than did non-CEOs. Local elected officials identified by the participants included mayors of the cities served by the college districts. One participant cited an evolving relationship with “one of the city commissioners. We did not see eye-to-eye. And that person is sort of like my latest connection. We’ve been working... to come together and we are going to be able to work together on some very exciting things.” County commissioners and city council members were also mentioned.

Some of the public officials mentioned were employees of government, rather than elected officials. Those included by the participants were city managers, county managers, the director of the local port, the Chief of the Fire Department, the Planning Department Director, the Superintendent of the Prison, the Chief of Police and local heads of state and federal agencies such as the Employment Department.

Community leaders mentioned included some who had been elected to state or national office. State legislators were cited most frequently, but governors were
also mentioned and one participant said, “of course, we had to form working relationships with our (U.S.) senators.”

**Media leaders.** All but one of the suburban and rural participants said they identified members of the local media as community leaders who should be connected to the college. The urban participants did not mention the media. One rural CEO said, “We identified a contact person in each of the newspaper or radio media that are in our direct service area and then I had visits with them scheduled.” Explaining why people with the radio station are important, that individual said, “Radio is very big in this area because many of the areas of the district are so rural that they don’t get TV stations.” Another said, “The editor of the newspaper (is) one of the first people I’d meet.” One reason given that the media was so important, especially in small towns, was “when the editor of the local paper is interested in something, you hear about it.”

**Racial/ethnic leaders.** All the non-white participants mentioned several times meetings with leaders of local racial or ethnic groups. Two of the white participants each made one reference to ethnic leaders; the other white participants did not identify any ethnic leaders. One of the white participants, who did acknowledge meeting with ethnic leaders said, “One of our strategies for this year is increasing our accessibility to the Native American population. So I have a meeting with the... tribes to look at what do they do, what do we do, how can we partner together. And there are some alliances where we can serve the Native
American population better and it’ll be better for us, too. So there is a win-win situation.” Another white participant also mentioned meeting with a representative of the tribes.

The non-white participants gave more detailed and personal comments about meeting with the leaders of racial or ethnic groups. One participant, referring to the community of individuals from his/her own ethnic group, said, “I was welcomed by the community; obviously, it is not a big community. I was the first (of my ethnicity) to be appointed to a Presidency here. So I got a lot of community support. I am able to get strong leaders from the community to join the Foundation Board. To be supportive of what (this community) is doing. And that was a very natural kind of connection.”

Another non-white participant, referring to his/her ethnic group, said, “I knew that here in (my ethnic) community there were key educational leaders that I should know. And, as luck would have it, that individual happened to be the President of the (ethnic group) Educators, and he called on me.” A different non-white participant told of how he/she sought out leaders of his/her ethnic group:

Participant: “He had been a reporter… and I hired him and put him in as my public information director. I asked him to identify key leaders (of my ethnic group) within the service area. So he got in contact with those individuals.”

Researcher: “Is he of the same ethnic group?”

Participant: “Yes. He also introduced me to other individuals (of the same ethnic group) that I have come to know, one of whom is now the county commissioner. I found it critical, given the growing number of students (of this ethnic group), that I make contact with” organizations that serve this group.
Leaders of community service agencies. There are a wide variety of other organizations that have served communities through the arts, through charitable assistance to special populations, and through the provision of health care. Most are considered private nonprofits. Most, if not all, receive public as well as private funding and therefore their leaders have networks that include other community leaders in the public and private areas. Among the participants of this study, five out of the thirteen mentioned seeking out leaders of these agencies.

Leaders from community service agencies that were mentioned included artists, a symphony director and a director of a ballet company. Master Gardeners, a group of volunteers from the Extension Service, were also mentioned. Those providing other services included agencies directed toward youth and seniors, the Council on Aging, the Boys and Girls Club, and Head Start. Three participants also mentioned local hospital and health service agencies.

Informal leaders. Almost exclusively, the leaders that participants said they connect with were positional leaders. Perhaps participants' responses were affected by the way the question was phrased: "When you first began working at (name of college) who were a few of the community leaders or community organizations you identified as being important for you to connect with?" The question could have prompted respondents to identify either individual leaders or community organizations. Most of the prompts which followed the question were phrased to focus on individuals rather than organizations: "Were there any other leaders you met
with?” Four participants gave responses describing connections with informal leaders. Three of those mentioned people who were wealthy, but did not give an organizational affiliation. One said, “I also developed a list that would include people who had affluence.” When asked what benefit he/she sees in bringing these individuals into the college, another said,

First, they get to know the community college. A lot of people don’t know the community college. Second, they bring good will and money. Those people have the money. They have the money but they’re pretty choosy about what they’re gonna do with it. The younger generation’s different now, they don’t give you money unless they know what you’re going to do with it.

One participant talked about “people who are recognized informally in their communities as leaders… Sometimes don’t hold any particular public office or anything like that.”

**Develop the list**

Participants were asked: “How did you identify the community leaders you wanted to connect with?” Their responses indicated that most had entered their positions with a loosely defined list of community leaders they believed they should contact initially. After they had made connections with this group, the participants went on to expand their list of community leaders with whom they would interact.
When explaining how he selected the members of the community he would meet first, one participant said, "Basically what you do when you come into town is you take that cast of characters... and introduce yourself, 'Hi, how are you? This is who I am'." This cast of characters, or standard set of community leaders, seems to include most of the categories of positional leaders mentioned above, including business, education, public officials, and media leaders. "I knew first off that I wanted to connect with the business community," said one participant. Another said, "I knew I wanted to connect with the mayor, the superintendents of schools, the county manager, the city manager, the newspaper editor, the manager of the radio station, people like that. I don’t know that the day I arrived I knew all those people existed, but I quickly decided that those were the people I needed to acquaint myself with."

Another participant had a mentor who, just before she started in a new position, said, "Now, you will want to immediately get out and just systematically begin to meet the officials and the important people. You’re new, you have that edge, and tell them that you are new and set out to meet them."

More CEOs than non-CEOs mentioned this idea of the cast of characters. This may be due to the fact that the CEOs may have had more years of experience working in positions with community interaction. It may have been because their positions carry a broader range of responsibility. One of the CEOs, who had previously been a CEO at another college, said, "I began to interact with the logical sources." Another CEO, who had formerly been a president, said, "So I knew kind
of who the people were that I needed to interact with and who I would see first and
who I would follow up with and who I would see third and that just comes with
practice having done it once before.”

Another CEO who was new to that position said, “I had a roster of indi-
viduals with whom I wanted to meet, either in groups or individually.” When
asked if he/she had help developing that roster, her response was: “I just sat down
and wrote it.”

Expand the list

After participants initiated contact with the cast of characters, they utilized a
number of methods to expand the list of community leaders to meet. Many said
they identified individuals by joining community organizations. This area will be
developed more fully under the section entitled Context of Connections/Occasions.
Several participants said they identified additional individuals through observations
at community events and community meetings. “If... I heard someone saying ‘this
is Commissioner so-and-so’ then I said ‘excuse me’, went immediately to the
person and put my hand out.” That same participant said she developed a method
of keeping track of those newly identified individuals. “If something triggers that
this person or this organization is a good connection on behalf of the college, I
write on the back of the card, jot a note down, and bring the card back. And then
later I made up a sheet to capture that information. ...I don’t do it any more, cause
I kind of have it mastered in my head now.”
Another participant expanded her list by reading various local publications.

"There's something called the Who's Who... that is published by the local newspaper. I would also read the local paper and see who the leaders were in various articles and then I also ask some people."

The method of expanding the list of connections that seemed to be used most frequently was seeking and using referrals. Referrals were sometimes sought as soon as the leader began in the new position. One source of referrals was other college employees. One CEO said of an early meeting with his staff: "We just sat down and I just basically said 'who are the leaders in this community?' That was an interesting process. Just through some dialogue we identified not necessarily people, we did have some people, but groups in the area and made sure that we connected with them."

There were a variety of college employees who assisted the new leader in this process. Several of the non-CEOs asked the President for suggestions. One community education leader "talked with the President and the Vice President, and talked with them about the different organizations that were related to the college."

CEOs mentioned Vice Presidents, the Director of Human Resources, faculty members, the Public Information Officer, and the Foundation Director, among others. Participants reported that it was helpful to talk with employees who had lived in the community for a long time. One CEO said:

At this particular college the most significant way to make contact was through people on my own staff. Most of my vice presidents had been here ten years or more, they knew who all the significant players were. I could sit down at a table with the three vice presi-
dents and say, ‘ok. Let’s make a list of the people in the community that I need to see.’ And they pretty much could do it right off the top of their heads.

The community members the college leaders met first made other referrals. Several comments from different participants illustrate this. “Every time I met someone I asked them ‘who else should I know?’” “If I start talking to one perspective donor, they are always a part of a circle of acquaintances and they connect that in conversation.” “Once these contacts were established, they gave me other names.” “And then as I met with people they would lead to a secondary circle of people.”

Members of the College Board and College Foundation were cited as community leaders who already provide strong connections between the college and the community. These members also gave referrals for the new college leaders to other individuals in the community. A CEO, talking about the College Board, said, “It’s working with the board, working with individuals here locally to identify the six or seven individuals who were determined to be critical players in the service area.” Another CEO said, “I began going to Foundation meetings and some community leaders are on the Foundation board. And, you know, in the course of our development of the Foundation... I had casual conversations with them about who was who.”

One CEO had been in a similar position at another college. He said that he used a comparable method with both board members and staff members. “I would approach my Board members and say ‘who in your community do you want me to
meet, for either my personal briefing or because it is politically appropriate to meet them quickly or they’ll feel left out?” Most of the male participants mentioned seeking out referrals by board members while this method was only mentioned specifically by one of the females.

Most of the participants who indicated that they make an effort to be aware of emerging leaders said they do it by word of mouth, such as “the president and the VP tell me about new people” and “just people I come into contact with in various settings, whether it’s in a meeting I’m going to or a service organization I belong to.”

Contact

For each of the community leaders mentioned, participants were asked: “How did you establish that connection or relationship?” They responded by talking about how the initial contact was made and who initiated it.

Participants first made contact with other community leaders in person, on the phone, or by letter or other correspondence. Correspondence was only mentioned by two of the participants. One was in a rural area and this method was used to invite potential community contacts to college events. The other was in an urban area and used letters occasionally with community leaders who were difficult to meet. As the participant described it: “I wrote letters and then got somebody else, a middleman, to contact him. I would say who I am and this is what is happening in our program. I’d like to see you. So-and-so speaks highly of you.”
When the participants talked about intentionally seeking out someone to meet, they most frequently mentioned using the phone to set up a meeting. One said, "I make appointments with the major employers in town, say that I'm with the local community college and say that we could provide training." Another participant was more vague about the purpose of the proposed meeting, (it was) "done by simply calling on the telephone, introducing myself to them via the telephone and letting them know that it was important that they meet me and it was important that I meet them."

Some participants made the phone calls themselves and others had staff make the calls. Some participants were uncomfortable using phone calls. One participant said, "I don’t like calling to make an appointment. I don’t like cold calls unless I have something to offer. I like to meet people in a more informal situation."

More people seem to prefer to have the first contact occur in person. One participant, who identified herself as an introvert, said: "In the course of conversations with those people we might establish that it might be nice to get together afterwards or on another occasion. And that would give me the entrée to call and set up a meeting or a lunch or something like that. So, again, pretty informal, using people who know people to take me to their parties."

One participant intentionally met people in person in a nonsocial way. "Because it’s a small town, I walked up and down the main street and stopped in the various businesses, and generally if we had a new schedule coming out, said
these are some of the things we do.” This participant also identified herself as an introvert.

Sometimes the first meeting was initiated by the participant and sometimes by the community leader. It was important to one participant that the researcher know that “in probably 95% of these meetings, I went out and met them. I did not expect for them to come here.” Another talked about the way she had met several community leaders. She described how she met one of the founders of the college: “What I did was, I called her and asked her if she would be a guide for me through the community.” Then she explained, “I contacted the Chief of Police. I told him that I wanted to meet with him.” She also talked about what she referred to as “my strategy of calling people”: “Chief of the Fire Department – we played telephone tag back and forth, back and forth. And he said, ‘You know, I did everything possible not to meet you. But you just persisted, and I’m so glad you did.’ I said, ‘I know we’re going to get along, ’cause you’re direct and I’m direct.’”

A CEO mentioned that she didn’t always have to be the one to initiate contact because “there were those individuals who, by the very nature of my position, who sought me out.” Being visible in the community makes it more likely that these contacts will be initiated by community leaders, as illustrated in this example from a non-CEO: “I go out and present awards to the high schools. Afterwards I will receive phone calls.”

Participants also talked about personal introductions by mutual acquaintances. One suburban community college leader said, “There is one guy here
that—you find this almost anywhere—who makes it their business to make sure that people get into the community and have the kind of connections they need and get the kind of support and reinforcement they need.” Sometimes this mutual acquaintance was a staff member. “I was introduced by the director of our Small Business Development Center.”

**Context of connections**

Occasionally the initial meeting which served to connect the community college leader with a community leader was an arranged meeting, but more often it was reported to have occurred at a community activity, either a special event or at a regularly scheduled meeting of a community organization. Many times the connection with the participant was a direct result of the existing connections of other college staff members.

**Occasions**

There were a variety of occasions at which these initial meetings occurred. They ranged from formal receptions to an informal golf game.

**Reception.** Many colleges hosted receptions for their new CEOs and sometimes for other new administrators with significant community responsibilities. These events were said to be effective ways to meet many community leaders at one time. A non-CEO said, “One of the things I did the first
September I was here was I had an open house with some small workshops and get-acquainted time.” Speaking of an annual reception given to honor college donors, another non-CEO said, “This was one of my very first opportunities to make some contact with some people who have the ability to give, and I met these people face-to-face.”

Some receptions were purely social. One CEO mentioned events that were given at a prior college for his first presidency: “They had a number of social events, but it wasn’t like ‘ya’ll come’, it was more selective. Those were done by board members who would invite their friends and we’d go to their homes.” Some receptions were more issue-oriented and intended to serve purposes beyond just introductions. One CEO talked about using the development of the college’s Foundation as a way to meet leaders early in his tenure:

One of the things we decided to do in developing our Foundation was to invite community leaders to this office for lunch and to brief them about the college. For that purpose we produced what we called the Status Report with statistics and so forth about the college. The purpose of these meetings was several folds. It was to inform the public about what was going on at the college. That is a constant need. Another one was to plant seeds for possible subsequent donations to the Foundation...so that was an occasion for some contacts.

It was frequently reported by participants that receptions were given for a specific group or groups. One of the non-white participants was given a reception by faculty and staff members of his/her ethnic group. Community groups such as the Chamber of Commerce, and the local University also gave receptions.
Arranged meetings. When participants arranged their initial meetings with community leaders in advance, they said they chose their office, the office of the other leader, or a restaurant for the meeting. There was no discernable difference in the frequency of these three locations. Women mentioned choosing arranged meetings more frequently than men. Some comments illustrate how and why these meetings may have been arranged. One participant preferred the meeting in a neutral setting, such as a restaurant. “For example, our superintendent of the prison retired and a new superintendent came on board. So I keep track of those kinds of things and take the initiative to call them and introduce myself, invite them to lunch, that kind of thing.” Another participant talked about using the meeting to become more familiar with the community. “More often I went to them. Especially that first year, it was really important for me to get out and around the district to these various communities for these various things.” A third participant used the draw of her new facility to connect with new leaders. “I’d certainly invite them to the new campus. Often I would give them the option, ‘Shall I come there or would you like to see the new facility?’ And they would say ‘Oh, let me come there.’” Another participant explained the content of the initial meeting: “The new superintendent of the school district came on board about a month ago, yesterday he came up here, we spent about three hours, talked about plans, talked about significant people in the community, toured the campus.”
Sports. Several participants talked about using sports, especially golf, to connect with the community. "You go out to dinner, you play golf, and you ride bicycles." The importance of golf varied with the community. One participant mentioned that, in his resort-oriented area, "this community has gone from three golf courses to 27 in the last 10 years." One participant recalled his initial meeting with a very important community leader, one that, up to that time, he had had trouble meeting.

Researcher: "Did you finally meet him?"
Participant: "Yep."
Researcher: "How did that happen?"
Participant: "Golf course"
Researcher: "Was it accidental?"
Participant: "Accidental."
Researcher: "Did you see him? Walk up to him?"
Participant: "No, I was having lunch with his son."
Researcher: "How did you know his son?"
Participant: "This guy I was playing golf with happened to be in a foursome with his son."

More than one participant said they had hired a staff member who played golf, as one woman said, "So I wouldn’t have to."
Social events. Private parties and community-sponsored social activities were also places where community college leaders had their initial meeting with other community leaders. Fundraisers were an example of this. One participant talked about meeting many leaders at one event: “It was the art festival, the annual art festival. And there are three or four hundred people, fairly influential people, that go to that.” Another participant mentioned meeting a particular individual at another event: “The local hospital administrator was one of those, ‘cause I didn’t purposefully go out and meet him. But it think we used a social function, auction, sat at his table and got to know him.” These community college leaders received a lot of invitations, and they often took advantage of the opportunities. “We were invited to a lot of social events early on. Through those social contacts I would meet people, get to know people, and then things would just kind of carry on.” Another talked about her strategy of going to events. “One of the things was to try to go to all of the things you’re invited to: the grand opening of the bus terminal, there are a lot of things like that. And I would try to go and I would go with someone from the college who knows everybody. And I would follow the person around, basically, and get introduced to people.”

Other occasions. There were several other occasions where some community college leaders met other community leaders. These included standing in line at a local store, going on an international tour that was arranged by the governor, and the initial presidential job interview.
Memberships

One essential way of meeting other community leaders that was mentioned by participants was direct membership or participation in community organizations. Some of these organizations were involved in advancing an agenda related to the work of the college and some were reported to have a more general community or service focus. There were no noticeable patterns in the participation in these groups by position, region, or ethnicity. There were differences by gender. More men than women cited their community memberships as effective methods of meeting other community leaders.

Economic development. Most of the participants talked about meeting other leaders through their participation in organizations that advance economic development in their communities, including the Private Industry Council, the County Economic Development Council, the Mayor’s Economic Development Task Force, the Community Development Roundtable, and the Chamber of Commerce.

Service clubs. An important activity mentioned by all the participants except two women was membership in service clubs such as Rotary or Kiwanis. One rural CEO gave this as an example of maintaining connections throughout the district: “I’ll go to a Rotary meeting or something like that in each of the communities once a year, so I build that into my calendar.” These club meetings
are places where one can come into contact on a regular basis with many of the community’s leaders. “The city manager, the county manager, the head of the hospital, etc. They’re all in Rotary.” Some of these groups had service projects that assisted the college’s goals. “Partly because of my community contacts, because I’m raising money for that, I’m partnering with other social service agencies for that and I’m pushing my Rotary to adopt this cause, too.”

The importance of joining these organizations was emphasized by one of the participants. She said, “Joining the damn service clubs works because you have an instant bunch of people that you meet.”

*Other organizations.* Participants were also members of organizations and boards that focused on arts, culture, and history and served community needs such as health and education. One reported serving on the Board of Directors of the Arts Council, and two mentioned their membership on boards of the United Way. Another was on the board of a major health research center. Boards of local theaters and symphonies also were cited.

*Staff are connected*

The participants of this study said that they did not have to develop all their own community connections. Other staff members assisted them. A number of participants had lived in the community and had developed many connections of their own, some directly related to college business and some personal connections.
They're interrelated. Some of these connections affected how the leader made hiring decisions, particularly in the early days of a new position. One participant described two of the staff people she hired during her first year, partly because of their connections:

I hired her in a kind of a temporary way. She is a very active person in the community and was serving on some boards, active in local politics, mayor and council level stuff. And I depended a great deal on her to tell me who I needed to know and where they were. The next person I hired had the background of having worked with the legislature among other things. And she has been very helpful in identifying people who I need to know and she has introduced me to people.

Another participant described how this situation unfolded during his first year: “The Foundation director was not very connected and shortly thereafter was no longer the Foundation director.” One CEO, who identified himself as an introvert, said that he had hired extroverts to do most of the external work of the college so that he could do the internal leadership.

One participant talked about how some of his staff’s connections have provided benefits to the college: “Other staff members at the college are interrelated in the community as well, and so this leads to related connections. For example, my Vice President of Instruction is on the Hospital Board. And so, in a subtle way, maybe not so subtle, we have various relationships with the hospital that some community colleges might not have.”

Support and research. Some of these staff members provided assistance by making introductions or helping the leader identify potential connections. This
may have been due to their existing connections or it may have been because of research they have done. Most CEOs had one or more staff members who were assigned to assist with identifying community leaders. One participant said, “I had to identify one or two individuals within the organization with whom I could establish a relationship of trust so that I could work with them in identifying the other people considered as critical players out in the local community.” A rural CEO, talking about staff support, said, “The other thing in terms of knowing people and being connected in a smaller community, you probably do a little more leg work before you go into a meeting.” An urban CEO said, “It is so large a city – you’ve got to do research.”

*Titles.* Participants listed the titles of many different staff members who assisted them with community connections. Those who reported directly to the President included the Vice President of Instruction, the Vice President for External Affairs, the Foundation Director, the Public Information Officer, the Vice President of Administrative Services, the Vice President of College Relations and Advancement and the Assistant to the President. Other staff members mentioned were the Director of Human Resources, faculty members, the Director of the Small Business Development Center, a counselor, outreach center directors, the Director of Community Education, the Dean of Students and the Director of Marketing and Communication.
Extend relationships

After participants were asked about their initial contacts with community leaders they were asked: "How have you maintained that connection or relationship?" They described different methods to extend those relationships. Sometimes these methods resulted in personal relationships, sometimes in partnerships between the organizations they represented, sometimes both.

Building relationships

Participants used many different methods to develop closer relationships with their acquaintances in the community. Some patterns of difference between the ways that the male and female participants reported developing relationships with other community leaders were identified.

Call/write/e-mail. Most women, but few men, reported that they used the phone, wrote letters or sent e-mail to extend their relationships. One of the women said, "E-mail, faxing and lots of phone calls became more cost-effective of my time." Another said,

I have on my desk right now a note from a major donor that I try to keep in touch with but I don't meet with him very often. But whenever I see something that I think might be of interest to him, I try to remember stuff from our conversations. If I see them in the newspaper I'll rip the article out and write, 'Hey, good to see you in the newspaper.' And I do use the mail and the telephone a lot, probably more than face-to-face.
Give/get help. More men than women mentioned that giving or getting help from another leader is a way to extend relationships. One man, talking about a new Executive Director of his local Chamber of Commerce, said, “She relies on my counsel to some extent for some of my experience here in town, even though I am fairly new.” Another said “I would call them on the telephone and say ‘How are you, I’m thinking about starting the project or program, who do I need to contact?’” That same participant talked about another individual and said, “I’ve sought guidance from him on issues, I’ve sought counsel from him. He’s often directed me to other individuals, whenever I had a problem, he would direct me to a source, and I knew that they would hold that issue in confidence.” Talking about a relationship with a school superintendent, he said, “I’d just pick up the telephone and say, ‘Hey, how are you doing? What do you think about this? Is there anything that I can help you with at school, or is there anything that I can help you with out at the city?’”

Another participant made repeated references to the importance of giving and getting help in the development of relationships:

You call when you have something you need or to ask them to help. I think it is most important that they feel they can help; they don’t just sit and look pretty. They want to be helpful. There is a gentleman who is the head of (a trucking) company, and he was willing to help. Maybe he would donate a truck. It is very helpful. They feel they can be helpful. They feel they can relate to it. They feel they are useful. They aren’t there because of their title. They are there because they are helpful.
See them. Almost all of the participants mentioned that they extend relationships through face-to-face experiences. These experiences occurred in four different ways. In the first method, the participants extended formal invitations to the leaders to visit the campuses, sometimes for recognition of their contributions to the college. One participant talked about community leaders who were strong supporters of the college and said, “The Senator will be on campus in May, all of these people will get an invitation to the press conference and the pre-reception.” Another said, “I organize a leadership council. We have a twice-a-year breakfast meeting. I invite them to visit the campus.” A CEO said, “I take him on a tour. He was there before, but not in that capacity, not with me. There is a difference between you’re on campus, and you’re touring with the CEO.” He also indicated that just the extension of the invitation is important. “We invite them to our functions, like scholarship and donor receptions. If they come they are impressed, but most of the time they don’t come.”

A second type of face-to-face method used by participants consisted of taking advantage of the regular meetings that these leaders attend, where they can expect to consistently see certain other leaders. One participant mentioned two important community leaders: “I knew that we would be meeting on a monthly basis because as a member of the Chamber I knew that I was going to be making contact with them on a regular basis.” Another participant talked about how these regular opportunities to meet changed how she has kept in contact with others: “In the case
of city leaders, they are a lot of the people I went out of my way to meet with I first came. And now it is through the course of daily meetings and events.”

A third type of face-to-face method of building relationships is very casual. Leaders attend many of the same community events and, as one participant said, “we run into each other at events.” This method of running into each other was common to most participants. One participant said, “For some people that means seeing them at the Symphony, the theater, and those things, which is something my wife and I like to do.”

The final type of face-to-face method involves the intentional effort of the community college leader to stay in touch. “I try to build a regular pattern of holding meetings with them.” There are some people I make sure I see once a month, like the editor of the newspaper. Some people I can do it once a year, like the superintendents.” One participant talked of one leader who was not a member of any of his organizations: “With him, I knew that I didn’t have a formal mechanism, so dates were determined so that I’d say, ‘Let’s get together, how’s your calendar? Do you have time to get together and touch bases and just check in?’ And he’d say ‘Sure’, so we would get together either for breakfast or lunch.”

Shared experiences

When asked about how they had extended relationships with other leaders, several participants said that when they talked they had discovered shared experiences or common circumstances with the other leaders and this lead to closer rela-
tionships. There were a variety of these commonalities. Some had come into the community at about the same time: “We have some camaraderie because we are fairly new.” Some had come from similar regions of the country: “He had just come here from the coast, also. So right away we had some connection there.” And “He is an Aggie and his wife was an Aggie from Iowa. So I sat down with them and visited about my experience as an agricultural extension agent.” Some had shared family or educational experiences: “Right away I established rapport with her because her dad went to school with my dad.” And “He came in and professed that we had been graduate students together.”

Partnerships

One goal of extending relationships is to develop partnerships between the organizations that the leaders represent. As one CEO said, “You develop acquaintances, and then relationships begin to develop and those partnerships begin to develop out of those.” The leaders listed some of the community needs these partnerships were intended to meet. Information was also received about the types of partnerships that resulted from these relationships and how the partnerships developed.

Community needs. Several participants said that the partnerships that developed as a result of their community connections served local educational needs. One meets with superintendents and has asked, “What can we, as a community college, do to facilitate the needs of all of your students, from those
who are in advanced placement classes to those who may need some additional remedial work? What can we do for you in terms of your drop-out questions?"

Health and safety issues were also addressed. "We had subsequent meetings, of course, because of what I considered to be safety issues and community health issues around here. So I not only talked with him about this later, in the second, maybe third meeting, but I went on to form a relationship and partnership with the commander of the precinct in this area."

*Types of partnerships.* There were a wide variety of models of partnerships cited; a majority of participants didn't mention any one kind. Three participants gave a total of ten examples of a variety of partnerships related to facility or equipment use. A CEO said: "I work with him because of the relationship we have been able to establish and the partnership that the college has been able to foster and facilitate with this high school. And the fact is that they use our facilities quite extensively. They use our theater; they use our football stadium."

Another relayed this example of the combination of facility partnerships and personal relationships: "We volunteered one of our sites which is a very large industrial training facility. A community fundraiser was held there, about 2,700 people who had never been there, didn't know anything about it, were there. Again, it involves interrelationships with community leaders."

Sometimes the relationship is built knowing that there might be a chance for a partnership in the future, as this participant says: "Down the road we hope
they’re going to have a new facility and we certainly want to nurture that opportu-
nity.”

Other types of partnerships cited were related to cultural programs, the pro-
vision of trained workers or contract training, resource development and technical
assistance.

*How they happen.* Participants reported that many community connections
had been initiated for the purpose of developing partnerships. One participant, who
had been in a community position before, talked about her intentional development
of connections in her current position:

I had never really targeted manufacturing businesses in my previous
connections, but because I knew that we were going to be building a
manufacturing technology center here, I met with a number of dif-
ferent manufacturers in our area. They were small business owners
and I may not have connected with them, at least not in the same
way. But I actually set up appointments with those folks to see what
would be helpful for them.

One CEO summed up the importance of actively seeking community con-
nections that can lead to partnerships in this way: “I don’t see how a really healthy
community college cannot be constantly looking at different collaborations and dif-
ferent partnerships.”
Results

Participants were asked: “How have your community connections affected your community?” Compared to the number of responses given to the prior questions, there were very few concrete examples of community change. While responding with a few ways the communities have been changed, leaders talked primarily about ways their colleges have been effected. They also cited partnerships between the college and community organizations.

Community

Participants gave some general answers about community building. One said, “My philosophy is about building communities, and that involves the emotional and spiritual. The idea is that we provide education, but what we are really doing is building community. Education is just the carrot to get people to be involved with each other.” Another said, “There are tasks that you need to do that are related to community building and establishing yourself in a community that need to go on.”

Only one participant gave specific comments about measurable community results. She said, “I think that the economic development in this community has changed because always one of the things that business want, besides a workforce, is the ability to provide additional training. So saying that we have a campus here and a growing and expanding ability to provide quality training has effected community planning and even community pride.”
College

When asked about results in the community, most respondents actually answered about college results. Enrollment in the college or in a college program was mentioned as in this example from a non-CEO: “Our FTE (full-time equivalent) was up 16% last year, all that comes from community connections.” And from another non-CEO: “We have city employees in our computer lab.” Faculty hirings were also mentioned as community results: “I was on a committee, a juvenile services committee with somebody; I ended up hiring her.” And “Sometimes I’ve gotten a part-time teacher.” A political result was given by one CEO: “Our school was the only school to pass a bond that year and I attribute it to that style of going out to the communities and working onsite with them.”

One rural leader talked about enrollment and gave increased enrollment as a community result. He said: “Within that year, 5,000 people were enrolled in something. Now, that’s an impact. It’s real, it’s palpable, and it’s not community leaders, it’s Joe Taxpayer, and Susie Taxpayer, that are taking something that they’re looking for. When you’ve got over 10% of the population of this county enrolled in something – has there been an impact? Yeah!”

Evaluation

The last specific question asked of participants was: “Looking back, what worked well for developing community connections, and what might you do differ-
ently?" The responses to this compound question showed that the leaders believe the most two important components of building connections are being active in the community and building relationships. Priorities varied with the participant’s position and with the personal characteristic of introversion/extroversion.

**Worked well**

All leaders were able to point to things they did that helped them connect with their communities. Most reported they considered themselves successful in their development of community connections.

**Building relationships**

Almost all participants said building relationships made a difference for the college. One non-CEO gave an example of shared equipment “through my relationship with the Senior Center Director I was able to get the Senior Center busses for our tour. I think that relationship has been nurtured.” One participant who is involved in fundraising for the college attributed success in resource development to relationships: “People don’t give to the institution; they give to the individual.” Another reinforced this: “I feel it is important to have that relationship when you need it so you don’t constantly ask for money from them.” One CEO was pleased with the effect of the time he invested in relationship development and said: “You have to let those relationships develop, so time is pretty important; the more time
you give it the better it’s going to be. And I think that piece went very well, based on the way it has worked out.”

Get out there

There was overwhelming agreement with this CEO’s statement: “You’ve got to be out there and that’s just part of the job. You’ve got to be part of the community.” They gave examples similar to their earlier responses under Context of Connections. These included “making sure that I did the Rotary circuit”, “outreach to underserved areas”, “maintaining activities outside of the job”, and “go to the fair”. In order to make those efforts effective they stated one has to “invest in the first steps”, “to maximize my time I usually go to an event where there are other leaders” and “do whatever kinds of activities that it takes to stay involved on an informal basis”. One CEO gave this advice about what to do when a community college leader is talking with others in the community: “The best thing is to talk about students. Talk about success.” This “getting out there” strategy was summed up in the statement: “Showing up is 90%.”

Other strategies

The leaders reported other methods they had used successfully to make connections. “The process of proactively building into your calendar connections, that’s a really important thing to do, which I think is overlooked by many college leaders,” according to one CEO. Another emphasized the purpose of seeking
connections when he said, “I stay connected through the college need, college programs, students. What’s important is that you can relate your program and your student to the community.” An introvert talked about a way to organize the institution to support connections:

Let me tell you that I have another strategy that I use. I have always had at least one, if not two, very personable vice presidents; they are extreme extroverts, social animals, and just love being out there all the time. And so that model of an external president and an internal vice president, I tried to turn it around. I have an external VP who makes continuous contact with city councils, mayors, business leaders, economic development, chamber.

Other participants talked about their relationships with other staff and faculty. “You develop your internal team so there are a lot of people out there doing the same thing. So we’re more focused, we understand our goals and what needs to happen.” Several also said that the ability to be out in the community depends on maintaining continued support and confidence from the internal college community.

**Do differently**

When asked if they would do anything differently to connect with their communities, all of the women and five of the eight men had comments. The two individuals who identified themselves as extroverts, both male, didn’t have any suggestions to improve their efforts. One of them said, “I think the external piece went about as well as it could have gone. I don’t know that there is anything I would have, could have, done differently.” The introverts, two women and one
man, identified ways that they could have improved the making of connections.

One said:

I think I might have spent more of my time doing it. During my first year I spent 5 to 10% of my time. It ended up taking two years. I have an SBD (small business development) director who did it in six months, knew everybody. He was extremely effective. I go to one or two events a month – every week he went to something and immediately volunteered. That is what he did, about 50 to 70% of his time. The effect was immediate. If I was new in an area, that’s what I’d do – spend 50% of my time.

Another introvert said, “If I have a criticism of myself it’s that I’m not out there enough, that I’m not calling people all the time, and following up and having lunch dates. I think I could do more of it.” These examples may represent a real difference in the ability of introverts and extroverts to invest the considerable time necessary to quickly make community connections. However, there was no evidence in this study to suggest that introverts aren’t able to effectively establish and maintain relationships.

One participant said that she “would have brought in three or four key business people” together for discussion at organized breakfasts. Another said she would have accompanied “the Foundation director for individual meetings that she has with prospective donors. She does a lot of that work and, although she’s very, very good at it, having the college president come and talk about what the college is doing and the vision of where it’s going, I think would help her a great deal with that project.”
Some participants mentioned other specific leaders they would have spent more time with, or with whom they would have initiated meetings sooner, such as county commissioners. One introvert said: “In a large group I should be more assertive, I should be more questioning, I should give more opinions, more comments, the people can see you’re a leader.”

As in the explanation of activities that went well, support from the campus community was mentioned. One CEO said, “I was torn between internal changes that were taking place and having to deal with the internal environment.” Another leader said that he should have delegated more to his staff. Another said, “I should have fostered other relationships with greater vigor than I did and have been more aggressive in my outreach” to develop greater depth in those relationships.

Another CEO said that there were two community leaders he had difficulty meeting and he would have approached them differently.
Skill Set

The stages of community engagement include a set of skills that can be learned. The identification skills include developing and expanding the list of community leaders. The contacting skills are making contact using the phone, correspondence, personal initiation, and requesting assistance from others. There are a variety of skills for building relationships. They include personal communication, giving and accepting help, seeking shared experiences, and seeking shared purposes.

Relationship Building Illustrated by Vignettes

In the Extending relationships section above, data is given about how participants developed relationships. During the interviews several participants spoke numerous times about individual community leaders and the development of their relationships. The following vignettes illustrate the development of these relationships. Each is composed of the words of a participant. The names of individuals and organizations are changed to provide anonymity.

The Minister

This example demonstrates a relationship that began with an introduction from a Board Member and has continued with reciprocal assistance:

Mr. Smith, who is in the faith community, is another important element in the community. I didn’t know him and no one had really told me of his influence. A Board of Trustees member brought him to see me maybe four or five months (after I began). And he was
interested in forming a relationship. He had someone that he wanted to bring here who works at his church, but he was also interested in having him here as a faculty member. He wanted us to hire him as a faculty member and he had made some contact with the person before me. And when a position came up. I called the person, the person wasn't sure that they really wanted it. And I let the Bishop know that and we began to work on other issues, and I called on him for assistance and advice. I go to his church. He has invited me to speak on various things. So we stay connected. And I may call him on the phone to run things by him.”

The Division President

Business relationships may continue even after the community leader has retired.

I also ran into a Technical Advisory Committee member, his name is Bill Allen. He passed away a few years ago. He was really brilliant in electronics. He was the president of the Electronic Division of Gooding Engineering. He retired. I know him and invite him to join the Board. Really brought in another group of people from the eastside. He knew a lot of Gooding folks and some of the industrial leaders in this area. So he brought a group of people from that area. But then you go into a different circle, for example the Country Club. I joined the Country Club. This gentleman, Mr. Bill Allen, paid for me to go to that club, because it's a high class club.

The City Commissioner

While many relationships begin in a positive way, it is possible for a relationship to start negatively and yet evolve into one that is effective for both parties and for the community.

One of my latest people, one of the city commissioners, we did not see eye-to-eye. And that person is sort of like my latest connection. We've been working on coming together and we are going to be able to work together on some very exciting things like urban renewal. It took a long time. I think we were at odds. And I listened to him. He wanted to do things but I thought it was in a pejorative way. And
I think someone who knew us both suggested that we have breakfast together. (In preparation) I read the Community Plan. Normally the college had answered (these documents) in about five sentences. I decided to go through and do a thorough analysis. And I answered that back and I saw him at the swearing in of the new Chief of Police. He was there and he said ‘I haven’t seen you in a long time.’ And I said ‘Well, I answered the Community Plan and I probably did not put any popular comments.’ So we had a little conversation and he said ‘Send me a copy of your answer.’ So I did. I faxed it and then I mailed him a copy. And he called and he said ‘We have to have breakfast together.’ And I thought ‘Whoa!’ So we did have breakfast and we were supposed to have an hour and we went on for an hour and forty-five minutes. We talked about ourselves, what was our passion, what drove us to do the work we do. We found we have common ground. Educational background, that my passion was there in community colleges and I talked about why and what community college meant. And we just had a really common ground, common goals and concerns and meetings. We promised to meet again. We found we were connected to some of the same people that we need to get the job done in the community, workforce development. And so it has paid off in dividends. I call it building political capital, all the time.”

The Busy, Wealthy Couple

Relationships can be developed with individuals or related individuals.

Sometimes these relationships develop spontaneously, sometimes with persistence and attention.

I was told I would never be able to get Donald Jackson and his wife Rita on my Executive Cabinet because they were too busy with other things. He’s probably the wealthiest man in the County. So I tried for six months, making phone calls, leaving messages. I just say, ‘My name is Jerry Paxton. I’m from the Community College. It is important for me to meet you and it’s important for you to meet me. And I would hope that within the next two or three weeks we could find some time to sit down because I have some ideas I’d like to run by you. If they fit, super! If they don’t fit, we’ll know that, too.’ So finally I got him on his cell phone one day, they were headed over to the coast. They had purchased two new planes,
one for his wife and one for him, they travel throughout the world constantly.

He said ‘Yeah, I got your messages a couple of times. But I never have had time to call but what is this all about?’

I said, ‘You know Donald, it’s pretty difficult for me to talk with you on your cell phone. Be my guest. I want to invite you to lunch.’ He said ‘I do breakfast.’

I said, ‘Fine. You choose the spot and I need to have you and Rita there. I can’t just have you, I have to have you and your wife.’

He said ‘What’s this about?’ ‘Donald, just stay with me.

OK?’

‘Alright, the Creamery, at 8:00.’ So we met at the Creamery at 8:00 on a Monday morning. And it was two and a half hours later that she said, ‘Yes, Willard. We’re gonna do this.’ I had to explain that I needed them, I needed their name. I said, ‘You know, whether you like it or whether you don’t, you have a lot of influence and I need that with us. Plus, I need to be your friend; I want to be your friend.’ And she just said, ‘I’ve never had anyone talk to me this way before. You’re really sincere about this.’ And I said ‘Yes, I am. I need you with us.’ She just couldn’t believe it. So she said, ‘We’re gonna do this thing.’

The CEO

As was seen in the Context of Connections section, there are many different circumstances that initiate relationships. This is an example of using an intermediary to develop a connection that will advance mutual interests.

The jewelry magnet here, David Dales, is over 70 now. He is one of the leaders, very prominent in the city. And we have a jewelry and watch repair program. He is the owner and CEO. Our watch repair program is on the decline because the number of students is small and it’s expensive, we need some scholarships, some equipment, and support. I did not know him. But through the program you connect with interested people. I wrote letters and then somebody else, a middleman, contacted him. And so we speak on the phone and talk and then we met. I was able to get to see him because he is very interested. He wasn’t connected to the program. He was interested, to be sure he has graduates of that program, but nobody contacted him about it. So that was a way I could get a hold of him. I said ‘Hey, I’d like to see you, would you support?’ so he ended up giving
scholarships. He helped us get a gift of $1 million dollars from the Anderson Foundation to support our program.

The Economic Development Director

Relationships that are developed may have a primary result of a partnership between organizations, or of a personal friendship, or both.

I met an individual who was in charge of economic development for one of our cities. He now is over their Planning Department. I was introduced by the director of our Small Business Development Center. And he and I have had, of all the folks, he’s probably the one that I’ve had the closest relationship with for the years I’ve been here. Because we talk on a regular basis. And have breakfast or lunch together periodically throughout the year. John McCoy. I call upon him for many issues. Specifically in his earlier position in economic development in terms of what role the college could play in helping some of these corporations that the city is trying to help. We would have breakfast together and have lunch together and it was more of a, both from a professional and from a personal basis, it was just, maintain the relationship. I said, ‘John, you and I think alike. We have some of the same things that motivate us,’ and again, I consider him to be a very, very close friend. I’ve asked, I’ve sought guidance from him on issues. I’ve sought counsel from him. He’s often directed me to other individuals, whenever I had a problem, he would direct me to a source, and I knew that they would hold that issue in confidence. With John I knew that I didn’t have a formal mechanism, so dates were determined so that I’d say, ‘John, let’s get together, how’s your calendar? Do you have time to get together and touch base and just check in?’ And he’d say ‘Sure.’ Or just picking up the telephone and saying, ‘Hey, how you doing? What do you think about this?’ Or ‘Is there anything that I can help you with at school, or is there anything that I can help you with out at the city?’ And then one time he brought in a developer from San Francisco that got some land and I got in touch with that individual thanks to John. That was a product of the fact that there was a relationship.
The Contractor

Connections can develop into relationships which benefit the resources of the college. Some community college leaders take a methodical approach to this development. The context of the following connection was a regular college event.

We have a donor reception every year on our campus to honor individuals who have given to the Foundation, a certain level of giving, dollar-wise. And this was one of my very first opportunities to make some contact with some people who have the ability to give and I met these people face-to-face. One such individual was Andrew Donnelly. He owns about half of the city, because he’s a contractor, in construction there. He’s done all these strip malls and leased them all out. And he has been a strong donor and support to the nearby University. And he has been on their Foundation Board. But I met him that evening, and he had never given to this college. But somebody had invited him to that particular function. So I introduced myself to him that evening. And asked if I couldn’t call him one day and ask him to be my guest to go to lunch. So a few weeks later that opportunity took place. And I can’t make just the one contact with Andrew, but a minimum of seven times, over about three months. And I eventually asked him to be a member of my Foundation Board.

The School Superintendent/Landlord

Sometimes people meet and as they talk, discover commonalities in their backgrounds. This can lead to deeper relationships, or just an ongoing item for discussion.

He was new at the same time I was, Brady Sanderson, the Elk Grove School District Superintendent. I had lunch with him several times at Rotary. I kind of sought him out because I wanted to make a good connection with the school district since we rent rooms from them. He had just come here from the coast, also. So right away we had some connection there. He had come from South Bay and I was from the north. So one end of the coast and another. One thing that has helped is I was one of the original members of the Leadership group the Chamber put on. Once a month we would tour with
businesses and see what's happening here in Elk Grove. During education week we toured different schools and had a presentation by Brady. The next year I was in charge of coordinating that days' activities. So I worked with him very closely to make sure that the we got to see a broad range of things in the district. They've had some turnover in their management. They have had a new principal each year I've been here at the high school so that has been an important one to maintain. One of the things I have to do this month is get over and meet the new principal.

Summary

As this data has shown, community college leaders go through several stages in developing connections with their communities. Their personal characteristics and the college and community environments they enter shape how these connections develop. The actions of the leader and their staffs to identify community leaders, make contact, and build relationships, will produce results that determine the efficacy of these connections.
CHAPTER 5 – CONCLUSIONS

Introduction

Community college leaders affect their communities through the programs they provide and the students and the community organizations the programs serve. Their connections with other community leaders influence the community college leaders’ perceptions of the needs of those organizations and the constituencies those organizations serve. It is through these connections that community assets and community needs are best identified. These connections also form the partnerships that will be used to address community and institutional needs.

Some leadership positions in the community college traditionally involve substantial connections with the local community. These positions include the college president and the directors of the Foundation, community education, and outreach centers. If the college is going to fully realize its role as a partner in community development, all leadership positions will require strong community connections.

The analysis of the data in this study has provided a theoretical framework for understanding how the community college leaders in this study developed and maintained community connections. This framework can be used to guide the action of community college leaders and their staffs in planning and making connections that can be used to build communities. The framework can also be used to train community college leaders to develop community networks. Search
committees can use this framework to screen candidates for skills and knowledge in the development of community connections.

**Community Building, the Community College, and Leadership**

This study brought together research from several areas. First was the community college with its emphasis on the missions of community service and open access to higher education for all adults. Gamson (1997) wrote about ways that colleges could develop social capital. One way was to establish relationships with communities and community groups. Another was to expand the representation of underserved populations. She recommended that higher education should make a greater contribution to the building of social capital by “establishing or reestablishing relationships with communities and community groups—and not just businesses.” Peterson (1996) said that the community college field should put more effort into research. This research should explore the interaction of the community college with other institutions including churches, community-based organizations and small businesses. A greater understanding of this interaction will promote the access of the underclass to higher education and to lives of opportunity and fulfillment.

A second area of research included community building, social capital, and civic engagement. This area called for all institutions to work together to improve the community. The Saguaro Seminar, led by Robert Putnam, released its December 2000 report on civic engagement in America, *Better Together*. The
report stated, “We are a nation rich in social capital” and used this definition: “social networks and the norms of reciprocity and trustworthiness that arise from them.” The report made “a call to connect.” It called on every institution to “make building social capital a principal goal and core value. We need to become civic and social entrepreneurs who create social capital building institutions suiting our times and honoring our values: diversity, tolerance, inclusiveness, equality, fairness, compassion, hope, and public spiritedness.”

Finally, research was cited concerning community leadership. Chrislip and Larsen (1994) wrote about the stages of the collaborative process and the principles of collaborative leadership. They said that while community leaders needed to come together to address needs, just coming together was not enough to be considered successful. The researchers claimed “leaders are defined as successful when their actions lead to meaningful, sustainable results.” These results need to represent positive community change.

Findings

This study interviewed thirteen community college leaders from Oregon and Washington. The leaders included CEOs and non-CEOs, men and women, and representatives from several ethnic groups. The analysis of the interview data provided insight into the process of developing community connections. The following findings emerged from this analysis.
1. New community college leaders follow a pattern of community engagement that includes the identification of other leaders, making initial contacts, and extending relationships through community and personal activities.

2. No particular set of personal characteristics is required for a leader to engage in the development of community connections.

3. Methods of developing community connections vary depending upon leader, college, and community characteristics.

4. The development of connections is expedited by frequent attendance at community events, membership in community organizations, and the assistance of college staff.

5. The development of community connections is based on sets of skills that can be learned.

6. Skills learned in the development of community connections can be adapted and transferred from one setting to another.

7. Community college leaders tend to define results by college outcomes rather than by community impact.

8. Community college leaders tend not to have broad and inclusive networks that include informal and social service community leaders.

Significance

Community college leaders with prior community responsibilities will be familiar with some methods used to connect with community leaders. These find-
ings are comprehensive and provide information that can be used to train leaders moving into community positions from internal positions, especially those who have not been active in the communities. The development of community connections can be done more quickly and effectively with this knowledge.

Most community college leaders did not mention community results from their community connections. This is troubling because they do not indicate they are considering the public benefit in their actions. If community college leaders intend to have their colleges contribute to the betterment of all residents, the primary goal of community building, they need to attend to the community results of their efforts.

Recommendations

The results of this study can be used to improve the efficacy of the connecting process for new community college leaders. They can also be used to enhance the community building effects of these connections.

1. Community college staff should prepare in advance to assist an incoming college leader with community responsibilities in the development of community connections by creating and maintaining a database of community organizations and leaders and proposing introductory events.

2. New community college leaders should prepare in advance for their positions by researching the characteristics of their college and community that affect the development of community connections.
3. Community college leaders who are moving into new leadership positions should learn the skills of community engagement.

4. Community college leaders who are moving into new leadership positions that require the development of community connections should develop tentative plans for connection with the community prior to their arrival.

5. Community college leaders need to make connections with both positional and informal leaders who represent organizations that can or do serve individuals who would benefit from the assistance of the college.

6. Community college leaders need to stay aware of social, economic and political changes in their communities through their community connections.

7. Community college leaders should establish connections with new leaders as they emerge.

8. Community leaders need to be aware of the impact of their actions on their communities and articulate these results to others.

9. Committees charged with selecting community college leaders should screen for the necessary knowledge and skills in the development of community connections of their applicants.

Further Research

Studying any area of human behavior raises more questions than it answers. As further research is done on the community college and community building, several areas of inquiry will be useful. Researchers may focus their studies more
narrowly on a single college and its community or they may look more broadly at community college leaders across the country. The following suggested areas for further research would explore the findings generated by this study and include related areas of inquiry for which this study did not provide findings.

Finding 1: New leaders follow a pattern of community engagement that includes the identification of other leaders, making initial contacts, and extending relationships through community and personal activities. More research may identify variations in the basic pattern of community engagement discovered by this study.

Finding 2: No particular set of personal characteristics is required for a leader to engage in the development of community connections. Further research may establish if there is a relationship between effectiveness of developing connections and personal characteristics.

Finding 3: Methods of developing community connections vary depending upon leader, college, and community characteristics. Further research can provide a deeper understanding about how personal, college, and community characteristics interact to increase the effectiveness of various methods of developing community connections.
Finding 4: The development of connections is expedited by frequent attendance at community events, membership in community organizations, and the assistance of college staff.

Further studies may identify the types of community events and organizations that provide the most effective opportunities for community engagement.

Additional study may also provide further information about the pace at which community engagement can be most effective.

Finding 5: The development of community connections is based on sets of skills that can be learned.

Further research can develop more detail about the sets of skills established by this study. Research on a sample that includes participants who are identified as being highly effective in the development of community connections would provide information about best practices.

More information is needed about how these skills can be learned. Instructional models can be developed to teach the skills of developing community connections. Research that assesses the efficacy of such skill building would be useful for programs in leadership and community building training.

Finding 6: Skills learned in the development of community connections can be adapted and transferred from one setting to another.

Research is needed to explore how to enhance the transfer of this learning.
Further study should identify whether or not the similarity of the setting or other factors improve transferability.

Finding 7: Community college leaders tend to define results by college outcomes rather than by community impact. More information is needed to understand why community college leaders respond this way. More study is needed to provide community college leaders with a methodology for assessing community results.

Finding 8: Community college leaders tend not to have broad and inclusive networks that include informal and social service community leaders. Further research is needed to identify the frequency of this finding.

Related Areas of Inquiry

Research that compares the methods these participants used to develop community connections to the methods used by other types of community leaders is needed. What are the similarities and differences in the ways that health care leaders, social service leaders, business leaders and others approach the development of community connections?
Summary

The work that community colleges leaders and their faculty and staff members do can directly increase the level of positive social capital in their local area. Community college leaders can help the community building process through the connections they develop with other community leaders. This network of community leaders must be broad and inclusive. Connections must be made and relationships developed with leaders of underserved groups such as migrant workers, the homeless, and nonnative speakers. A network that includes only business and major positional leaders will not increase the college’s ability to improve and enrich the lives of the community members who most need its educational services. Leadership development programs for community college staff and faculty can help this process by teaching the knowledge and skills for building community connections.

Finally, community college leaders need to seek out the community results of their connections. They will then be able to describe the outcomes of college programs and services by articulating both community results and college benefits. In this way the community college can truly fulfill its mission to build the community.
BIBLIOGRAPHY


Kretzmann, J. P., and J. L. McKnight. 1993. *Building communities from the inside out: A path toward finding and mobilizing a community’s assets.* Chicago: ACTA Publications.


APPENDIX 1

PARTICIPANT DOCUMENTS
Community Building Interview Protocol

Introduction:

I am a doctoral student at Oregon State University and I'm doing research on the community building efforts of community colleges. Community building refers to activities and relationships that contribute to the improvement of the quality of life for all residents in a local area. I will be interviewing leaders of several community in order to learn more about how community college leaders establish and maintain a broad and inclusive network of community leaders.

First, I need your signed consent to participate in this interview. This form explains the interview process, confidentiality of your information, and states that your participation is voluntary and you may stop the interview at any time. Can I answer any questions about this? May I use your name in my acknowledgments?

I am going to ask you about how you have established and how you have maintained a broad and inclusive network of community leaders. I'll ask you for names of a few community organizations and leaders that you have in your community network. We are looking for a few important relationships, how they were established and how they are maintained.
1. When did you begin working at ____________________?

2. Was that in your current position of ____________________?
   (If no) what was your first leadership position?

3. When you first began working at ____________________, did you have a plan for how to connect with other community leaders?

4. How did you identify the community leaders you wanted to connect with?

5. When you first began working at ____________________, who were a few of the community leaders or community organizations you identified as being important for you to connect with?

6. For each of those named:
   a. How did you establish that connection or relationship?
   b. How have you maintained that connection or relationship?
   c. Is there a difference in how you establish and maintain?

7. Have you used any other effective methods to establish and maintain connections or relationships with other community leaders?

8. Do you do anything particular to identify emerging leaders in the community?

9. Were there particular characteristics of your community that contribute to how you establish and maintain connections?

10. What are your personal characteristics or personal history that contribute to how you establish and maintain connections?

11. Do you have particular goals for your college/program/district that contribute to how you develop connections?

12. How have your community connections effected your community?

13. Looking back, what worked well, what might you do differently?

14. Is there anything else you'd like to add?

15. Do you have any questions for me?

16. I'd like to interview other community college leaders in Oregon and Washington who improve their communities through their broad and inclusive network of community leaders. Can you suggest any?

Thank you very much for your time. Please call me if you have any questions or additional comments. I will call or e-mail you if I find I need clarification or elaboration on the information you have given me during this interview.

Penny York, 541-752-2537 or yorkp@peak.org
June 17, 2000

President

Dear:

I am a doctoral student at Oregon State University, doing my dissertation on the community college’s contribution to community building. You have been suggested to me as an important community college leader to interview because you have established yourself so well in your community in the short time you have been at _____________ Community College.

During the next week I will be contacting your office to see if you are willing to participate in my study. If so, I will try to arrange a one hour meeting sometime in July.

The interview will include questions about how you have established and maintain a broad and inclusive network of community leaders. My hope is that the results of this study will provide new community college leaders with a variety of best practices to connect with their communities. Better community networks should enable colleges to help build stronger communities.

Thank you for your consideration.

Sincerely,

Penny York
INFORMED CONSENT DOCUMENT

A. **Title of the Research Project**: Community Building through Leader Relationships: How Community College Leaders Establish and Maintain Broad and Inclusive Networks in their Communities

B. **Investigators**: Betty Duvall, and Penny York, Doctoral Student.

C. **Purpose of the Research Project**: This study will identify methods used by community college leaders to establish and maintain broad and inclusive networks in their communities. We would like to understand why and how community college leaders interact with other community leaders to improve the social capital of their local area. Research in the area of social capital shows that networks, norms and trust are the elements upon which a sense of community is built. What we learn can help community college leaders build stronger relationships with other local leaders and this may result in stronger communities. Penny York explained the study to me, and I informed her that I would like to be interviewed.

D. **Procedures**: I understand that as a participant in this study the following things will happen:

1. **Preinterview selection**. I understand that I have been identified as a community college leader who is effective in developing a broad and inclusive network in my community. This information was used by the researchers to select me as a participant.

2. **Interview process**. Penny York will conduct the interview. I understand that she will ask me a variety of questions about my participation in community life. The interview will take approximately one hour and will be scheduled at my convenience. It is possible that I will be contacted for a follow-up interview to be conducted on the phone or in person. The interview will be tape recorded, unless I request that it not be. I may request at any time to stop the tape and it will be stopped. I may request at any time to end the interview and it will be ended. I may choose not to answer any questions that I wish.

3. **Foreseeable risks or benefits**. There are no foreseeable risks or direct personal benefits.
4. **Confidentiality.** Any information obtained from me will be kept confidential to the extent the law allows. Penny York or a paid typist will transcribe the tape recordings. I will be identified by a pseudonym in the transcripts of my interviews as well as in any reports or presentations on the study. The name of my agency or association will be used unless I request that it is not. The only persons who will have access to the audiotapes and transcripts will be the investigators. The tape recordings of interviews will be erased when the study has been completed.

F. **Voluntary Participation Statement:** I understand that my participation in this study is completely voluntary and that I may either refuse to participate or withdraw from the study at any time without penalty or loss of benefits to which I am otherwise entitled. I understand that if I withdraw from the study before it is completed all information that I have provided will be destroyed.

G. **If I Have Questions:** I understand that any questions I have about the research study or specific procedures should be directed to Penny York at 541-757-8944, extension 5104, or Dr. Betty Duvall at 541-737-5197. If I have questions about my rights as a research subject, I should call the IRB Coordinator, OSU Research Office, (541) 737-8008.

My signature below indicates that I have read and that I understand the procedures described above and give my informed and voluntary consent to participate in this study. I understand that I will receive a signed copy of this consent form.

_________________________  __________________________
Signature of participant      Date signed

_________________________
Participant’s printed or typed name

_________________________
Address

_________________________
Phone number(s)
APPENDIX 2
CODING CATEGORIES
Coding Categories

Community College Leaders: Building Community Connections

1) Plan
   a) Advice from others
   b) Become known
   c) Future planning
   d) List
   e) Staff support
   f) Strategic plan
   g) Understand them

2) Methods of identifying
   a) Observing at events
   b) Preexisting list
   c) Suggestions from others

3) Community Leaders
   a) Arts
   b) Business
      i) Advocacy group
      ii) Large co
      iii) Local co
   c) CBO
   d) College/univ
   e) Elected official
   f) Faith community
   g) Foundation
   h) Hospital admin
   i) K-12
   j) Media
   k) National
   l) Professional
   m) Public agency
   n) Racial/ethnic group
   o) State
   p) Wealthy
4) Contact
   a) How initiated
      i) In person
      ii) Letter
      iii) Phone
      iv) Un intentional
   b) Where occurred
      i) Benefit
      ii) Interview
      iii) Meetings
      iv) Other’s office
      v) Participant’s office
      vi) Reception
      vii) Social event
      viii) Sports
      ix) Tour
   c) Who initiated
      i) Intermediary
      ii) Other initiated
      iii) Participant
      iv) Staff
      v) Un intentional

5) Maintain
   a) Community participation
   b) Partnerships
   c) Recognitions
   d) Relationship building

6) Characteristics
   a) College
      i) Goals
      ii) History
      iii) Identity
      iv) Organization
      v) Programs
   b) Community
      i) Activities
      ii) Demographics
      iii) Economy
      iv) History
      v) Identity
      vi) Relation w/college
vii) Resources
viii) Size

(c) Personal
i) Behavior
ii) Feelings
iii) Goals
iv) History
v) Interests
vi) Member of organizations
   (1) Arts board
   (2) CBO board
   (3) Economic
   (4) Institution
   (5) Service club
   (6) Social club

vii) Personality
viii) Skills
ix) Style
x) Unique

7) Evaluation
   a) Advice
      i) Be active
      ii) Develop self
      iii) Know community
      iv) Know leader
   b) Affected community
   c) Do differently
   d) Worked well