The purpose of this study was to describe the presidential search process at a newly created community college and to learn how that process reflected the emerging organizational culture. A single research question guided the inquiry: How did the presidential search process at a newly created community college reflect the emerging organizational culture?

To discover this, a naturalistic research paradigm was used. Specifically, a descriptive case study of the presidential search process at Cascadia Community College was conducted. The in-depth interviewing method was applied. In addition, document analysis was conducted and the methods of triangulation, peer debriefing and member checks were utilized to establish trustworthiness. Data were analyzed using elements of the constant comparative method and a phenomenological approach.
The following key findings were evident from the study of this case:

conducting an institutional assessment prior to the presidential search was critical in clarifying organizational values and served as a basis upon which to develop a search process; it was valuable to have broad-based community constituent involvement in the presidential search process; due to the interdependent nature of culture and leadership, the ability of those involved in the presidential search process to articulate the core values constituting the culture contributed to the likelihood of selecting a president who matched the needs of the organization; and when selecting a search consultant it was important to choose one who understood the emerging organizational culture, values, and vision, and who fit the needs of the college at this early stage of development.
A Descriptive Study of the Presidential Search Process at a Newly Created Community College and its Reflection of the Emerging Organizational Culture

by

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Gina G. Huston, Author
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CHAPTER I

INTRODUCTION

As the past two decades have seen dramatic changes in the social, economic, political, and technological areas so have community colleges had to change in order to fulfill their educational missions. The contemporary community college is facing increasing complexity as it deals with technology, shrinking economic resources, increased diversity, higher rates of adult illiteracy, more underprepared students, and demands from the public for more accountability. As Baker (1992) states, "The former world of the American community college and its founding presidents – one of growth and environmental stability – is vastly different from that faced today by the successors of those presidents" (p. 1). Related to this complexity and ambiguity are new metaphors depicting organizations today. According to Green (1997), theorists no longer view organizations as tidy hierarchical structures. Instead, they are viewed as complex webs of relationships, patterns, and connections (Wheatley, 1992). In Green's (1997) synopsis of this view she states that:

Organizations are networks of people and problems; webs of culture, habits, myths, and formal and informal authority. The predominant image is one of overlapping circles rather than a pyramid. Furthermore, organizations (including institutions of higher
education) are part of a complex network of other institutions and entities. (p. 46)

Leadership strategies and organizational cultures that were effective and appropriate in an era of growth have become ineffective in an increasingly technological and change oriented environment (Baker, 1992). Others believe that new ways of seeing organizational processes – new paradigms and mental models – are critical to successful adaptation to the future (Green, 1997; Senge, 1990; Wheatley, 1992). According to Senge (1990), for organizations to truly excel in the future they will have to tap people's commitment and capacity to learn at all levels in the organization. He states that "learning organizations, organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p. 3) are healthy and adaptive organizations. Schein (1992) reiterates this belief in his statement that:

Learning and change cannot be imposed on people. Their involvement and participation are needed diagnosing what is going on, figuring out what to do, and actually doing it. The more turbulent, ambiguous, and out of control the world becomes, the more the learning process will have to be shared by all the members of the social unit doing the learning. (p. 392)

According to Acebo (1994), many colleges have made good progress in increasing participatory practices, yet power struggles and accountability issues often ensue when the basic mental model of leadership remains top-down, and the vision of shared leadership and shared accountability has not come into full focus. Bass and
Aviolo (1994) state that an organization’s culture develops in large part from its leadership and that the culture of an organization can also affect the development of its leadership, thus there is a constant interplay between culture and leadership. In addition, they state that generally the leadership of the founder and his or her successor helps shape a culture of shared values and assumptions. Others site the importance of the initial leader succession event and the critical link between the organizational culture and the leader (Rubenson, 1989; Schein, 1992). Rubenson (1989) found that the leader is extremely critical at the relatively early stage of an organization’s life cycle. For an individual community college, the selection of a new president represents a critical decision in the continued evolution of the college’s culture and ongoing development. This dissertation presents a case study of how the presidential search process at a newly created community college reflected the emerging culture.

Organizational Culture

As community colleges specifically and organizations in general began to confront the need to change in order to compete in an increasingly complex economic and global environment, popular and scholarly literature began to focus on successful organizations and their cultures. Much of the early research was conducted in corporate settings and identified leadership vision, organizational flexibility, and horizontal decision-making as core elements of exemplary organizations (Bennis & Nannus, 1985; Ouchi, 1981; Peters & Waterman, 1982).
Many scholars (Birnbaum, 1992; Schein, 1996; Vaughn, 1992) have reiterated the interconnectedness of leadership and culture. Baker (1992) states that "the interdependence of organizational culture and leadership makes studying one apart from the other difficult" (p. 9). According to Schein (1992), the centrality of organizational culture in contemporary research on organizational effectiveness stems from its capacity to "solve the basic problems of (a) organizational survival in and adaptation to the external environment and (b) integration of internal processes to insure the capacity to continue to survive and adapt" (p. 50).

Through a case study of a college, Tierney (1988) demonstrated the importance of presidential style in relation to the cultural values of the organization. Baker (1992) holds the view that leaders who understand and value the cultural aspects of their organizations can effectively create a shared vision. This ties in well with the concept of cultural congruence, which refers to the consistency among organizational systems and components (Cameron & Freeman, 1991; Posner & Schmidt, 1993). Related research indicates a positive correlation between person-organization fit and impact on employee satisfaction, performance, and commitment to the organization (O'Reilly, Chatman, & Caldwell, 1991). Like cultural congruence, the concept of alignment within the organizational context refers to the degree to which an organization's strategy, design, and culture are cooperating to achieve the same desired goals (Semler, 1996), thus indicating interdependency. Semler (1996) believes that improving the harmony between organizational strategy, structure, and culture increases the likelihood that an organization will reach its
goals and have the ability to thrive amidst the turbulence and complexity of the external environment. Robinson and Stern (1997) assert that strong alignment is necessary to sustain higher levels of performance and view alignment as the first essential element of corporate creativity. Alignment was identified as the key difference between companies that had grown and prospered over a hundred-year period and those which had not (Collins & Poras, 1994).

An organization’s culture and its leadership are interdependent and organizational effectiveness is linked to the role of leadership in creating and managing culture (Baker, 1992). Sergiovani (1984) states that:

Leadership within the cultural perspective takes on a more qualitative image; of less concern is the leader’s behavioral style, and leadership effectiveness is not viewed merely as the instrumental summation of the link between behavior and objectives. Instead, what the leader stands for and communicates to others is considered important. The object of leadership is the stirring of human consciousness, the interpretation and enhancement of meanings, the articulation of key cultural strands, and the linking of organizational members to them. (p. 8)

Related to the above is the finding by Hood (1997) that the ability to articulate a clear vision for the institution through conceptualization and empowerment was critical to presidential selection. Vaughan (1992) reinforces the importance of leadership effectiveness and sensitivity to the organizational culture. Bennis (1984) found that a core competency of effective leaders was that of communication and alignment which refers to the capacity of leaders to communicate their vision in order to gain support from their multiple constituencies. It was concluded by Robinson and Stern (1997) that strong alignment is necessary to sustain higher levels
of performance on a consistent and long-term basic. These studies point to the significance of the Chief Executive Officer in effectively inspiring organizational members to align with the vision and culture to enhance creativity and maintain high performance levels. The community college president plays an essential role in the development and maintenance of institutional culture which represents a complex web of organizational dynamics (McFadden, 1995). According to Rubensen (1989), the leader is extremely critical at the relatively early stage in an organization's life cycle, particularly with regard to initial succession. In the context of a rapidly changing environment within which a new community college must operate, the selection of a community college president represents one of the most important decisions that the college staff, community, and governing board will make. As Herington (1994) indicates, "making the right selection of president at a particular time in an institution's history is critical to the health and future well being of the college or university" (p. 1).

Organizational Life Cycle and Culture Formation

During the early stages in an organization's life cycle ideas turn into realities (Goldsmith, 1990) and choices made early in the organization's development serve to "shape their enduring character" (Miles & Randolph, 1980, p. 45). Schein (1992) states that "the process of culture formation in each case, is first a process of creating a small group" (p. 212).
Cultures basically evolve from three sources, according to Schein (1992):

(1) the beliefs, values, and assumptions of founders of organizations;
(2) the learning experiences of group members as their organization evolves; and (3) new beliefs, values, and assumptions brought in by new members and leaders. (p. 211)

As an organization develops the leader plays a crucial role in the cultural beginnings and generally has a major impact on how the group initially defines and solves its external adaptation and internal integration problems (Schein, 1985, 1992). Related to this are Ott’s (1989) determinants of organizational culture: the broader context within which the organization resides; the nature of the organization’s environment or business; and the values, basis assumptions, and beliefs of the founder or early dominant leaders.

Adizes (1999) suggests that "every system – breathing or not – has a life cycle. We know that living organisms – plants, animals, and people – are born, grow, age, and die. So do organizations" (p. 10). The early stage of organizational creation is the time "when the process of making values real is most visible and meaningful for participants" (p. 11). This is considered to be the creation and entrepreneurial stage of the organizational life cycle and is a time of innovation, niche formation, and creativity (Cameron & Whetton, 1981). It is asserted by Schein (1992) that creation of a strong shared culture is critical to the founding stage of a new organization and to its long-term adaptability and survival.
Definitions of Organizational Culture

Researchers agree that organizations have or are cultures, but differ on what specifically defines a culture (Smircich, 1983a). According to Sergiovanni (1984), the concept of community and the importance of shared meanings and shared values underlie the cultural perspective. Zammuto and Krakower (1991) state that "organizational culture can be defined as the patterns of values and ideas in organizations that shape human behavior and its artifacts" (p. 84). The focus on cognitive components such as assumptions, beliefs, values, or perspectives as the essence of culture dominates the literature (Gregory, 1983; Schein, 1985; Xenikou & Furnham, 1996). These shared understandings and assumptions lie beneath the conscious level of individuals and are generally identified through stories, special language, artifacts, and norms that emerge from individual and organizational behavior (Bate, 1984; Deal & Kennedy, 1982; Hofstede et al., 1990; Meyer, 1995; Schein, 1985; Wilkins & Ouchi, 1983). It is proposed by Sackman (1992) that commonly held cognitions accumulate in the form of cultural knowledge, and that four different kinds of cultural knowledge can be differentiated and labeled: (a) dictionary knowledge comprises commonly held descriptions that are used in a specific organization; (b) directory knowledge refers to commonly held practices; (c) recipe knowledge refers to improvement strategies and problem-solving; and (d) axiomatic knowledge refers to reasons and explanations for a particular event. Together, these form a cognitive culture map.
Research on organizational culture has been conducted from a variety of theoretical perspectives with the three best known being the integration, differentiation, and fragmentation perspectives (Martin, 1992). Integrationists believe that culture is that which is shared (Sathe, 1985; Schein, 1992; Siehl & Martin, 1984). Those with a differentiation perspective focus on that which is shared within subcultures (Louis, 1985; Smircich, 1983b; Van Maanen & Barley, 1985) while scholars holding the fragmentation perspective focus on ambiguity, complexity, and a multiplicity of interpretations (Martin, 1992).

For the purpose of this study the definition of culture provided by Edgar Schein (1992) will be used, representing the integrationist perspective:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (p.12)

Schein (1992) states that as groups and organizations evolve, they develop shared assumptions about more abstract, more general, and deeper issues. Culture implies that rituals, climate, values, and behaviors bind together into a coherent whole and that "any group with a stable membership and a history of shared learning will have developed some level of culture (Schein, 1992, p. 15). He believes that the means chosen to achieve organizational goals will reflect assumptions about truth, time, space, and human relationships in the sense that the kind of organization designed will automatically reflect those deeper assumptions. According to Schein
(1992), the following are the deeper dimensions around which shared basic assumptions form:

1. The nature of reality and truth: the shared assumptions that define what is real and what is not, what is a fact in the physical realm and the social realm, how truth is ultimately determined, and whether truth is revealed or discovered.

2. The nature of time: the shared assumptions that define the basic concept of time in the group, how time is defined and measured, how many kinds of time there are, and the importance of time in the culture.

3. The nature of space: the shared assumptions about space and its distribution, how space is allocated and owned, the symbolic meaning of space around the person, the role of space in defining aspects of relationships such as degree of intimacy or definitions of privacy.

4. The nature of human nature: the shared assumptions that define what it means to be human and what human attributes are considered intrinsic or ultimate. Is human nature good, evil, or neutral? Are human beings perfectible or not?

5. The nature of human activity: the shared assumptions that define what is the right thing for human beings to do in relating to their environment on the basis of the foregoing assumptions about reality and the nature of human nature. In one's basic orientation to life, what is the appropriate level of activity or passivity? At the organizational level, what is the relationship of the organization to its environment? What is work and what is play?

6. The nature of human relationships: the shared assumptions that define what is the ultimate right way for people to relate to each other, to distribute power and love. Is life cooperative or competitive; individualistic, group collaborative, or communal? What is the appropriate psychological contract between employers and employees? Is authority ultimately based on traditional lineal authority, moral consensus, law or charisma? What are the basic assumptions about how conflict should be resolved and decisions should be made? (pp. 95-96)

Schein (1992) cautions leaders to avoid stereotyping organizational phenomena in terms of one or two salient dimensions and warns that they should be aware of the power they have to influence the groups with which they work. He
suggests that "culture and leadership . . . are two sides of the same coin" and contends that "the only thing of real importance that leaders do is to create and manage culture" (p. 1).

**Presidential Search and Selection**

If leaders have such an impact on the organizational culture, then the selection of a community college president to lead in the continued creation and development of a college early in its life cycle takes on even greater importance. According to Schein (1992), during the early growth and development of an organization the main cultural thrust comes from the leader. He states that "it is important to recognize that even in mature companies one can trace many of their assumptions to the beliefs and values of founders and early leaders" (Schein, 1992, p. 226). Bass and Aviolo (1994) echo the view that typically the leadership of the founder and his or her successor helps shape a culture of shared values and assumptions.

Neff (1992) asserts that one of the most critical tasks of any community college is the selection of its president. This is reiterated by Kirkland and Ratcliff's (1994) statement that choosing a new president is a fundamental and profound decision for a community college. The National Presidents' Study conducted by the American Council on Education is the only source of demographic data on college and university presidents in all sectors of American Higher Education (Ross &
Green, 1998). This 1998 report is based on data collected in 1995 and the following are highlights from that study:

1. The average length of service of presidents in 1995 was 7.3 years.
2. 10.8% of presidents had been in office less than one year.
3. 38.2% had been in office between 1 and 5 years.
4. 51% had held their position for 6 years or more, including 25.5% who had served more than 10 years.
5. Among institutional types presidents of two-year colleges had served the longest (average of 7.9 years) and presidents of doctoral institutions had the shortest average tenure (5.0 years).

In addition, the report indicates that in 1995 there were 384 new presidential appointees in 2-year colleges. Demographic information from the American Association of Community Colleges (1998) indicates that there are 968 public community colleges. This information provides a basis for determining the number of colleges facing the critical decision of selecting a new president. Presidential selection becomes even more significant when considering it in the context of a newly created community college that has the goal of being a model for the 21st century.

No single model for conducting a presidential search is universally followed and differences may be based upon institutional type, reasons for the vacancy, or the traditions of the specific institution (Birnbaum, 1988; Kelly, 1991). Neff (1992) believes that the method by which an institution chooses a president and the degree
to which that person is capable of leading the institution in fulfilling its public
mission is a major expression of the ethos and ethics of an institution. In his
discussion of presidential leadership, Birnbaum (1992) claims that presidents who
are selected in a process that isn’t seen as legitimate by the campus community are at
high risk for failure in their presidency. Schein (1992) states that the hiring process
reflects "one of the most subtle, yet most potent ways in which culture gets
embedded and perpetuated" (p. 235). Scholars assert that the process by which
leaders are selected should be thought of as an integral part of organizational life
(Birnbaum, 1992; Herington, 1994; McLaughlin & Riesman, 1990; Neff, 1992). "It
highlights, like a projective test such as the Rorschach, both the internal
complexities of the institution and the attitudes and ideologies prevalent in its
environment" (McLaughlin & Riesman, 1985, p. 342).

In the past, recruitment and selection in higher education was the prerogative
of the board of trustees and the president, who simply appointed the individual they
believed to be the best candidate (Rent, 1990). With the emergence of affirmative
action and shared governance, the recruitment process was increasingly delegated to
a search committee and involved a more open process. The use of search consultants
was rare in the 1960s and 1970s, becoming more common in the 1980s and 1990s
(Herington, 1994). McLaughlin (1993) found that approximately 60% of all
presidential searches employ outside consultants.

Neff (1992) believes that all groups affected by the outcome of the
presidential selection should have some influence on the search process. A search
committee and search consultant can be used simultaneously to maximize the advantages and minimize the disadvantages that can occur when using either method exclusively (ACCT, 1999; Rent, 1990). The use of both permits the delegation of the "search" responsibility to the consultant and the selection process to the committee (ACCT, 1999; Kelly, 1991). Birnbaum (1988) believes that on many campuses the search process fulfills important organizational and symbolic needs that could go unnoticed if consultants were too deeply involved. Specifically, the participation of the full committee in reviewing all candidates and engaging in the initial screening may be a major means of sense-making and reality checking that facilitates later elements in the search and assists in the management of organizational conflict related to succession.

Because of the relationship between succession and other organizational functions, consideration of the processes through which leaders are chosen should prove to be a useful way to illuminate the meaning of leadership itself. In an effective organization, a presidential search should be aligned with the other structures and processes through which individuals and groups interact, share meanings, and engage in sensible behavior. (Birnbaum, 1988, p. 503)

According to McLaughlin and Riesman (1990), "a presidential succession does not terminate when a final candidate is identified or appointed. Although the search is officially concluded, the process of leadership transition is ongoing" (p. xxxvi). The search process represents one component of the succession decision process. Rubensen (1989) views the initial succession as a process that includes three basic decisions: "(1) when will the succession occur; (2) who will the successor be; and (3) how much authority or discretion will the successor have" (p. 50). He
further states that "replacing the founder may be very significant and both the successor and the context can make important contributions to the success of the event" (p. 19). The search and selection process for a new president becomes even more significant when considering it in the context of a newly created community college, which is intended to be a model for the 21st century.

Background and Context for the Study

In 1994, following several years of planning by the State Board for Community and Technical Colleges and the local community, the Washington State government passed legislation creating Cascadia Community College district as the 30th district in the state (Cascadia Strategic Plan, 1996), and the first new community college in the state since 1970. This legislation was in response to the higher education needs of a growing population within the district. According to Brown (1998), 1990 to 1997 saw a population increase of 8.3% in King county and 21% in Snohomish County. Regarding future population trends, the Puget Sound Regional Council estimates a 26% increase in King and Snohomish counties by 2010 (MGT, 1993). Specifically, within the area encompassed by the new Cascadia Community College district, a 60% increase in population is expected. This growth rate, representing the bulk of population growth projected in both King and Snohomish counties (Eastside College Planning Notes, SBCTC, 1992), and the anticipated demands for access to higher education by this population, was the motivation behind the creation of Cascadia Community College.
It was evident to the president of Shoreline Community College, an active participant in the development of the new community college and the executive director of the State Board for Community and Technical Colleges that Cascadia needed full-time leadership (D. Habura, personal communication, May 22, 1999). The Citizens’ Advisory Committee interviewed and selected Dave Habura to serve as the college planner in May, 1994 and the governor appointed the College Board of Trustees in August, 1994. The Board decided to hire a president due to the complexities involved in developing Cascadia and selected Dave Habura to serve as the first president of Cascadia Community College. Over the past several years, he has worked in close association with the five-member board to successfully develop funding and a vision for the new college. Effective July 1998, the Board of Trustees accepted his resignation and initiated a national search for a new president. As a first step in the process, the Board contracted with the firm of Kerr, Kechter & Associates to advise and assist in establishing criteria, in searching, and in hiring a new president.

As Kerr, Kechter and Associates (1998) state in their environmental scan (see Appendix A) the strength of an educational institution is its personnel. They go on to assert that if Cascadia Community College wishes to become what Senge (1990) has called a "learning organization," it will need to carefully consider how to find and hire those individuals who can work together toward a shared vision and who can understand the system and the relatedness of its parts. The selection of a new
president represents a key personnel decision critical to the continued development of Cascadia Community College.

Cascadia Community College is envisioned as a model institution for the 21st century, one that can serve as a design for establishing benchmark practices for meeting the numerous and varied educational needs of students (Environmental Scan, Appendix A). The college was planned to highlight a learner-centered curriculum, make extensive use of technology for on and off campus study, co-locate with a university, and build strong linkages with business, industry, K-12, and the community. The founding and start-up of Cascadia Community College represented an opportunity for higher education in the State of Washington that has been rare in the last 20 years (Environmental Scan, Appendix A). The search for a new president represented a crucial step in moving Cascadia Community College from the concepts, ideas, and visions of the founding group into a fully functioning college with a campus, students, and faculty. The study of the presidential search process at Cascadia Community College provided a unique opportunity to examine the early stages of culture formation within an evolving community college and to describe how the presidential search process reflected the emerging culture.

Research Purpose

The purpose of this study was to describe the presidential search process at a newly created community college. A single research question guided the inquiry:
How did the presidential search process at a newly created community college reflect the emerging culture?

The in-depth phenomenological interviewing method proposed by Seidman (1991) was used to assist the participants in reconstructing their experience of the presidential search process.

Rationale for the Research

Community colleges are projected to experience increasing enrollments in the next decade, as well as an increasing number of retirements by administrators and faculty (Gabert, 1994). According to Ross and Green (1998), there were 384 newly appointed presidents in 1995 and the average tenure for community college presidents was 7.9 years. From these data it can be assumed that a number of presidents hired recently and in the near future will have a profound impact on community colleges in the 21st century. For this reason it is critical to have current research available to inform practice with regards to recruitment and selection of college presidents. Herington (1994) and Kaplowitz (1986) indicate that there is a need for more research on the issues involved in the search and selection process of college personnel.

As stated previously, the community college president plays a primary role in the development and maintenance of organizational culture. Researchers (Birnbaum, 1992; Schein, 1996) support the connection between the role of culture and leadership. According to Schein (1992), during the early growth and development of
an organization the main cultural thrust comes from the leader. He states that the means chosen to achieve organizational goals will reflect assumptions about truth, time, space, and human relationships. Typically the leadership of the founder and his or her successor helps shape a culture of shared values and assumptions (Bass & Aviolo, 1996). The goal of choosing a new president represents a crucial means of developing and transmitting organizational culture.

There is limited research available on community college presidential selection and organizational culture in general and even less available with regard to the presidential search process of a new and evolving community college. Most of the research on presidential searches is concerned with the competencies required of a president and the technicalities of conducting a search (ACCT, 1999; Hood, 1997; Rouche, Baker, & Rose, 1989). This study contributes to understanding how the presidential search and selection process can reflect the emerging culture of a newly created community college. Based on this understanding, the study should inform practice by assisting future presidential search committees in developing a process that reflects their organizational culture in order to choose a new president who is aligned with the needs of the college at a particular stage of organizational culture and life cycle development.

Study Overview

A descriptive case study of the presidential search process at a newly created community college was conducted. Stake (1995) states, "in qualitative case study we
seek greater understanding of the case. We want to appreciate the uniqueness and complexity of its embeddedness and interaction with its contexts" (p. 16).

The in-depth interviewing method proposed by Seidman (1991) was applied. In this approach, primarily open-ended questions were asked to assist participants in reconstructing their experience of the presidential search process. This model of interviewing involved establishing the context of the participants' experience, allowing participants to reconstruct details of their experience within the context in which it occurred, and encouraged them to reflect on the meaning their experience held for them. Interviews were conducted with a board member, a college administrator, a college staff person, and the search consultants.

In addition to interviewing, document analysis was conducted and included examinations of board meeting minutes, an environmental scan, related newspaper articles, and other relevant publications. Elements of the constant comparative method of data analysis described by Strauss and Corbin (1994) and a phenomenological approach as proposed by Seidman (1991) were used. To establish trustworthiness, the methods of triangulation, peer debriefing, and member checks were utilized throughout the study. Justification for the study methodology is presented in Chapter III.

Study Limitations and Assumptions

The study was limited in that it focused on one case, that of a newly created community college and its presidential search process. Thus, the results were bound
to the context within which they were identified. Another limitation was that a single researcher with specific biases and assumptions conducted the research.

Choosing a new college for the study was based upon my assumption that in a small, developing organization cultural values would be more visible and that the presidential search process would provide an opportunity for these values to surface. Another assumption was that conducting a study of a newly created community college would allow a rare opportunity to examine a community college early in its life cycle, allowing for a glimpse into the culture development process. My belief was that the presidential search process would provide a lens through which to view this evolution.

I also assumed that the founder leader had a major impact on the cultural development process during this early stage in the organization’s development and that his impact on early culture formation would be reflected in the search for a new president. Related to this assumption was my view that the board and staff of Cascadia constituted an established group with enough of a history of shared learning during their four years of working closely together to allow for the creation of an organizational culture.

Definition of Terms

Alignment: The degree to which an organization’s strategy, design and culture are cooperating to achieve the same desired goals (Semler, 1996).
Artifacts: Includes all the phenomena that one sees, hears, and feels when one encounters a new group in an unfamiliar culture. Also includes the visible behavior of the group and the organizational processes into which such behavior is made routine (Schein, 1992).

Culture: A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, as the correct way to perceive, think, and feel in relation to those problems (Schein, 1992).

Phenomenological perspective: A strain of interpretive sociology, which tries to study social behavior by interpreting its subjective meaning as found in the intentions of individuals. "The aim, then, is to interpret actions of individuals in the social world and the ways in which individuals give meaning to social phenomena" (Schutz, 1967, p. 11).
CHAPTER II

LITERATURE REVIEW

Organizational Culture and Leadership

Research supports the interconnectedness of culture and leadership (Birnbaum, 1992; Schein, 1996; Vaughan, 1992) and the role of leaders in shaping organizational cultures (Deal & Kennedy, 1982; Schein, 1985, 1996). Schein (1992) states that "In fact, one could argue that the only thing of real importance that leaders do is to create and manage culture and that the unique talent of leaders is their ability to understand and work with culture" (p. 5).

According to Baker (1992):

The interdependence of organizational culture and leadership makes studying one apart from the other difficult, yet there is growing pressure to determine both the origin and effect of this relationship. The discovery of ways in which each exerts influence can have considerable impact on all aspects of organizational development. For example, the knowledge that leadership can mobilize significant cultural change might influence the selection of a new president. (p. 9)

Vaughan (1992) asserts that the effective leader discusses the institutional culture in ways that can be understood by much of the public. He believes that the highly successful president becomes one with the culture, as its interpreter and as the symbol of the institution. "The president absorbs and is absorbed by the institutional culture and ultimately becomes an integral part of that culture, often after passing from the scene" (Vaughan, 1992, p. 22).
The concept of organizational culture has received a great deal of attention from researchers in the past several years. A recurring theme in the literature is the lack of a universally accepted definition of organizational culture. There appear to be four core issues underlying the various definitions of culture: it is stable and resistant to change; it is taken for granted and less consciously held; it derives its meaning from the organization's members; and it incorporates sets of shared understandings (Hofstede, Neuijen, Ohayv, & Sanders, 1990; Kilman, Saxton, & Serpa, 1985; Schein, 1992; Siehl & Martin, 1990). According to Sergiovanni (1986), the concept of community and the importance of shared meanings and shared values underlie the cultural perspective.

Leadership within the cultural perspective takes on a more qualitative image; of less concern is the leader's behavioral style, and leadership effectiveness is not viewed merely as the instrumental summation of the link between behavior and objectives. Instead, what the leader stands for and communicates to others is considered important. The object of leadership is the stirring of human consciousness, the interpretation and enhancement of meanings, the articulation of key cultural strands, and the linking of organizational members to them. (Sergiovanni, 1984, p. 8)

Interest in the study of organizational culture has been linked to efforts to improve managerial and organizational performance (Cameron, 1986; Cameron & Tschirhart, 1992; Deal & Kennedy, 1982; Peters & Waterman, 1982). According to Schein (1992), the centrality of organizational culture in contemporary research on organizational effectiveness stems from its capacity to solve "the basic problems of (1) organizational survival in and adaptation to the external environment and (2)
integration of internal processes to insure the capacity to continue to survive and
adapt" (p. 50). Schein (1992) goes on to state that:

Cultures basically spring from three sources; (1) the beliefs, values, and assumptions of founders of organizations; (2) the learning experiences of group members and as their organization evolves; and (3) new beliefs, values, and assumptions brought in by new members.

(p. 211)

Perspectives on Culture

Research on organizational culture has been conducted from a variety of theoretical perspectives with three of the best known being the integration, differentiation, and fragmentation perspectives. It is how they differ in defining culture that contributes to their different perspectives. For example the three defining characteristics of the integrationist perspective include an organization-wide consensus regarding values or basic assumptions, consistency in enacting these values or assumptions, and clarity in knowing what to do and why it is worthwhile. Cultures exist to alleviate anxiety, to control the uncontrollable, to bring predictability to the uncertain, and to clarify the ambiguous (Ouchi & Wilkins, 1985; Schein, 1985, 1992; Sergiovanni, 1986).

Definitions of culture from the integrationist perspective generally hold that culture should be defined as that which is shared. For example, Sathe (1985) states that "Culture is the set of important understandings (often unstated) that members of a community share in common" (p. 6). Schein (1992) defines culture as:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration,
that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (p. 12)

Like integration research, the differentiation perspective defines culture as that which is shared. Unlike integration studies, differentiation research defines the boundary of a culture at the group level of analysis, focusing on consensus within subcultures by a group rather than an entire organization (Louis, 1985; Smircich, 1983b, 1983b; Van Maanen & Barley, 1985).

Smircich (1983b) provides an example of a differentiation perspective:

In a particular situation the set of meanings that evolves gives a group its own ethos, or distinctive character, which is expressed in patterns of belief (ideology), activity (norms and rituals), language and other symbolic forms through which organizations members both create and sustain their view of the world and image of themselves in the world. The development of a worldview with its shared understanding of group identity, purpose and direction are products of the unique history, personal interactions and environmental circumstances of the group. (p. 56)

In contrast to definitions of culture offered by the integration and differentiation perspectives, the fragmentation approach often abstains from defining culture at all. The fragmentation perspective brings ambiguity to the foreground with a focus on ambiguity, complexity of relationships, and a multiplicity of interpretations that do not coalesce into a stable consensus (Martin, 1992).

From a Fragmentation perspective, then, an organizational culture is a web of individuals, sporadically and loosely connected by their changing positions on a variety of issues. Their involvement, their subculture identities, and their individual self-definitions fluctuate, depending on which issues are activated at a given moment. (Martin, 1992, p. 153)
According to Martin (1992), proponents of the three perspectives have tended to study different kinds of organizations, arguing that different types of organizations will have different types of cultures. For example, the integration perspective would be more appropriate for small organizations founded by charismatic leaders and for larger organizations with a stable environment. The differentiation perspective would be more appropriate in firms with troubled labor relations or for organizations that have stable, segmented environments. The fragmentation view would be more appropriate for public-sector organizations that serve multiple constituencies or high-technology firms that must innovate constantly in order to be responsive to a turbulent environment.

As stated in the introduction, researchers agree that organizations have cultures, but differ on what specifically defines a culture. One attempt at a definition is by Zammuto and Krakower (1991), who state that "organizational culture can be defined as the patterns of values and ideas in organizations that shape human behavior and its artifacts" (p. 84). Despite the varying perspectives on culture in organizations, the focus on cognitive components such as assumptions, beliefs, values, or perspectives as the essence of culture dominates the literature (Gregory, 1983; Schein, 1985; Xenikou & Furnham, 1996). These shared cognitive components are generally identified through stories, special language, artifacts, and norms that emerge from individual and organizational behavior (Bate, 1984; Deal & Kennedy, 1982; Hofstede et al., 1990; Meyer, 1995; Schein, 1983, 1992; Wilkins & Ouchi, 1983).
Cultural typology involves the defining of culture by their shared characteristics. One such attempt at developing a cultural typology is the two-dimensional framework proposed by Cameron and Ettington (1988). Their typology yields four "ideal" culture types that are consistent with the literature on organizational culture (Zammuto & Krakower, 1991) and also are compatible with the ways colleges and scholars have viewed universities. The four culture types are *clan, bureaucratic, adhocracy, and market*. The cultural typology provides a meta-framework for sorting among the different ways of viewing colleges and universities as organizations.

The clan culture is characterized as having high flexibility, individuality, and spontaneity. The primary leadership style is that of a mentor or facilitator, bonding mechanisms emphasize loyalty and tradition, and the strategic approach focuses on human resources and cohesion. There is an internal emphasis, a short-term time frame and a focus on smoothing activities. This is highly compatible with the generic image of the college or university culture. This concept of organizations is in line with the Bolman and Deal’s (1991) human resources frame.

The bureaucratic culture, like the clan culture, has an internal emphasis, a short-term time frame, and a focus on smoothing activities. It also has a long history in higher education organizations. Unlike the clan culture, the bureaucratic culture has an emphasis on stability, control, and predictability. The dominant leadership style is that of coordinator or organizer, rules and policies are the primary bonding
mechanisms, and the strategic emphasis is on permanence and stability. This is highly consistent with the structural frame of organizations proposed by Bolman and Deal (1991).

The adhocracy culture, like the clan culture, emphasizes flexibility, individuality, and spontaneity, but unlike the clan culture, it is characterized by an emphasis on external positioning, a long-term time frame, and achievement-oriented activities. The leadership style is that of an entrepreneur and innovator. The bonding mechanisms emphasize innovation and development, and growth and the acquisition of new resources constitute the primary strategic emphases. This cultural perspective is compatible with the symbolic frame of organizations proposed by Bolman and Deal (1991).

The market culture shares with the adhocracy culture an emphasis on external positioning, long-term time frames, and achievement-oriented activities, but differs in its valuing of stability, control, and predictability. The leadership style of the market culture is that of producer or hard-driver, while goal attainment provides the bonding mechanism and the strategic emphasis is on competitive actions and achievements. The market culture is consistent with the political frame of organizations advanced by Bolman and Deal (1991).

Organizational Culture and Leadership Style

Cameron and Freeman (1991) state that "the culture of an organization is difficult to assess objectively because it is grounded in the taken-for-granted, shared
assumptions of individuals in the organization" (p. 25). Each culture type (clan, bureaucratic, adhocracy, and market, as proposed by Cameron and Ettington, 1988) is characterized by a particular style of leadership that reinforces and shares its values. Mitroff and Kilmann (1975) found that certain types of managers were reinforced by and shared the values of certain types of organizations. This ties in with the concept of congruency which is defined as the consistency among organizational systems and components (Cameron & Freeman, 1991; Posner & Schmidt, 1993). Therefore, one indication of a congruent culture is the fit between leader style and the dominant attributes of the culture. Incongruent cultures are characterized by a lack of fit between leader style and dominant culture attributes.

Quinn (1984) hypothesized a fit between leader style and culture type based upon research and a review of the literature. He proposed that the organizer and administrator roles are most consistent with the hierarchy (bureaucracy) culture. The entrepreneur and innovator are most consistent with the adhocracy culture due to its emphasis on change and growth. A leader style that emphasizes decisiveness and achievement fits best with the market culture, whereas the clan culture is consistent with a leader style characterized by mentorship and facilitation. Other researchers have hypothesized that the presence of the appropriate leadership style in a particular organization leads to low conflict, as well as high productivity and efficiency (Hershey & Blanchard, 1977).

Birnbaum (1992), Schein (1996), and Vaughan (1992) support the connection between the role of culture and leadership. Vaughan (1992) states that:
Culture grows out of past and present actions (process) and results in shared values, beliefs, and assumptions about an institution (product). Institutional image and culture have a symbiotic relationship; one constantly feeds and shapes the other. (p. 21)

Schein (1992) believes that "neither culture nor leadership, when one examines each closely, can really be understood by itself . . . and that the unique talent of leaders is their ability to understand and work with culture" (p. 5). Other researchers view leaders as mentors, creating and transmitting culture (Kouzes & Posner, 1995). Bass and Aviolio (1994) state that an organization's culture develops in large part from its leadership and that the culture of an organization can also affect the development of its leadership, thus there is a constant interplay between culture and leadership. They believe that in highly innovative and satisfying cultures it is likely that leaders build on the assumptions that people are trustworthy and purposeful, that everyone has a contribution to make and that complex problems are handled at the lowest level possible. This fits with Blackmore's (1989) concept of leadership as "multi-dimensional and multi-directional" (p. 94). She believes that "leadership is concerned with communitarian and collective activities and values. Thus, the process of leading is both educative and conducive to democratic process" (p. 94).

An organization's culture and its leadership are interdependent and organizational effectiveness is linked to the role of leadership in creating and managing culture (Baker, 1992). According to Vaughan (1994), "institutional culture grows out of and is part of shared values, beliefs, and assumptions about the institution" and "the effective president appreciates and contributes to an institution's culture" (p. 64). Baker (1992) states that:
Leaders who understand and value the cultural aspects of their organization can effectively intervene in the culture evolution process by consciously working to create a common value and belief system that motivates commitment around a shared vision for the future. (p. 15)

A case study of a college (Family State) provides an example of the impact of presidential style on organizational culture (Tierney, 1988). Regarding the Family State College president, Tierney states that:

His actions are presidential in that they develop and reinforce institutional culture. His effective use of symbols and frames of reference, both formally and informally, articulates the college’s values and goals, and helps garner support from faculty, students, staff, and the community. (p. 16)

Tierney (1988) goes on to say that people come to believe in their institution by the ways they interact and communicate. For example, the ongoing cultural norms of Family State foster an implicit belief in the mission of the college as providing a public good and all feel they contribute to a common good – the education of working-class students. He points out that all effective and efficient institutions will not have similar cultures. The leadership exhibited by Family State, for example, would not meet with the same success at an institution with a different culture.

Related to the above discussion of congruency is the concept of person-organization fit. O’Reilly, Chatman, and Caldwell (1991) developed and validated an instrument for assessing person-organization fit, the Organizational Culture Profile. They suggest that congruency between an individual’s values and those of an organization may be at the crux of person-culture fit. Their findings indicate that for
an individual to be satisfied and attached to an organization, the person may need both task competency and a value system congruent with the central values of the organization. It is these central values that constitute organizational culture.

The link between organizational culture and leadership occurs repeatedly in the literature, suggesting that the management and change of culture is the paramount responsibility of college leaders. Schein (1992) suggests that "culture and leadership . . . are two sides of the same coin" (p. 1). Others view leadership as a collaborative and interactive practice (Blackmore, 1989; Bensimon, 1994) and state that the idea of organizations consisting of "rational entities existing outside of ourselves" (Bensimon, 1994, p. 36) must be abandoned. Bensimon (1994) states that "a need exists for leadership that embraces a multiplicity of viewpoints rather than one that is based on the assumption of a single and shared reality" (p. 33). Related to the above discussion, Richardson and Wolverton (1994) assert that "conceptually, culture is based on social construction; participants constantly interpret and create organizational reality" (p. 43). Thus, it is important for leaders in higher education to have a way to understand organizational culture so that they can more effectively contribute to the ongoing evolution of that culture. Bensimon (1994) suggests that a more productive college environment will be probable if leaders view the college as "an association of people with whom each administrator must empathize, interact, and collaborate" (p. 37). At the forefront of a community college's leadership is its president. In reference to being an effective community college president, Vaughan (1994) states, "one cannot effectively lead something that one does not understand"
Presidential Succession

Organizational cultures are often the creation of their founders (Bass, 1994; Schein, 1992). Early in its development an organizational culture is the glue that holds the organization together as a source of identity (Bass, 1991). The early stage of organizational creation is the time "when the process of making values real is most visible and meaningful for participants" (Goldsmith, 1995, p. 11). This period is considered to be the creation and entrepreneurial stage of the organizational life cycle and is a time of innovation, niche formation, and creativity (Cameron & Whetten, 1981). Typically the leadership of the founder and his or her successor helps shape a culture of shared values and assumptions (Bass & Avolio, 1994). Founders and founding members are critical in the initial stages of cultural development. Schein (1992) believes that:

> It is important to recognize that even in mature companies one can trace many of their assumptions to the beliefs and values of founders and early leaders. The special role that these leaders play is to propose the initial answers to the questions that the young group has about how to operate internally and externally. (p. 226)

The impact of the succession event is important in determining a match between the leader and the situation in order to minimize the destabilizing tendency of change (Rubenson, 1989; Schein, 1985, 1992). In referring to leadership succession, Rubenson (1989) states that "later executives may introduce important changes, but
they are unlikely to repeat the creation process or the risk taking that goes with nurturing a newly organized company" (p. 2). In addition, "a successful initial succession may be more important than later successions since the organization has less slack with which to sustain itself during the period of turbulence that may follow initial succession" (p. 10). Tichy (1996) asserts that organizational leadership is crucial to success or failure and the CEO succession is the most critical political process in the life of any institution. Related to this assertion is Rubenson’s (1989) finding that "it is clear that systematic relationships do exist between the organizational context at the time of succession and the successor who is chosen" (p. 237). Thus, the decision regarding successor choice can be viewed as a process of matching potential successors to the organizational context. In referring to studies on succession Rubenson (1989) asserts the following:

As more context factors and leader characteristics are studied and added to the store of information about the succession decision, it should be possible to evaluate the strategic needs of any specific organization considering an executive succession, and narrow the range of possible successors who are likely to be a good fit. (p. 247)

Rubenson (1989) found support for the notion that the leader is extremely critical at the relatively early stage of an organization’s life cycle and that this is particularly relevant with regard to initial succession. Ott (1989) mentions three determinants of organizational culture: the broader societal culture in which the organization resides; the nature of the organization’s environment or business; and the values, basic assumptions and beliefs of the founder or early dominant leaders.
The inseparability of culture and leadership is echoed by Schein (1985, 1992) who asserts that:

A deeper understanding of cultural issues in groups and organizations is necessary to decipher what goes on in them but, even more important, to identify what may be the priority issues for leaders and leadership. Organizational cultures are created in part by leaders, and one of the most decisive functions of leadership is the creation, management, and sometimes even the destruction of culture. (p. 5)

Presidential Selection

According to Neff (1992), one of the most critical tasks of any community college is the selection of its president. He believes that the method by which an institution chooses a chief executive and the degree to which that person is capable of leading the institution in fulfilling its public mission is a major expression of the ethos and ethics of an institution. An ethical search means that the stated purpose of the presidential search and the conducting of the search are consistent internally and are also consistent with the mission of the institution (Neff, 1992; McLaughlin & Riesman 1990). According to Neff (1992), a presidential search is ethical if:

The design of the search process is consistent with the public mission of the institution.
The implementation of the search process is consistent with public mission of the college.
All groups affected by the outcome of the process have some influence on the search process (p. 172).

He goes on to state that "ethical practice is best achieved through a well-planned and public selection process" (p. 172). The Association of Governing Boards of
Universities and Colleges recommendations on presidential searches includes the following statement.

A good presidential search not only matches individual skills and interests with institutional needs, but also strengthens the institution and offers boards an important opportunity to understand, unify, and plan. It is much more than finding the best next president. These broader institutional goals are met most effectively through a careful process that is designed in advance and involves a wide range of constituents. . . . This practice builds campus unity, brings the institution's various perspectives and wisdom to bear upon the search process, and creates the buy in necessary to launch a new president successfully. (AGB Web site, 1999)

Birnbaum (1992) in his discussion of presidential leadership claims that presidents who are selected in a process that isn't seen as legitimate by the campus community are at high risk for failure in their presidency.

Schein (1985) states that the hiring process reflects "one of the most subtle, yet most potent ways in which culture gets embedded and perpetuated" (p. 235). Researchers propose that community colleges are complex organizations that are social constructions, constantly being interpreted and created by its members (Berquist, 1992; Chaffee & Tierney, 1988). Since the president is central in the life of the institution, the selection of the right person is critical because no other decision will have such a profound impact on the institution (Herington, 1994; McLaughlin, 1993). As Herington (1994) states, "making the right selection of president at a particular time in an institution's history is critical to the health and future well being of the college or university" (p. 1).
Significance of Presidential Characteristics

According to Cohen and Brawer (1996), the shaping of the 2-year college image has primarily been the responsibility of the college president and the professional background, academic credentials, and personality characteristics of 2-year college presidents are significant factors in the public’s perception of the 2-year college image. Others have asserted that there is a leadership crisis in higher education and that the need for effective leadership has become critical for institutions to continue responding effectively to the changing needs of society (Baker, 1992; Levin, 1995). In discussing effective leadership, Vaughan (1992) states that:

The effective leader understands and is sensitive to the culture of an institution. The leader respects and preserves the good things of the past but always leads in shaping the present and planning for the future. (p. 22)

The community college has become one of the primary settings of post-secondary education in America, contributing to the importance of the community college president’s role (Hood, 1997; Milosheff, 1990; Vaughan & Weisman, 1998). Presidential leadership styles and the priorities of tasks will vary widely across institutional type, size, location, endowment, situation, history, and stage of development (Hahn, 1995a).

In a survey of the perceptions of 2-year college presidents regarding the roles, skills, job challenges, and strategies they perceived to be factors in being selected for their current positions, Hood (1997) found that the presidents cited
communication, innovation and vision as most important. The skills cited as most critical were decisiveness, leadership, judgment, and communication. Keeping pace with technology, establishing more campuses, and increasing partnerships with business were viewed as the most important challenges in their current positions. The presidents agreed that significant strategies in carrying out their responsibilities included the development of a positive public image, involvement in civic and community activities, and articulating the mission of the institution. Hood (1997) concludes that institutional vision and revitalization, empowerment, and political leadership are dimensions that will be crucial to the future success of 2-year college presidents.

Hahn (1995b) asserts that a college president’s job is harder today, more complex, time consuming, and physically and emotionally demanding than in the past. A current emphasis on community college leadership that is learner-based is evident in the literature (Myran, Zeiss, & Howdyshell, 1995; O’Banion, 1998) and means that the president will need to possess the skills and qualities necessary to emphasize working together and building a learning focus with a deep commitment to service. Also essential is that presidents are clear about their values (Smith, 1995) and have the ability to clearly articulate a vision to the selection committee as well as providing a means to implement that vision. This emphasis on vision is viewed as crucial for presidential success (Hood, 1997).

The perception that vision is one of the major selection criteria indicates that future presidents should be aware of the importance that this dimension may have on their success and tenure. They must be prepared to articulate to the selection committee a clear vision for
revitalizing the institution through conceptualization and empowerment, as well as providing confident leadership and sensitivity in dealing with political issues. (Hood, 1997, p. 148)

Presidential Search Process

Kelly (1991) examined the search and selection process for college and university presidents by analyzing presidential search guides, reviewing documents related to the search and selection process, and interviewing college presidents. His findings suggest that there is a strong and direct connection between a successful search and selection process and effective presidential leadership.

The conditions necessary for success include establishing goodwill among the campus participants in the process (i.e., faculty and trustees, as well as administrators and students), creating an environment on the campus so that the process is administered in a spirit of institutional renewal, and developing a unified set of goals. (Kelly, 1991, p. 243)

One means for enhancing the effectiveness of a presidential hiring process is to determine institutional goals and related selection criteria for the process (ACCT, 1999; Herington, 1994; Kelly, 1991; Neff, 1992). Kelly (1991) found this to be true in the case of a private institution where it was evident that the process ran smoothly and resulted in a limited amount of unproductive conflict because goals for the search were unified among various constituencies. Herington (1994) believes that:

The institution should invest the time at the beginning of the process to assess what the institution needs; that the search committee should clearly distinguish between required criteria and preferred characteristics in the next president, and that the committee should be representative, unified, and committed in its purpose to find the best president for that institution at that time in the institution's life. (pp. 183-184)
Fisher (1991) believes that there tend to be two major problems with search processes. One problem he sees is having a good committee doing the wrong things, including creating additional faculty or administrator committees, catering to the media, taking too much time, holding public interviews with the final candidates, and inviting outgoing presidents to join them. The second problem is having a poorly constituted committee doing the right things, which refers to having a disproportionate number of faculty or administrators on them.

Key features of an effective search process as prescribed by Fisher (1991) include the appointment of a general consultant who gives the board a context regarding current and future conditions for higher education as well as hiring a search consultant; appointment of a representative search committee; confidentiality; an emphasis on reference checking; and a heavily researched and tailored compensation package. He advocates for an institutional assessment at the beginning of the search process and suggests that this is where the institutional constituencies should be given an opportunity for input. This assessment of the institution helps in the development of realistic criteria for the presidential search, gives governing boards a chance to evaluate policies and practices, and informs prospective candidates.

McLaughlin (1993) states that the search:

Offers the governing board and institutional constituents the chance to assess the institution's past, present, and future; listen to people inside and outside the institution; and gather different pieces of information about the institution from diverse perspectives on it. (p. 113)
Through their research on the complexity of the presidential search process for colleges, McLaughlin and Riesman (1990) found the following key conflicts in presidential searches: (a) the degree of responsibility delegated to the search committees versus direct participation by campus constituencies, (b) the struggle between confidentiality versus disclosure, and (c) issues related to affirmative action. They state that there is no typical search process and that searches reflect the diversity of academic cultures and the environment within which the search occurs.

The board may delegate parts of the search process to other groups or individuals, but it is ultimately the board responsibility to select the president. Neff (1992) reports that there are two major ways in which the board can stumble. One is by not giving adequate attention to searching and screening, thus limiting the candidate pool, and the other is to give away its responsibility.

Confidentiality is another area of concern that must be considered in the search process. Different states have differing rules about disclosure of candidate identities and requirements about open meetings and access to information are legally mandated (Neff, 1992). Scholars disagree on how much openness is desirable, whether disclosure should occur early in the process or whether it is only when finalists are selected that their identities should be revealed (Herington, 1994; McLaughlin & Riesman, 1990).
The Use of Search Consultants

The use of search consultants in higher education was rare in the 1960s and 1970s with the first presidential search being conducted by a consultant occurring at Brown University in 1976 (Herington, 1994). The use of search consultants has become increasingly common. McLaughlin’s (1993) finding that approximately 60% of all presidential searches employ outside consultants reinforces Goldsmith’s (1989) conclusions.

Goldsmith (1989) also found that chairs of search committees that had used search consultants were very satisfied with their experience and that they found the consultants to have maintained high ethical standards, assisted with maintaining confidentiality, and believed that the consultants contributed to a more efficient search process. Based upon their analysis of presidential search processes in higher education, McLaughlin and Riesman (1990) view the use of search consultants as a wise choice for such reasons as: the added perspective of the institution the consultant can bring to the process, the liaison role consultants can serve between candidates and the campus, and a familiarity with the process that few trustees, faculty members or administrators possess. Tronass (1991) also found that trustees agreed that the consultants they used had a positive impact on candidate quality, quantity and diversity, and on the search process. In addition, Herington’s (1994) findings reiterated these conclusions. Specifically she states:

The chairs of presidential search committees found the search consultants very helpful during the identification and finalist selection process. During the candidate identification stage, the chairs of the
Search committees credited search consultants with widening the pool of candidates and advising the committee on where to and where not to advertise the position. (p. 128)

Search and selection processes can be enhanced or inhibited by the use of consultants. One of the major ways good consultants are helpful is in broadening the pool of applicants (Birnbaum, 1988; Fisher, 1991; McLaughlin & Riesman, 1990) through knowing both the process of presidential searches and the range of prospective candidates. The AGB (1999) states that "a good consultant can help a board realize a search's significant potential for institution building" (AGB Web site, 1999). In addition, consultants were found to be especially beneficial in expediting the process in cases where participants of the search committee are inexperienced or there is a low level of trust on the campus (Birnbaum, 1988). Another stated benefit of using a search consultant was their ability to bring a more balanced view of the institution to the candidates (Lester, 1993). This corresponds with the findings of Tronaas (1991) that consultants had a positive impact on campus climate because they were viewed as neutral parties who could assist with a fair and open process, as well as bringing the campus together during the search.

Kelly (1991) found that a consultant over involved in the process may overwhelm a search committee and end up taking control of the process leading to the hiring of a president. This can lead to selecting a candidate who may not be appropriate for the campus community. Birnbaum (1988) expressed concern that the initial screening of all candidates be conducted by the full committee, not just the consultants, so that important organizational and symbolic needs of the campus could
be addressed. Two precautions are mentioned by McLaughlin (1993). One, is that the consultants' efforts should supplement, but not replace that of the search committee and board of trustees. Second, these groups should fully use the expertise of the consultants, such as in the crucial negotiation process between the successful candidate and the governing board. Dissatisfaction can occur when there is either a mismatch of operating styles between the trustees and the consultants or when there are not clear expectations developed at the outset of the hiring of the consultants (Tronaas, 1991). A commonly held recommendation by scholars is that the board evaluate their search needs and clarify their experience and goals to determine whether or not a search consultant is appropriate for their situation (AGB, 1999; Herington, 1994; McLaughlin & Riesman, 1990; Tronaas, 1991). In choosing a consultant the AGB recommends that boards:

Remember throughout the process to develop a sense of the consultants' energy, style, articulateness, cultural match with your institution, integrity, and ability to teach you and your colleagues. Certainly by the end of the review process, the search committee and the consultant should be moving toward a clear understanding of mutual expectations, especially with respect to mutual responsibilities and the extent of the consultant's involvement. (AGB Web site, 1999)

Consultants can be used in a variety of ways, ranging from being involved in only one aspect of the search to being involved throughout the whole process. According to McLaughlin and Riesman (1990), consultants can be hired to do one or more of the following: advise only the chair of the search committee; set up the structure of the process at the beginning; do background checks on finalists; protect confidentiality for candidates; advise on the composition and size of the search
committee; assist in developing presidential criteria and advertisements; educate the committee on the search process and interviewing; identify promising candidates; and negotiate the contract between the finalist and the governing board. Consultants often differ in the roles they are hired to perform and differ in their emphasis on process versus outcome, level of process involvement, and emphasis on educating the committee prior to the search process (Tronaas, 1991).

McLaughlin and Riesman (1990) suggest that not all search consultants are equally good and that some do not understand the higher education environment or how to establish contacts within it. They also state that consultants can sometimes be overly influenced by the trustees' view of the college and not take into consideration divergent views of other constituencies. In addition, some consultants can be overextended and cannot pay careful attention to all parts of the search process.

Search consultants are generally selected because of a referral by a trustee who used the firm in the past or by a trustee from another institution who was satisfied with the service of the firm in its presidential search and are also selected through a competitive process (AGB, 1999). McLaughlin (1993) states that the best search consultants are experienced navigators of the search process and are sensitive to the nuances and situations of each institution. She also suggests that "the chemistry between search committee members (and especially the committee chair) and the consultant should be good for the relationship to work well during the search" (p. 124).
In summary, research done on organizational culture and leadership has consistently pointed to a definite connection between the two (Birnbaum, 1992; Deal & Kennedy, 1982; Schein, 1985,1992; Vaughn, 1992). For an institution of higher education such as a community college, leadership is centered on the president, who plays a crucial role in the development and maintenance of institutional culture.
CHAPTER III

METHODOLOGY

This research study focused on how the presidential search process at a newly created community college reflected the emerging culture. Because of my research interest in organizational culture and leadership, community colleges, and presidential selection, studying the presidential search process in a newly created community college represented a unique opportunity to further explore these issues. Choosing a new college for the study was based upon my assumption that in a small, developing organization cultural themes would be more visible and that the presidential search process would provide an opportunity for these themes to be expressed.

In reviewing the literature the link between leadership and organizational culture became increasingly evident. Community college presidents, as well as other leaders, are involved in shaping their organization's culture (Deal & Kennedy, 1982; Schein, 1985) and the community college president plays an essential role in the development and maintenance of institutional culture (McFadden, 1995). Kirkland & Ratcliff (1994) assert that choosing a new president is a fundamental and profound decision for a community college. According to McLaughlin and Riesman (1985), the process by which leaders are selected should be thought of as an integral part of organizational life.
According to Schein (1992), during the early growth and development of an organization the main cultural thrust comes from the founder leader. Typically the leadership of the founder and his or her successor helps shape a culture of shared values and assumptions (Bass & Aviolo, 1994). Thus, the decision of selecting a new president becomes even more critical when considering it in the context of a newly created community college.

According to Lundberg (1985), precipitating pressures and triggering events often serve to bring culture closer to the surface. In unsettled periods of an organization's life cycle, when organization members are coping with surprise, cultural meanings are more explicit and more highly articulated (Louis, 1980, 1990; Louis & Sutton, 1990; Lundberg, 1985). Cultural assumptions are therefore closer to the surface and more accessible to the outside researcher. The resignation of Dave Habura as president of Cascadia Community College represented such an organizational surprise and the presidential search process provided an unsettling opportunity for the college, thus setting the stage for a research study.

There is limited research available on the relationship between presidential selection and organizational culture within community colleges. Most of the research on presidential searches is concerned with the competencies required of a president and the technicalities of conducting a search (ACCT, 1999; Rent, 1990; Rouche, Baker, & Rose, 1989). Kaplowitz (1986) indicates that there is a need for more research on the issues involved in recruitment and selection, specifically related to the process and dynamics of selection.
As previously stated, the community college president plays a primary role in the development and maintenance of the organizational culture. Culture is reflected in what is done, how it is done, and who is involved in doing it (Tierney, 1988). As Schein (1992) states, the means chosen to achieve organizational goals will reflect assumptions about truth, time, space, and human relationships. Choosing a new president represents a crucial means of maintaining, developing, and transmitting organizational culture.

This study proposed to learn how the presidential search process reflected an emerging community college culture. To discover this, the naturalist paradigm of research as described by Lincoln and Guba (1985) was used. Specifically, a descriptive case study of the presidential search process at a newly created community college was conducted as described by Lincoln and Guba (1985), and Stake (1995).

An ideal site as recommended by Marshall and Rossman (1989) closely approximates the following: entry is possible; the researcher can develop a role that will permit continuity of presence for the required time to complete the study; and there is potential for a rich mix of processes, phenomena, resources, interactions, people, and/or structures that may be a part of the research questions. Cascadia Community College fit these criteria for a research site. Specifically, entry was possible as I had done an internship at the college, which contributed to my knowledge of the college and familiarity with those involved in its development. The request to conduct a case study of the presidential search process was enthusiastically
accepted. Due to my experience with the college I was able to establish a role that permitted my presence for the required time to complete the study. In addition, the site provided an opportunity to observe processes and interactions related to the presidential search. Louis (1983) and Smircich (1983) advocate for qualitative methods in the study of organizational culture due to the highly subjective, social construction of culture. Denzin and Lincoln (1994) agree that qualitative research is creative and interpretive, and that there is no single truth. Janesick (1994) likens it to dance.

In thinking about dance as a metaphor for qualitative research design, the meaning for me lies in the fact that the substance of dance is the familiar; walking, running, any movement of the body. The qualitative researcher is like the dancer, then, in seeking to describe, explain, and make understandable the familiar in a contextual, personal, and passionate way. (p. 217)

Qualitative Inquiry

Naturalistic inquiry is qualitative in nature and is grounded in the following four assumptions (Lincoln & Guba, 1985): realities are multiple rather than singular; the relationship of researcher and subjects is interactive and inseparable; generalization is limited by time and context; and the process of inquiry is value-bound. Lincoln and Guba (1985) state that for naturalistic inquirers the reporting mode of choice is the case study. Their rationale for supporting this proposal is that such a report format is most useful in raising understanding. Advantages of the case study reporting mode according to Lincoln and Guba (1985) are as follows:
The case is the primary vehicle for emic inquiry (reconstruction of the respondents' constructions).

The case study builds on the reader's tacit knowledge.

The case study is an effective vehicle for demonstrating the interplay between inquirer and respondents.

The case study provides the reader an opportunity to probe for internal consistency.

The case study provides the "thick description" so necessary for judgments of transferability.

The case study provides a grounded assessment of context.

Stake (1994) states that "in qualitative case study we seek greater understanding of the case. We want to appreciate the uniqueness and complexity of its embeddedness and interaction with its contexts" (p. 16). The case is a specific and bounded system (Miles & Huberman, 1994; Smith, 1978). According to Stake (1994), an intrinsic case study is undertaken because one wants a better understanding of the particular case and that in an instrumental case study a particular case is examined to provide insight into an issue or refinement of a theory. Intrinsic case study "is not undertaken because the case represents other cases or because it illustrates a particular trait or problem, but because in all it particularity and ordinariness, this case itself is of interest" (Stake, 1994, p. 237). Stake (1994) goes on to state that "because we simultaneously have several interests, often
changing, there is no line of distinguishing intrinsic case study from instrumental; rather a zone of combined purpose separates them" (p. 237).

A descriptive case study method was chosen because it would allow for greater understanding of the presidential selection process and how it reflected the emerging culture at a newly created community college. This was a unique opportunity to learn about the presidential selection process within the context of a developing organization. Qualitative methods of inquiry provided for the respondents' reconstruction of their experience within the context, allowed for interaction between the participants and me, and permitted a thick description of the case.

Lincoln and Guba (1985) outline a number of characteristics specific to qualitative study. The characteristics related to this particular study will be discussed.

According to Lincoln and Guba (1985), research is carried out in natural settings because realities cannot be understood in isolation from their contexts and "such a contextual inquiry demands a human instrument" (p. 187). Thus, the primary data gathering instrument in naturalistic inquiry is human because humans are uniquely qualified to understand and evaluate the meaning of interaction. In-depth interviews were conducted with the respondents. Prior to interviewing participants a letter of informed consent was signed by each (see Appendix B). The interviews took place in restaurants or in my office, thus allowing the subjects to be away from the everyday demands and interruptions of their professional lives. This
provided a more relaxed and focused interview environment. I was the main
instrument used in this study. In addition to interviews, I observed board meetings,
participated in a community forum related to the presidential search process, and
reviewed documents.

Naturalistic inquiry uses qualitative methods because they are more adaptable
to dealing with multiple realities and "because qualitative methods are more sensitive
to and adaptable to many mutually shaping influences and value patterns
encountered" (Lincoln and Guba, 1985, p. 4). Morgan and Smirchich (1980) assert
that qualitative methods have the power to bring to the surface hidden meanings and
to offer images, interpretations, and facts that might otherwise go undetected.

The qualitative methods used included interviewing, observing, reviewing
documents, and interpreting. As stated previously, five participants were interviewed
for this study. I observed and participated in public aspects of the presidential search
process. Specifically, I attended a number of board meetings where the process was
discussed and attended one of the community forums in which the criteria for the
presidency were developed. These observational experiences provided me with an
enhanced understanding of the external and internal community context within which
the presidential search process operated. Reports and documents related to the
development of Cascadia Community College were reviewed as were the
environmental scan, board minutes, newspaper articles, the presidential position
announcement, and the Cascadia Community College Web site.
According to Miles and Huberman (1994), qualitative researchers generally work with small samples of people "nested in their context and studied in-depth" (p. 27). Purposive sampling rather than random sampling is used in naturalistic inquiry. Lincoln and Guba (1985) assert that:

Purposive sampling increases the scope or range of data exposed as well as the likelihood that the full array of multiple realities will be uncovered; and because purposive sampling can be pursued in ways that will maximize the investigator's ability to devise grounded theory that takes adequate account of local conditions, local mutual shapings, and local values (for possible transferability). (p. 40)

The five interview participants were chosen for this study based upon their involvement with the development of Cascadia Community College and/or their crucial role in the presidential search process. Two of the participants were intimately involved with the formation of the college and had served on the initial Citizen's Advisory Committee. All of the participants were involved in various aspects of the presidential search. Three of the subjects actively participated throughout the whole search process. The subjects chosen included a college administrator, a board member, a staff member, and two search consultants. They were selected due to the different roles they played, their in-depth experience and understanding of Cascadia Community College, their critical involvement in different aspects of the search process, and their accessibility.

In-depth interviews were conducted to allow the participants to reconstruct their experiences related to the presidential search process at Cascadia Community College. Semi-structured and unstructured interview questions were used (see Appendix C). Semi-structured interviews include specific questions but allow
additional questions as needed to build upon and explore the respondent answers to specific questions (Seidman, 1991). Unstructured or open-ended questions are used to allow the respondent to reconstruct their experiences related to the topic (Seidman, 1991). Holstein and Gubrium (1995) view interviews as a kind of improvisational performance with the production being spontaneous yet focused within loose parameters provided by the interviewer. They state that all interviews are reality constructing, meaning making occasions whether recognized or not. Schutz (1967) asserts that the way to meaning is to be able to put behavior in context.

According to Seidman (1991), the purpose of in-depth interviewing is not to get answers to questions nor to test hypotheses, and not to evaluate as the term is normally used, rather it is an interest in understanding the experience of other people and the meaning they make of that experience. Interviewing provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior. A basic assumption of in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience.

Seidman (1991) suggests conducting a series of three separate interviews, however states that in some circumstances all three interviews can be combined. Due to the busy schedules and time demands of the participants one interview was conducted with each, which combined elements of the three interview strategy. According to Seidman (1991), the first interview establishes the context of the
participant's experience, the second allows participants to reconstruct details of their experience within the context in which it occurs, and the third encourages the participants to reflect on the meaning their experience holds for them. These issues were addressed with each participant and each person was informed that they might be contacted for further information. A one time meeting with each respondent turned out to be sufficient.

Another aspect of naturalistic inquiry is the utilization of inductive data analysis, which means that categories, themes, and patterns come from the data (Denzin & Lincoln, 1994). According to Lincoln and Guba (1985), inductive data analysis is more likely to identify multiple realities that can be found in the data. It is also more likely to fully describe the setting and to allow for values to be an explicit part of the process. Simply stated inductive analysis is a process for making sense of field data (Lincoln & Guba, 1985).

In addition, the researcher negotiates the meaning and interpretations from human sources because it is their construction of reality that the inquirer seeks to reconstruct (Lincoln & Guba, 1985). The study began with a general idea of what was to be studied and some potential methods for doing so. Questions were initially developed based upon a review of the literature but expanded to incorporate recurring topics and new avenues for exploration. Throughout the research process new information and insights guided the study. Specifically, after interviewing one participant and analyzing that interview themes and potential areas for further inquiry became apparent. I could then check back with a participant or develop
different questions for the next respondent. Each piece of information gathered laid the foundation for further exploration, thus deepening my understanding.

Lincoln and Guba (1985) discuss the importance of establishing trustworthiness for naturalistic inquiry. The following criteria are necessary to establish trustworthiness in qualitative study: credibility; transferability; dependability; and confirmability. Credibility can be established through prolonged engagement and persistent observation, triangulation, peer debriefing, negative case analysis, and member checking. Transferability is accomplished by providing thick descriptions of the procedures. Dependability and confirmability are established by auditing.

The methods used to establish trustworthiness are described as follows. Credibility was established through triangulation, peer debriefing, prolonged engagement, persistent observation, and member checking. Triangulation is the use of multiple methods, data sources, researchers, and theories (Denzin, 1978; Denzin & Lincoln, 1994; Lincoln & Guba, 1985; Mathison, 1988). Lincoln and Guba (1985) believe that the probability that findings and interpretations based upon them will be found to be more credible if the inquirer is able to triangulate by using different sources and different methods, to demonstrate a prolonged period of engagement, and to provide evidence of persistent observation. I conducted interviews with five participants, reviewed a variety of documents, was involved with the site for 6 months before the actual study and for an additional 6 months during the study, thus meeting the above criteria. According to Kerlinger (1973),
interviewing more than one respondent triangulates for credibility. Document review provided alternative sources of information, thus serving to verify information obtained through the interviews. In addition, the documents revealed contextual information on the historical development of Cascadia Community College.

As Lincoln and Guba (1985) state, "prolonged engagement is the investment of sufficient time to achieve certain purposes: learning the 'culture,' testing for misinformation introduced by distortions either of the self or of the respondents, and building trust" (p. 301). Miles and Huberman (1994) refer to this as collecting data over a sustained period of time. My involvement with Cascadia Community College allowed me the opportunity to experience the culture and to build trust with the participants. It seemed that the establishment of trust and rapport enhanced the interview process. It was my perception that all of the participants felt comfortable in sharing information with me and that they did so in an honest and direct manner. According to Lincoln and Guba (1985), the purpose of persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail. "If prolonged engagement provides scope, persistent observation provides depth" (Lincoln & Guba, 1985, p. 304). Through my observations of the presidential search process a more in-depth understanding of the values inherent in the formation of Cascadia and how those values were manifested in the process was acquired. My involvement with the college for a 12-month period of time allowed me an increased understanding of the culture and the goals of Cascadia. Through reviewing the literature and
interacting with those involved with the college I was better able to develop salient interview questions for this study.

Member checking and peer debriefing are additional methods of enhancing credibility. According to Lincoln and Guba (1985):

The member check, whereby data, analytic categories, interpretations, and conclusions are tested with members of those stakeholding groups from whom the data were originally collected, is the most crucial technique for establishing credibility. (p. 314)

A narrative of the analyzed transcripts was provided to each participant for their review. The purpose of providing them with the narrative was to allow them the opportunity to check for accuracy and to provide feedback on the themes that emerged from the interviews. This process allowed for further refinement of the data, thus contributing to a more accurate representation of the case.

Peer debriefing is process of sharing one’s research with a peer who knows a great deal about the substantive area of the inquiry and the methodological issues (Lincoln & Guba, 1985). Initially, I informally debriefed with another doctoral student who was conducting research in a similar area. She provided feedback on research design and asked questions throughout the process that helped to clarify my thinking. Formally, two college administrators reviewed the introductory chapter and the data chapter due to their expertise in the subject area. The purpose of doing this was to solicit their critical feedback in order to refine the study.

Transferability is another component of naturalistic inquiry and is facilitated by thick descriptions of the procedures. Thick descriptions provide clear
explanations of the procedures, time, and context of the research. Lincoln and Guba (1985) state that:

The naturalist can only set out working hypotheses together with a description of the time and context in which they were found to hold. Whether they hold in some other context, or even in the same context at some other time, is an empirical issue, the resolution of which depends upon the degree of similarity between sending and receiving (or earlier and later) contexts. Thus the naturalist cannot specify the external validity of an inquiry; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility. (p. 316)

Lincoln and Guba further state that "what constitutes proper thick description, is, at this stage in the development of naturalist theory still not completely resolved (p. 316)."

Lastly, an audit trail is necessary to enhance credibility and dependability. The purpose of the audit trail is to provide an accounting of the research process and the data collected. Halpern (1983) developed specific items that should be included in the audit trail. Among the categories he suggests are raw data including audiotapes, videotapes and documents; data reconstruction and synthesis products including categories, themes, and relationships; process notes including methodological notes; materials relating to intentions and dispositions, including the proposal and personal notes; and instrument development, including interview questions. Audiotaped interviews as well as the original transcriptions of those interviews have been maintained. A record of the initial data analysis with preliminary themes and categories and a copy of the original proposal as well as personal notes related to the development of the study have been kept in files.
Lastly, copies of the original intended interview questions have been retained. Thus, the suggested criteria for an audit trail have been met permitting an outside person to conduct an audit if necessary.

Data Analysis

Within the naturalistic paradigm, data are viewed as stemming from an interaction between the inquirer and the data sources (Lincoln and Guba, 1985). According to Lincoln and Guba (1985), "data are, so to speak, the constructions offered by or in the sources; data analysis leads to a reconstruction of those constructions" (p. 332). Seidman (1991) asserts that it is most important that reducing the data be done inductively and that "the researcher come to the transcripts with an open attitude, seeking what emerges as important and of interest from the text" (p. 89).

Lincoln and Guba (1985) explain that:

The process of data analysis, then is essentially a synthetic one, in which the constructions that have emerged (been shaped by) inquirer-source interactions are reconstructed into meaningful wholes. Data analysis is not a matter of data reduction, as is frequently claimed, but of induction. (p. 333)

The data collected in this study were analyzed using elements of the constant comparative and phenomenological methods (Lincoln & Guba, 1985; Seidman, 1991; Strauss & Corbin, 1990). These methods were used to review and compare the data collected to construct descriptive categories.
According to Seidman (1991), the first step in reducing the text is to read it and mark with brackets the passages that are interesting. This allows for the vast amount of data generated through the interviews to be reduced to what is of most importance and interest (McCracken, 1988; Miles & Huberman, 1994). Reducing the material is the beginning of interpretation and meaning making (Marshall, 1981; Seidman, 1991).

Judi Marshall (1981) suggests the intuitive nature of data analysis:

It always amuses me when I read books on how to do content analysis that you have to decide on some sort of level of analysis – looking at a word, a sentence, or a section. But the units are really fairly obvious – you get chunks of meaning which come out of the data itself. (p. 396)

She goes on to say that she lets the categories build up all the time as she puts things together that go together. She believes that the more anxiety and uncertainty you can tolerate makes for better data analysis. Lincoln and Guba (1985) agree that in principle the task of data analysis is little more complicated than Marshall (1981) suggests.

The interview transcripts were initially broadly analyzed with each comment treated as an individual unit without regard to its relationship to other aspects of the text. Seidman (1991) states that:

There is no model matrix of interesting categories that one can impose on all texts. What is of essential interest is embedded in each research topic and will arise from each transcript. The interviewer must affirm his or her own ability to recognize it. (p. 90)

Each interview was reviewed separately and a list of potential categories was generated. Possible categories were developed by reviewing the literature and the
interview transcripts. Portions of each transcript related to these categories were excerpted and saved in a computer file. As Seidman (1991) states, "the researcher then searches for patterns and connections among the excerpts within those categories and for connections between the various categories that might be called themes" (p. 99). Each excerpted narrative was reread separately with the goal of merging categories and looking for recurring themes. After treating each interview transcript as its own unit for analysis excerpts were integrated from all of the interviews into a whole and the data were collapsed into fewer categories. Next the transcripts and documents related to the presidential search process were analyzed together with the goal of refining the categories. After an initial review of the transcripts 45 potential categories were devised. Through further analysis of the data, it was discovered that there were categories that overlapped and could be subsumed under one heading. After integrating categories the next step in the constant comparative method is to begin the construction phase of data analysis whereby the number of categories is reduced and decisions are made regarding what to include in the constructions.

The original 45 categories where reduced to 13 categories. The categories that emerged were as follows:

1. Culture – referring to the shared values and assumptions of organizational participants.

2. Unique aspects of the search – referring to what was unique about this particular search.
3. President role – referring to the outgoing president’s work with the board and consultants.

4. Rationale for consultants – referring to the reasons for hiring consultants and their expected level of involvement.

5. Consultant role – referring to the consultants responsibilities and involvement in the search process.

6. Preparatory tasks – referring to the pre-search activities such as designing the search process.

7. Confidentiality – referring to the issue of confidentiality throughout the process.

8. Recruitment – referring to methods to recruit candidates.

9. Presidential characteristics and fit – referring to candidate qualities that would fit the vision, mission, assumptions, and values of the college.

10. Screening process – referring to the different levels of paper screening conducted by the consultants and the board.

11. Interviews – referring to the semi-finalist and finalist interview process.

12. Selection and follow-up – referring to finalist selection and contract negotiations.

13. Critical aspects of a successful search – referring to crucial elements in a successful presidential search process.
In addition to the above categories, the following predominant values emerged that represented the cultural themes of the college: communication, collaboration, learner-centered, diversity, innovation, technology and accountability.

According to Mishler (1986) and Seidman (1991), telling stories is a way that humans have created to make sense of themselves and their social world and telling stories is a compelling way to make sense of interview data. Through reviewing the literature, conducting interviews, transcribing and studying the transcripts, and reviewing documents cultural aspects of the presidential selection process at Cascadia Community College emerged. Excerpts from the transcripts turned into a meaningful narrative that could tell the story of how the presidential selection process reflected the evolving culture of a new community college.
CHAPTER IV

FINDINGS

The data for this study were gathered to describe the presidential search process at a newly created community college. A single research question guided the inquiry: How did the presidential search process at a newly created community college reflect its emerging culture?

The data were collected through semi-structured, in-depth interviews, document review, and member checking. Analysis of the data was done using elements of the constant comparative method described by Lincoln and Guba (1985) and Seidman (1991). Categories and themes emerged from the data through this analytic process. This chapter describes the history, mission and development of Cascadia Community College and provides a narrative discussion of how the presidential search process at a newly created community college reflected its emerging culture.

Description of Cascadia

Historical Development

In 1990, the State Board for Community College Education (later named the State Board for Community and Technical Colleges, SBCTC) initiated an analysis of services offered by community colleges in the state of Washington to identify significantly under served areas, studying population and student participation rates
 statewide (Johnson Architecture/Planning, 1992). For a timeline of Cascadia’s historical development see Appendix D. This followed the 1988 Higher Education Coordinating Board recommendation for the establishment of a University of Washington branch campus in the Bothell-Woodinville area. The 1990 SBCTC study indicated that the area with the greatest need, greatest recent population growth, and least access to community college services was the north King and south Snohomish County region (MGT of America, 1993). Based on time and distance studies and transportation studies, the State Board identified a geographic area within which a new community college should be developed (Cascadia Strategic Plan, 1996).

The State Board presented its findings to the 1991 Legislature, which appropriated funds to begin planning a new institution and to identify sites. The planning efforts included the identification of educational programs, the development of the role and mission of a new college, and recommendations regarding potential sites (MGT, 1993). A Citizen’s Advisory Committee of 60 members was selected to participate in the planning and site selection processes. These activities led to the recommendation that the Truly Farm property (adjacent to I-405 just south of the King-Snohomish County line) be acquired for the new community college. The SBCTC subsequently requested land acquisition funds for the Truly Farm site in their 1993-95 capital budget request (MGT of America, 1993). In 1993 the Legislature provided $4.5 million to the Office of Financial Management for site acquisition and asked the Higher Education Coordinating Board to study the higher education needs and organizational models for the region (Cascadia Strategic Plan,
1996). The HECB had recommended funding for the new community college site and a separately located branch campus of the University of Washington through its 1991-93 budget recommendations (MGT, 1993).

Due to requests for capital development funding for both the UW-Bothell and the new community college site, the budget of Governor Booth Gardner proposed a new organizational model called "Cascade University" that would be a single institution and would meet both lower and upper division and graduate/professional needs of the area (MGT, 1993). This proposal raised the question of the most appropriate model to meet the area needs. Several months later the capital budget submitted to Governor Lowry dropped the proposal to establish a new 4-year institution and recommended that the overall needs of the area be examined, the Legislature concurred and directed the HECB to conduct a review of alternative organizational models for service delivery (MGT, 1993). Legislation required the Board to determine a preferred organizational model for the study area and to submit recommendations to the legislature and Governor by November 30, 1993.

MGT of America was selected to provide an independent assessment of programmatic and site alternatives and to propose a recommended organizational model for Board consideration. The Higher Education Coordinating Board conducted a Public Forum in Bothell on September 2, 1993, to provide the public information and to receive citizen input on the process. MGT submitted its final report to the Board on October 15, 1993, and the report was presented at a public hearing at Lake Washington Technical College on October 27, 1993.
The State Board for Community and Technical Colleges assigned the responsibility for planning the new college to Shoreline Community College due to its involvement in the establishment and operation of the Northshore Center located in Bothell (Cascadia Strategic Plan, 1996). The Citizen’s Regional Advisory Committee, a follow on to the original Citizen’s Advisory Committee was formed by Shoreline Community College. The Citizen’s Regional Advisory Committee (1993) recommended to the HECB that a new college district be created.

In April 1994, HB2210 was signed into law, creating Cascadia Community College District 30 with district boundaries incorporating the Lake Washington, Northshore, and Riverview public school districts (Cascadia Strategic Plan, 1996). In addition, the legislation, as passed by the legislature, included a requirement that the UW-Bothell and the new Cascadia Community College be co-located. The Governor appointed the College Board of Trustees in August 1994. When the law creating the new district was passed in 1994 it was evident to Ron Bell, President of Shoreline Community College, and Earl Hale, Executive Director of the State Board for Community and Technical Colleges that Cascadia needed immediate full-time leadership (D. Habura, personal communication, May 22, 1999). The Citizen’s Advisory Board interviewed Dave Habura and recommended that he become the college planner and subsequently he was hired by Shoreline Community College as planner for Cascadia Community College in May 1994. The advisory committee was used to guide the planning process until the Board of Trustees was appointed by the Governor in August 1994. After receiving training that highlighted a number of...
issues from curriculum planning to funding to college leadership, the board decided to hire a president. They chose Dave Habura as president due to the breadth and depth of his experience with community colleges in Washington and California, and his policy, planning and political involvement with Cascadia Community College from the time that the State Board for Community and Technical Colleges began to explore the option of starting a new college in 1989-1990 (Dave Habura, personal communication, May 22, 1999).

Description of the Region

At the time of the study Cascadia Community College was housed in temporary office facilities in a business park in Bothell, Washington. By the year 2000 the college will open at its permanent site in Bothell. Groundbreaking for the new campus occurred in May 1998 and construction is in process. The college district will serve a rural, suburban, and urban population. The economy of the region is diversified, although it includes a strong high-tech influence. It is located northeast of Seattle and is one of the most rapidly growing regions of the Seattle metropolitan area. It includes a population of over 384,000 residents aged 18 and older (MGT of America, 1993). According to the Puget Sound Regional Council, a conservative estimate for population growth in King and Snohomish counties between 1990 and 2010 is 26%, additionally regional employment is expected to double, and population within the new college planning area is projected to increase by more than 60%, representing the bulk of the population growth in King and Snohomish counties (Eastside College Planning Notes, SBCTC, March, 1992).
College Mission and Vision

Based on my reading of Cascadia's Web page and the environmental scan Cascadia Community College intends to be an exemplar of the 21st century community college, a learner centered, comprehensive, culturally rich, and technologically advanced learning and teaching institution, which emphasizes student achievement and educational excellence, seamlessly linked with the community, area enterprise and other educational institutions (Cascadia Web site, April, 1999; Environmental Scan, Appendix A).

Cascadia's vision creates an exemplar college of the 21st century, focused on using the best teaching/learning practices, cost effective technologies, improved educational results, and best employment practices to insure the finest faculty and staff. Cascadia plans to engender a culturally rich environment where students, faculty, staff, and the community will find their cultures valued and celebrated, and where everyone will be encouraged to share and learn from one another in order to build a stronger society committed to work for the good of each and all (Cascadia Web site, April, 1999).

Cultural Themes and the Presidential Search

Edgar Schein's (1985; 1992) theory of culture was utilized to analyze and interpret the emerging culture of Cascadia Community College as reflected in the presidential search and selection process. Schein adapted his theory from anthropologists Kluckhohn and Stodtbeck (1961) and developed a comprehensive theory of the culture creation and transmission process through his study of young,
entrepreneurial companies. He believes that any group with a stable membership and a history of shared learning will have developed some level of culture and his model emphasizes shared assumptions held by members of a group or organization. As discussed in Chapter One, Schein's (1985, 1992) framework focuses on assumptions about an organization's relationship to its environment, the nature of truth and reality, its view of human nature and relationships and the nature of organizational activity. According to Schein (1992), assumptions are not usually obvious, but can be inferred through examination of an organization's artifacts and values, or brought to the surface in interviews. Thus, an analysis of organizational documents and interviews conducted with the five participants was conducted to identify the shared values and assumptions that constitute cultural themes that were present in the Cascadia presidential search and selection process. The following narrative provides a summary of the cultural themes that were found through this analysis.

Community

Community was a core value espoused by those involved in the development of Cascadia Community College and in the presidential search process. The assumption inherent in this value was that community is a critical part of the college and that internal and external collaborations and partnerships are fundamental to the future success of the institution. The commitment to community was evident in the search process through the sponsoring of a community forum to solicit input from various constituencies regarding challenges, opportunities, and professional and
personal qualifications for the new president. In addition, the environmental scan was shared with these constituencies; recommendations from the community forum were used to write the position announcement, an interview advisory committee was created that included representatives from other colleges, the community, and government, and a Presidential Search Update Newsletter was published and distributed to keep the community informed on the status of the presidential search process.

Sample evidence that reflects the valuing of community includes the following:

Interview excerpt (College Administrator, 1998):

We have been operating on a scale that really is a group of people with a shared endeavor and clearly the selection of the president was something that in this case, virtually everybody in that culture had a significant hand... anybody in the community that had a hand in this thing had the opportunity, and many of them took that opportunity, to participate in the presidential selection process.

Presidential Position Announcement (Appendix E):

The new president will lead in the further development of an enterprise and community development center, a single point of contact for serving business and training needs.

*The next president will lead in the following areas:*

Establish linkages with K-12 districts, other community and technical colleges, and 4-year educational institutions toward the development of complementary and seamless education.

Establish effective dialogue and partnerships with local business, government, labor, social services, and other community organizations.
Cascadia Community College Environmental Scan (Appendix A):

Cascadia Community College is envisioned as a community hub for educational and cultural learning allowing students, businesses, and the public convenient access to services through well-planned facility arrangement, technology, and a student-centered attitude. (p. 3)

In addition the college mission statement was provided in the position announcement and states that the college will be "seamlessly linked with the community, area enterprise, and other educational institutions" (1998).

Collaboration

Collaboration was a key value reflected in the presidential search process in a number of ways. The assumption inherent in this value was that the more involvement from others the better, and that a higher quality process would result from collaboration. The development of the position description was a collaborative effort of the board, the consultants, Cascadia staff and various community representatives. The development and refinement of the interview questions involved collaboration between the board and the consultants. The interview process allowed for input and discussion by members of the interview advisory committee.

Sample evidence that reflects the valuing of collaboration includes the following:

Presidential Position Announcement (Appendix E):

*The next president of Cascadia will lead in the following areas:*

Manage co-location with the University of Washington, Bothell.
Maintain and strengthen relationships with the State Board for Community and Technical Colleges and the Higher Education Coordinating Board.

Develop a college culture that values diversity, innovation, and collaboration.

*Applicants should meet the following qualifications:*

Experience working with state agencies, including the legislative branch of government and local business and community groups.

*Interview Excerpt (College Administrator, 1998):*

There is a clear element of collaboration that is also fundamental to Cascadia. The very birth of Cascadia was built on the concept of collaboration. In this case the co-location. . . . We have stressed that our relationships with other institutions be complementary not competitive . . . collaboration and partnership were and are the foundation of what we're doing.

**Learner-Centered**

The theme of being learner-centered was expressed throughout the development of Cascadia Community College and was critical to the selection of the successful presidential candidate. The assumption related to this theme was that all organizational participants have a desire to learn and grow, and that valuing learning and the learner will lead to a higher quality institution as well as student success. This theme pervaded the presidential search announcement, was included in the college mission statement, and recurred in the environmental scan. This was a critical aspect of the application process. Specifically, candidates were asked to write a one-page statement on "the role of a learner-centered teaching environment in enhancing student success."
Selected examples of the focus on a learner-centered institution as reflected in the presidential search and selection process include the following:

Presidential Position Announcement (Appendix E):

The new president will lead in the further development of a comprehensive curriculum based on a learner-centered model.

The next president will continue the vision and implementation of a learner-centered college.

The next president will coordinate the integration of a learner-centered college curriculum with the newest technologies.

The next president will establish a student-centered governance and organization model.

Cascadia Environmental Scan (Appendix A):

The learner-centered orientation has been defined to include an emphasis on understanding and accommodating individual learning styles, establishing a portfolio of accomplishments and experiences that serves to track a student's educational progress, provide information for ongoing educational planning, and assist in the overall evaluation/assessment of student learning. (p. 2)

Interview Excerpt (Board Member, 1998):

Being learner-centered was critical in the search process. There were just a couple of people who truly understood what that meant and could take the board a step further in their thinking.

Diversity

A commitment to diversity was evident in the qualifications being sought as well as in the recruitment process. The assumption underlying this value was that the inclusion of different perspectives contributes to a culturally rich learning environment. This theme was reflected in the board's expressed concern that the
search be broad and inclusive to assure diversity. Recruitment methods used by the consultants included attendance at an Affirmative Action Fair in California, sending position announcements to 1200 community colleges, placing ads in the Chronicle of Higher Education, Black Issues and Hispanic Outlook, as well as recruiting through various leadership programs and professional networks. Specifically, the presidential position announcement (Appendix D) states that:

The next president of Cascadia Community College will possess the necessary skills and experiences to successfully . . . develop a college culture that values diversity, innovation, and collaboration.

Cascadia Community College Environmental Scan (Appendix A):

Cascadia . . . presents the opportunity to create an environment that encourages a true sense of community and values the perceptions and participation of diverse groups and individuals in planning, governance, and decision-making. (p. 7)

Interview excerpt (Board Member, 1998):

The diversity piece . . . it’s so built into our core values that it . . . isn’t something that has to be stated and looked for, it’s going to be part of the process. Diversity is going to be a part and parcel of every aspect of it, student, staff, our dealings with the community, it all comes from our basic core values.

Interview excerpt (College Administrator, 1998):

Culturally rich has been woven through our work.

Innovation

A core value of the Cascadia Community College emerging culture was innovation. Those involved with Cascadia view it as a unique institution with an emphasis on new and creative ways of doing things. The assumption inherent in this
value was that innovation and creativity are critical components in developing a 21st century institution. The position announcement refers to seeking an individual with experience in the innovative development of programs, services, and organizations and someone who has an understanding of innovative teaching and curriculum development strategies. Criteria for selection included possessing the skills necessary to hire, lead and motivate a staff and faculty to support the vision of Cascadia as a unique 21st century community college. Another method used in the search process that reflected a focus on innovation was the final interview. Each finalist was given a diagram of Cascadia’s development and was asked to speak to that diagram in terms of what kinds of things would need to be accomplished to fulfill the vision of the institution. This allowed the candidates to share their ideas and elaborate on their vision.

Interview excerpt (Search Consultant, 1998):

And, I think part of the culture is the excitement about the fact that they can be different. . . . I think that they have all taken that to heart and they are truly trying to create something that is different.

Interview excerpt (Staff Member, 1998):

The institution was not going to be a traditional community college, but would be innovative with an emphasis on technology.

Technology

Another core value reflected in the search process was technology. The assumption related to this theme was that technology expands the ways in which services and curriculum can be delivered, thereby creating flexible access for the
learner. The presidential position announcement cites technology as a necessary skill to successfully lead the institution. Specifically, the announcement stated the need for "the ability to lead in the further development of efficient and effective educational delivery systems including use of the Internet and similar technologies and the skills necessary to successfully coordinate the integration of a learner-centered college curriculum with the newest technologies." With regard to personal and professional qualifications, the announcement states that "the successful applicant will be energetic and highly motivated, with the ability to lead a college in the creation of a unique technologically oriented delivery system."

Interview excerpt (College Administrator, 1998):

Another part of the culture has been clearly to take advantage of the technologies that are now emerging . . . we are increasingly able to create educational settings that are customized to individual learners and that can be provided on a time, pace, and place independent basis.

Interview excerpt (Search Consultant, 1998):

I think it's pretty well defined in their mission, in their wish to have technology as a major underpinning, not only for students, but for administration, and to keep track of students, to really push student success by having enhanced technology.

Accountability

Accountability was another core value espoused by those involved with Cascadia and was reflected in the search process through the position announcement. The assumption inherent in the valuing of accountability was that ethical and
efficient use of resources would increase the effectiveness of the institution.

Examples of this value are demonstrated in the following:

Presidential Position Announcement (Appendix E):

Establish processes for a systems approach to planning, budgeting and assessment.

Establish a performance-based teaching and learning system.

Lead in the further development of the Cascadia learning model, which is performance-based and designed to improve learner achievement and progression.

Cascadia Community College Environmental Scan (Appendix A):

Cascadia Community College commits itself to providing a twenty-first century model of educational strategies and innovations for the purpose of improving educational results and efficiency and encouraging collaborative strategies to improve education system wide in the state of Washington. (p. 4)

A synopsis of the Cascadia culture is reflected in the following statement by a Board Member:

Because the board of the future . . . is spending time on refining and analyzing the original vision and mission of the institution as being learning centered, being a diverse community, being open to the community, and being committed to successful learning for the 21st century and the technological aspects of that, not using technology for technology’s sake, but looking at technology in its highest form of enhancing this learning model. . . . And, it’s wonderful to feel that everybody is welcome because everybody will add to it. Everybody adds something unique to this process. . . . It isn’t a closed culture at all. It’s continually growing, evolving.

The core values of community, collaboration, learner-centered, diversity, innovation, technology, and accountability, espoused by those involved in Cascadia’s development and reflected in the college vision and mission statements, served to
guide the presidential search process. These values and their underlying assumptions impacted various decisions related to the search process, including the selection of the consultants, the design of the process, the opportunity for involvement by community members, the development of criteria, composition of the interview advisory committee, and the evaluation of candidates.

Unique Aspects of the Cascadia Presidential Search and Selection Process

The outgoing president’s role was unique in that he worked with the consultants and advised the board and the consultants on aspects of the process because there was really nobody else who could be involved with the board on that level. He recommended that the board not put a screening committee between itself and the candidates. This was different than it would be in an existing institution due to the lack of a campus, faculty, and different constituencies that an established institution would have. Usually a screening process stands between the board and the candidate until the end of the process.

The outgoing president, the small staff of Cascadia and the consultants kept the board up-to-date on the process and received their input on potential changes to the process. According to a staff member, "we didn’t have the traditional selection committee." Instead an interviewing advisory committee was created and included faculty and administrators from other colleges, Cascadia staff, and various political, business and community members.
Because the board did direct screening of semi-finalists and would be interviewing them, the consultants did preliminary reference checking earlier in the process than would be the norm.

Normally the search consultants work with the selection committee for many months to decide upon the criteria, to discuss the process and the importance of confidentiality, to talk about the screening instrument and the importance of sticking to the criteria, and to do team building. This generally leads to a cohesive and focused team.

In the case of Cascadia, the board, people from the community as well as the staff from Cascadia comprised the advisory committee.

We didn't have much time to work with them as a committee. We were able to meet with them for three hours and go through all of the material that we felt was the minimum necessary to prepare them. We certainly talked to them about sticking to the criteria and we told them that the process was one that had worked well, and the we didn't want them to go outside the questions, that we wanted each person to be treated the same way, and there was one candidate that several people knew and we had to train on that too, and urge them not to treat that person any differently, and to stick to the criteria. (Search Consultants)

Another unique aspect of this search was that there was not a college campus or students. There were the concepts, ideas, and vision and the need to build a facility, thus the interviews occurred in a hotel. In addition, there was not a public forum for meeting the finalists. In an established institution the finalists would be available to do a presentation to the campus community and opportunities for the college community to meet with them would be provided.
Searching for someone who could fit Cascadia’s vision and who could create a different kind of community college was a unique challenge.

What was needed was someone who was innovative, creative, multi-faceted, a systems thinker, and someone who could bring different approaches to designing and delivering curriculum. Here there were no established classrooms, faculty and systems so it was crucial to find someone who could move Cascadia’s vision to a reality. (Search Consultant)

Another unique occurrence was a political event, which called into question the whole existence of Cascadia.

It wasn’t at all clear whether this was going to come off and some applicants called wondering about that, both in state and out of state. . . . We weren’t sure if that hurt the numbers of applicants or not, but it certainly could have. (Search Consultant)

A college administrator also mentioned this occurrence:

In the midst of that process there was a political eruption of the sort that you wish wouldn’t happen, but you have to deal with . . . that challenged the actual existence of Cascadia, where at as high a level as the governor’s office there was a question raised about whether this should be a community college in a four year institution, a community college in an upper division college or whether it should be a four year college. . . . I think that dissuaded some of the northwestern candidates from wanting to jump in because it raised right in the midst of our screening process whether the college was going to go ahead as had been planned.

It wasn’t until after the screening process that this issue completely subsided.

The Presidential Search Process

Preliminary Planning Activities

The outgoing president spent a great deal of time during the preceding four years to prepare the board in understanding its role and responsibility in dealing with
personnel and selection of staff. Thus, the board was well prepared to understand its role and responsibility particularly pertaining to the selection of a president.

Employment of the first faculty was considered to be equally important to the employment of a president, because together they would shape the future of Cascadia. A college administrator reflected that:

The board had to be very well founded in its vision, to be very comfortable with its vision, to be able to articulate its vision, and to be very clear about how at least to the extent of what we call the learning model, we were going to do those things. We made certain that the board was in sync with its vision and we talked about it enough so that it was internal to them, so they knew what it was, how to see it and especially could sense it in candidates for the position. . . . It was important that the board could sense whether the candidates carried a complementary appreciation of that vision and whether they would have the skills, attitudes, and values necessary to carry that mission and culture.

Consistent effort and time was spent in designing a unique institution that would "embody the best of what we knew could happen in community college education" (College Administrator).

A fundamental activity and first step for the trustees was to reaffirm their values and restate the values of the institution. The outgoing president worked with the board and the consultants in an advisory role when questions or problems arose. He did not get involved in the screening of applicants, interviewing or the selection process. He kept communication open between the board and the consultants, and assisted with keeping the process on track.

The Board was responsible for hiring the new president but had no experience in selecting a president. As a college administrator stated:
Steps involved in selecting a president are best not discovered by doing them, not the kinds of things to discover as you go along because enormous mistakes can be made that are both legally problematic as well as politically damaging if those involved are not clear about how to do a presidential search. Selecting a president is fraught with challenges that could tear a board a part and because this was a developing college this was something to be avoided.

Cascadia did not have a large staff or all the elements of an established college such as a human resources department so they felt a need for competent outside consultants. A board member believed strongly that hiring an outside consultant would be the best approach for Cascadia. "I recommend that the process be led by someone outside the trustee group. . . . I think it's better to have somebody from outside because of the very nature of the activity"

One of the search consultants reiterated this rationale:

I think it is critical to go outside to keep a sense of perspective and to cut down on the politics, to have an independent third person between the board and the institution to make some observations and recommendations. Everyone inside the institution including the board is often so close to the issues, the politics, the people and the likes and dislikes that that can be a stumbling block in the search process.

Another difficulty with trying to do the search internally was expressed by a consultant:

Bringing the committee together to really work as a team can be difficult if there is not an outside person to facilitate that process, but it can be done. I've seen one place where it was done well internally, but it's not typical. And, I think that often when people take it on internally they don't really understand all the work it's going to be.

The decision was made by the board and the current president to call for proposals from various consulting firms. The consultants who seemed to best fit what Cascadia was looking for were asked to do a presentation to the board and
staff. The consultant characteristics that appealed to the board and staff of Cascadia included an ability to grasp the Cascadia vision, culture, and mission, and the ability to understand the subtleties of what they were trying to accomplish, were willing to spend time with the board and work closely with the Cascadia staff, were familiar with the political environment in the state of Washington, had the ability to listen to the board and be flexible in their approach, had experience in the state of Washington, were collaborative, and had conducted successful presidential searches that included designing a process for community involvement.

The consultants who were hired met with the board and staff to explain what their process would be like and that the process would be collaborative and open, soliciting opinions from various constituencies. It is a usual practice of the consultants to get a good environmental scan of the college and the community. "We believe that everyone should have some ownership of this process, even though by law it is the board's decision. And, if the board so chooses to have that kind of process and input, then we feel that we are the people for the job" (Search Consultant).

Consultant Role

The consultants worked directly with the board just as a president would through every step of the process. They brought proposed changes in the process to the board and the trustees acted upon those changes, reprioritizing them just as they would anything brought to them by a president.
Preparatory Tasks

The initial tasks of the consultants included conducting an environmental scan, designing a search process and timeline (Appendix F), and developing and facilitating a community forum.

The community forum was planned and facilitated by the consultants in collaboration with the board. The purpose of the forum was to solicit community input regarding the challenges, opportunities and qualifications for the next president of Cascadia. The board provided a list of possible forum participants that included representatives from various constituencies – community, K-12, university, state board, political, students, and faculty and administrators from other community colleges.

Forum participants were provided with a copy of the environmental scan, Cascadia’s vision and mission, challenges and opportunities within the state higher education system, the current status of Cascadia Community College, and a diagram of the presidential search process. The forum activities and goals included small group discussions of challenges and opportunities for the new president as well as professional and personal qualifications. According to the consultants, "each group was asked to offer ideas and suggestions given where the community is, where the system is, and the current design of the college – to think about and discuss what type of person would fit – what individual could lead that institution given the environment." The small groups shared their recommendations with the large group.
The consultants collected all of the information from the forum, summarized it and designed a recommended position announcement and brochure that would highlight the job as well as what the opportunities and challenges would be. They also developed recommended and required qualifications for the person. The consultants presented this material to the board for feedback and then finalized the position announcement.

Candidate Recruitment and Selection

Confidentiality

The consultants reinforced the issue of confidentiality throughout the search and selection process. "Everything form the applicant's paperwork and the individual's deliberation with the committee and the board is sacrosanct. But, the process, is wide open, questions are absolutely sacrosanct and confidential. . . . We assure the committee that all of their notes will be shredded after the process" (Search Consultant).

The consultants felt it was important for the process to be public and they provided a newsletter to the community that updated them on the process including timelines, the structure of the process as well as Cascadia's vision.

The process, we think, should be very open and very above board. Now, one issue is often the community by way of the newspaper wanting to know who the semi-finalists are, and we like to, and of course it's public information, but we like to suggest to the newspapers, and by and large, they work with us in that regard, that we don't want to release those names yet. We think people who are applying for the positions may not want it to become public on their own campus unless they are one of 2, 3, 4, 5 finalists. So, we would
say to the newspaper and to the board, work with us not to release names until you have your finalists. It's always a little bit of an issue. And, of course if a newspaper demanded it and because of the public information act . . . we have an obligation to share those. (Search Consultant)

A board member stated that:

Some of the candidates in applying asked for anonymity relative to the press, they didn't want their names to be released to the press, and I on the other hand felt that when the board had gotten to the point where it had selected, had taken an action to narrow the list of candidates . . . and, they took action that was clearly a public action . . . and if the press asked, and I could anticipate that they reasonably would, we had an obligation to tell the newspaper who those finalists were.

A college administrator echoed the board member's point:

So, that was a struggle for us, and ultimately what we did with it, the night that the board made the decision to narrow it to X people, the consultants asked the newspaper to give us a couple of days and we would give them a list of names. Having explained the situation, we left it up to the newspapers to decide when they wanted to publish names. Had they decided to do it the morning after the meeting, they could have. We appreciated that they didn't, as it gave time to honor the commitment the consultants had made to candidates.

This allowed the consultants to contact the finalists and to let them know that their names were going to be released, thus giving them an opportunity to withdraw from the process. According to an administrator, "we didn't lose anybody, but it would have been smarter . . . had we told the candidates that when the board makes a decision to include you on a list of finalists we are going to release your name to the newspaper period . . . . So, it is something that I would be very clear about, how you're going to deal with the press, particularly at that juncture."

Recruitment
The consultants used a variety of recruitment methods and worked collaboratively with the board to develop the search process and strategies. The board voiced a strong concern that the search be broad and inclusive to assure diversity. The recruitment activities initiated by the consultants included attending an Affirmative Action Fair in California, sending position announcements to 1,200 community colleges, placing ads in the *Chronicle of Higher Education*, *Black Issues*, and *Hispanic Outlook*, actively recruiting through personal contacts and networks, contacting various leadership programs, and using a personnel database. In addition, the consultants served as the initial contact for individual's who expressed an interest in the position in order to screen at the onset by finding out about their background and letting them know what the college was looking for, what the criteria were, and to answer questions potential applicants might have.

**Presidential Characteristics and Fit**

A primary concern for the board and staff of Cascadia was that they find a candidate who could take the college from where it was currently and move it further toward the vision and mission of being a learner-centered, culturally rich and technologically advanced learning and teaching institution which could serve as a model for the 21st century community college (Presidential position announcement, 1998). There was an emphasis on student learning and creating a learner centered institution. A board member expressed this emphasis in stating that "being learner centered was critical and in the search process there were just a couple of people..."
who truly understood what that meant and could take the board a step farther in their
thinking."

An administrator felt that the college needed someone who understood not
only the vision and direction of the college, but also had the capacity to deal with the
larger political challenges. "The reality for a founding president is that 80-90% of
the job is political." This means that many constituencies had to be satisfied
including members of the local Chambers of Commerce, the Governor's office,
legislators, K-12 representatives, the State Board for Community and Technical
Colleges and other community college colleagues. Thus, there was a need for
someone who was sensitive to the needs of that community and who could
understand and work with these constituencies.

Another important qualification was the ability to have a broad philosophical
base as well as high level administrative experience in higher education. According
to a board member, the successful candidate needed to have:

Experience running or being number two in running an existing
institution in order to understand the day-to-day operations, budget
processes, and staff processes . . . . You can't separate that from just
understanding what it is you're trying to accomplish from a
philosophical standpoint.

In addition, the successful candidate had to have the ability to carry the
vision, execute it and effectively communicate it to the external and internal college
community. The board was looking for someone who was easily accessible to a
variety of people and who conveyed a sense of openness and someone that valued
and understood diversity. "The candidate had to be capable of dealing with a 4-year
institution on a professional level and as a partner due to the nature of co-location and to understand how a successful transition between the community college and the 4-year institution could, should, and would work" (Board Member). The ability to take risks and to lead the team while maintaining the energy and enthusiasm required to develop a new institution was paramount.

Screening Process

The consultants did a preliminary paper screening of the applicants and narrowed the applicant pool down from 90 to 25 using the same criteria that the board would use. The board then reviewed the 25 applications and narrowed the pool to 12. The consultants facilitated the board screening process and provided a detailed description of criteria for the paper screening including tips on analyzing the applications. They also provided general guidelines on reading and evaluating the applicants. The consultants reinforced the importance of evaluating each applicant on the basis of the agreed criteria. The board members were to individually make their own evaluations and were not to communicate with other board members about their evaluations. The consultants provided the board with a numerical evaluation form that included room for written comments and facilitated a group session with the board members in which each board member shared their numerical evaluations. According to the search consultants, qualitative information was important as well. "So, then there comes a point where numbers are not everything. We throw out the numbers and go over the semi-finalists very carefully as a group. And, then after that and from there a list of semi-finalists is chosen." A discussion of the candidates
ensued with the objective being to get the pool down to a reasonable number. The consultants stated that "if there is someone who stands out for a board member, but doesn’t make it to the top semi-finalists, that candidate is discussed further to determine whether or not he or she should be included in that list."

Throughout the screening the consultants worked on keeping everyone focused on the criteria to keep the process as unbiased as possible. They asked the board to ask themselves if each candidate matched the criteria and if their written statement addressed the criteria. After determining semi-finalists based upon the numerical evaluation, the consultants facilitated a process of reviewing each application as a group to look at the candidates from a more qualitative perspective. After the group discussion, the consultants asked the board to rank order the candidates. A firm interview number was not determined ahead of time, but was left open. According to a search consultant, "there were 12 semi-finalists which is a larger number than usual because the board felt strongly that they wanted to give a chance to all those whom they felt might be the right person, realizing that it is hard to know based solely on the paperwork."

The consultants did preliminary reference checks of semi-finalists. They contacted the semi-finalists and let them know that they had been selected for an interview and that preliminary reference checking would be done. The consultants let the candidates know that if they become finalists more in-depth reference checking would be done. The preliminary reference checking was a little outside of the consultant’s usual process due to the uniqueness of the situation, which included
semi-finalists meeting with the board. In a more standard situation the board would not meet with the candidates until they were finalists.

Interviews and Selection

An advisory committee was created based upon recommendations from the board and included people representing various community constituencies. In a more established institution the committee would be comprised of a couple of board members, faculty, staff, and students. They would first interview the candidates and would recommend three to five unranked candidates to the board. The board would then conduct the finalist interviews. In this situation the board and the consultants wanted to make sure that the board interviewed all 12 of the semi-finalists because this was such a critical stage in the development of Cascadia, and it was their first attempt at hiring a new president.

The consultants strongly recommended that the interview process be set up with the committee and the board in such a way that all of the questions were the same for each candidate. There were not questions from outside of that which would create an advantage or disadvantage for any candidate. The person asking the question was permitted to re-ask the question if a candidate didn’t hear the question correctly or needed clarification. Follow-up questions were not allowed. There was time allotted at the end of the interview for the candidate to share any other information they would like. Another part of the process was a debriefing that occurred after each interview as evidenced by a comment by the search consultant: "part of the process with the committee was that after each person left the room, we
go through what we call a debrief process for about 10 minutes or so. And, we ask what the strengths and weaknesses are as they relate to the criteria." Those comments were summarized and presented to the board after the consultants had conducted and summarized the interviews. The board and the advisory committee were in agreement on identifying the two finalists for the position.

Due to Cascadia being in a development phase, the consultants recommended to the board that they give each finalist one question which was based upon a diagram of Cascadia's development. The candidates were to speak to the diagram in terms of what kinds of things would need to be accomplished to fulfill the vision of the institution. The finalists were told to be prepared to speak to this diagram about Cascadia and that when they came to the interview they were to give a presentation to the board about how their skills, background, experience, and qualifications fit with the design and vision of Cascadia.

This was unlike the committee interviews in that it was open, allowing the finalists to present their vision and ideas in any way they would like. For example, they could choose to speak to a particular part of the diagram and relate it to where they would take the institution as well as to what experiences they may have had in that area and how it would fit with Cascadia's vision. The final interview was two hours in length and the consultant role was to keep the process on track, but there was an open dialogue between the board and the candidate. Board members could interrupt and ask follow-up questions, and the candidate could ask the board questions in the process.
The role of the consultants throughout the whole interview process was to introduce the candidates and to be present at each interview, but to never participate in the actual interviewing of candidates. The asking of questions was the board and advisory committee responsibility.

At the end of each person’s interview the consultants asked the board to individually take notes about how they felt the person addressed the one question, areas of strength, and areas they felt the candidate was not clear about. There was a debriefing after each interview and each board member gave their summary. The consultants facilitated a discussion with the board about each candidate in order to narrow it down to a finalist. By that point the consultants had completed the final comprehensive reference checks and provided the board with a confidential document of these. The consultants view reference checking as a critical part of the process and went outside the reference list provided by the candidates to get an in-depth and comprehensive view of the candidate.

The board selected a finalist and chose to have the consultants negotiate the contract with the finalist. The consultants acted as negotiators between the board and the finalist to develop an acceptable contract for both.
Critical Aspects of the Presidential Search

The consensus of all interviewed was that the Cascadia presidential search and selection process was a success. From the perspectives of those who were intimately involved with this process the most crucial element was to be clear and focused about what the process would be, about the core values of the organization and culture, and about the needs of the college. Different participants expressed this theme in different ways. A board member reiterated the significance of being clear.

The first thing the consulting team did was an environmental scan of the community. And, that is critical, because once the board has sat down and reestablished their values, what the institution is, what it would take to implement the vision, the values statement, the goals, and objectives, there needs to be a confirmation, particularly at a community college that they’re on the right track, particularly with regard to what the community thinks is going on with that institution, where it is and where it should be going. And, I just can’t emphasize enough how important it is to do that basic work.

From the consultant’s point of view it was crucial to have the board clearly understand the steps in the process and that there be a degree of trust between the consultants and the board, "that there’s an amount of trust that reliable, up front information is always going to be provided and we want the people we work with to know that we are going to tell them the good news and the bad news." This is particularly important when it comes to the development of the position announcement. In the case of Cascadia the consultants talked with the community, board members and the existing staff to determine what was and wasn’t working, and what needed to change. "Up front clarity is the whole key to making a successful search process" (Search Consultant).
A board member believed that the more clearly you define what your institution is and what the core values are, the more likely it is that you will find a candidate who fits. In terms of Cascadia, the successful candidate was able to take the board a step further.

Not only did she understand and have extensive experience in the learning centered model, what learning centered meant, but also her doctorate was in the learning model and the 21st century community college. That's why again, having our core values so well entrenched in all of us was so critical. We were able to follow her. (Board Member)

Communication was another critical component of the presidential search. The consultants believe that the environmental scan should be distributed widely so that people know that what they said about the college was heard and was communicated to the board. Another important component is to communicate back to the campus and community about the status of the presidential search process, including what the criteria are and the reasons for confidentiality. The Cascadia board and consultants made an effort to keep the community involved and informed about the process. Even though the board felt they knew what the community wanted based upon recommendations of the Citizens' Advisory Committee, they took the time to participate in the community forums and listened to what the community had to say.

One of the board members reflected this commitment:

We did have a series of community forums which took a look at our environmental scan and added to it or clarified it. The community forums provided an opportunity for the community to draw up their criteria of what they felt the person who was going to lead Cascadia should have. And, it was quite parallel to our thinking.
CHAPTER V

DISCUSSION AND INSIGHTS

This study focused on how a presidential search process at a newly created community college reflected its emerging culture. A number of researchers agree that there is a link between organizational culture and leadership (Baker, 1992; Deal & Kennedy, 1982; Schein, 1985, 1993) and that the leaders and members of a new organization are critical in the initial stages of cultural development and the shaping of shared values and assumptions (Bass & Aviolo, 1994; Schein, 1993). Regarding community colleges, research by McFadden (1995) and Vaughan and Weisman (1998) indicates that the community college president plays an essential role in the development of institutional culture. This certainly does seem true in the case of Cascadia, where the founding president was instrumental in the college’s early cultural formation and emergence.

Also critical to a new or developing organization is having a leadership succession process that successfully matches the new leader to the organization. Not only will this minimize the destabilizing tendency of change (Rubensen, 1989; Schein, 1992), it also addresses the idea that successful leadership succession may be more crucial in the formative stages of an organization than after the organization has matured (Rubensen, 1989). Because of this, evaluating the presidential candidates within the context of the newly developing community college represents a critical aspect of the succession process. The selection of a person to fulfill the
presidential role is important because no other decision will have such a profound impact on the institution (Herington, 1994; McLaughlin, 1993). Perhaps the impact of this decision was greater for Cascadia Community College due to its vulnerability to the external environment and its early culture development stage. Schein (1985) asserts that the hiring process reflects "one of the most subtle, yet most potent ways in which culture gets embedded and perpetuated" (p. 235).

In Cascadia's case, the resignation of the founding president before the college had an opportunity for culture stabilization represented a major challenge the group would have to meet, as this resignation constituted a critical event in the young life of Cascadia. According to Schein (1993), culture evolves out of responses to such critical events. It appears that this critical event forced further internal integration and external adaptation strategies for organizational participants. Their internal integration was strengthened through clarification of values and vision. External adaptation was achieved by strategically evaluating possible presidential search strategies and implementing a process that would represent the emerging culture of Cascadia. The founding president played a primary role in these discussions and strongly recommended a process that would include widespread community involvement, the use of search consultants, and conducting a national search. In addition, he served as a liaison between the board of trustees and the consultants with regard to concerns about the search process.

The founding president's role in this process fit with Schein's (1993) theory of the initial cultural development process wherein the founder often proposes initial
answers to problems. The resignation of Cascadia’s founding president created anxiety for the group as they faced major decisions regarding the selection process for his successor. Due to the anxiety the board of trustees and organizational participants had during this early stage of development, the founding president’s suggestions and recommendations were welcomed. This seemed a natural outcome as the college faced the challenge of finding a new president while still in its formative stages of developing an institutional culture.

Throughout the presidential search process it appeared that organizational participants were acutely aware of the organization’s vulnerability to external political and economic forces, and that this created a stronger determination within the college participants to succeed in their endeavor to move the college forward. It is likely that the search process reflected the early development of the culture by providing a concrete means for expressing the emerging culture. Specifically, this expression was conveyed through the core values, which were solidified through the presidential search process.

These core values, consisting of community, collaboration, learner-centered, diversity, innovation, technology, and accountability, acted as the center of the emerging culture of Cascadia and were reflected in the search for a new president. For example, discussions revolving around the value of community occurred at board meetings and various strategies for having community involvement were developed. As a result, a community forum was conducted at the outset to solicit input from various constituencies regarding potential challenges and qualities for the
new president. A college administrator conveyed the importance of this value in stating that "...anybody in the community that had a hand in this thing had the opportunity, and many of them took that opportunity, to participate in the presidential selection process."

Another aspect of the emerging culture was the emphasis on learning and being learner-centered. This was reflected throughout the search process and pervaded the presidential search announcement. It was a critical part of the application process and candidates were asked to write a one-page statement on "the role of a learner-centered teaching environment in enhancing student success." In addition, finalists were to speak to a diagram of the envisioned Cascadia organization in terms of what would need to be accomplished to fulfill the learner-centered vision.

It appears that the presidential search reflected the new and emerging culture primarily through the articulation of core values as well as through the influence of the founding president on the process. It seems likely that the search process influenced and strengthened the emerging culture through these values. Based upon Schein’s (1985, 1993) theory of culture development, it could be speculated that many of these core values would continue to influence Cascadia’s culture as the organization gains new members, develops a longer history, and becomes more complex.
Insights

From the study of the presidential search process at Cascadia Community College, four insights emerged. These four insights into the presidential search process include the importance of assessing the institution, the value of broad-based community constituency involvement, the interdependency of culture and leadership, and the importance of selecting consultants who match the needs of the college. Following is a further explanation of these insights, including a review of supporting data and literature as well as implications for practice.

The first insight involves conducting an institutional assessment prior to a presidential search. This represented a critical step in clarifying organizational values and goals, and served as a basis from which to develop the search process.

Conducting an institutional assessment represents a crucial preliminary planning activity associated with a presidential search. Herington (1994) found that it was considered critical for the institution to invest time at the beginning of the process to assess institutional needs. According to McLaughlin (1992), the presidential search process allows the board and institutional constituents a chance to assess the college’s past, present, and future from a variety of perspectives. The Association of Community Colleges (1999) recommends that the first step in the search process should be the institutional analysis, which serves as a basis for developing the presidential profile. Researchers agree that conditions necessary for a successful presidential search include establishing positive relationships with various constituents and determining institutional goals and selection criteria for the process.
(Herington, 1994; Kelly, 1991; Neff, 1992). In a study of presidential search processes, Herington (1994) found that conducting an institutional assessment and writing the presidential profile based on the assessment were considered prerequisites to the identification of prospective candidates by search consultants. ACCT (1999) and Fisher (1991) advocate for an institutional assessment at the beginning of the search process and for institutional constituencies having an opportunity for input. This review of the institution helps in the development of criteria as well as giving the board a chance to evaluate the challenges and opportunities facing the institution. Birnbaum (1988) also holds this view and states that:

The first step of the prescribed process (and the one least followed in actual practice) is to appraise the institution's present condition and future prospects so that the committee can determine the characteristics of the president they seek. (p. 490)

In the case of Cascadia, the preliminary activities included the hiring of search consultants who then conducted an environmental scan, developed and facilitated a community forum to assist with the presidential profile, and designed a search process and timeline. The institutional assessment was conducted prior to the design and implementation of the search process and was referred to throughout the process. It was considered a public document and served to guide community forum participants in developing the criteria for the presidential position.

A board member reiterated the importance of this assessment process in guiding the presidential search:
The first thing the consulting team did was an environmental scan of the community. And that is critical, because once the board sat down and reestablished their values, what the institution is, and what it would take to implement the vision, the values statement, the goals and objectives, there needs to be a confirmation, particularly at a community college that they're on the right track, particularly with regard to what the community thinks is going on with that institution, where it is and where it should be going. And, I just can't emphasize enough how important it is to do that basic work.

According to the search consultants, "up front clarity is the whole key to making a successful search process." In addition, a board member believed that "the more clearly you define what your institution is and what the core values are, the more likely that you will find a candidate who fits."

Another critical aspect of using the institutional assessment was ensuring that it was widely distributed so that various constituencies had access to the information. The Cascadia consultants believed that the environmental scan should be distributed broadly so that people knew that what they said about the college was heard and was communicated to the board.

A community forum was conducted with representatives from various constituencies, with the environmental scan serving as a basis for discussion. From this forum, participants could discuss the challenges and opportunities for the new president, as well as the professional and personal qualifications necessary to lead Cascadia.

According to the consultants, "each group was asked to offer ideas and suggestions given where the community is, where the system is, and the current
design of the college – to think about and discuss what type of person would fit – what individual could lead that institution given the environment."

Conducting an institutional assessment prior to the presidential search carries with it the following implications:

1. Planning ahead is crucial to having a relevant assessment completed before the actual search process begins. Related to this is the need for the board to define the nature and extent of information that would be useful in developing the search process and criteria.

2. A determination of whom is to conduct the assessment and whether someone inside or outside of the institution will do it is a critical first step. In either case, this has implications for financial and people resources.

A second insight concerns the value of having broad-based community constituency involvement in the presidential search process.

The strongly held cultural value of community was reflected in the broad-based constituency involvement with the presidential search process. This was particularly evident in the sponsoring of a community forum designed to elicit ideas from participants regarding the challenges, opportunities, and presidential characteristics necessary to lead the college. The value of having a wide range of people involved in the search process is mentioned by a number of researchers (Fisher, 1991; Herington, 1994; McLaughlin & Riesman, 1990; Neff, 1992). It is believed by Neff (1992) that a search process should allow groups affected by the
outcome to have some influence on the process and that "ethical practice is best achieved through a well-planned and public selection process" (p. 172). Herington (1994) recommends that the search committee be representative of various groups and ACCT (1999) suggests that a careful search process be designed to involve a wide range of constituencies. The Cascadia search reflected the guidelines for broad-based participation and ethical practice as recommended by ACCT (1999), Neff (1992), and others. Specifically, external community involvement was encouraged in the preliminary stages of the Cascadia presidential search, specifically related to the environmental scan and the community forum. In addition, external constituents were represented on the interview advisory committee, including participants from other colleges, the community, and the government. This was partly due to the fact that the college had a small staff and wanted a diversity of perspectives to be reflected in the search process. According to one administrator, "anybody in the community that had a hand in this had the opportunity, and many of them took that opportunity, to participate in the presidential selection process." The question arises of whether the same level of involvement by community participants would have occurred if the college had been in a later stage of development with more internal constituents, including faculty, staff, students, and administrators.

An interesting paradox in having an open process, which involves a variety of internal and external constituents, is the confidential nature of the presidential selection. There is a fine balancing act regarding the degree of openness that is optimal and researchers disagree on how much openness is desirable; whether
disclosure should occur early in the process or whether it is only when finalists are selected that their identities should be revealed (Fisher, 1991; Herington, 1994; McLaughlin & Riesman, 1990) Different states have differing laws about disclosure of candidate identities and requirements about open meetings and access to information (Neff, 1992).

The boundaries of confidentiality and openness were clearly articulated by a Cascadia search consultant as follows: "Everything from the applicant’s paperwork and the individual’s deliberation with the committee and board is sacrosanct. But, the process is wide open."

Implications related to the value of broad-based constituency involvement include the following:

1. It is important to carefully consider and design a presidential search process that encourages active and meaningful participation by various internal and external constituencies. Devoting time and people resources to this activity is critical in developing a well thought out process.

2. There is a need to balance an efficient process that allows diverse representation, yet is manageable.

3. The process and design are critical in guiding potentially competing interest groups toward a collaborative approach to the presidential search and selection.
A third insight relates to the interdependent nature of culture and leadership, and the ability of those involved in the presidential search process to articulate the core values constituting the emerging culture, which contributed to the likelihood of selecting a president who matched the needs of the organization.

The ability to clearly articulate the core values of the college served as information upon which to design the presidential search and develop clear criteria for the qualities sought in a new president. The need for such information is important for both the institution and the candidate. As Birnbaum (1988) states:

The search process serves as a forum within which vacancies and candidates assess each other's suitability for a social match. From the perspective of each, the available information on the other is limited and imperfect, thus injecting the possibility of error in their assessments. (p. 492)

Given that both the institution and the candidate are evaluating each other, it seems critical for the college to provide the candidate with as much information about the organization as possible, including the values and culture.

Consistent effort and time was spent developing, evaluating, and reinforcing the core values of Cascadia before and during the search process. As a college administrator reflected:

We made certain that the board was in sync with its vision and we talked about it enough so that it was internal to them, so they knew what it was, how to see it, and especially could sense it in candidates for the position. . . . It was important that the board could sense whether the candidates carried a complementary appreciation of that vision and whether they would have the skills, attitudes and values to carry that mission and culture.
Thus, a fundamental first step in preparing for the search was for the trustees to reaffirm their values and restate the values of the institution. This fits with Birnbaum's (1988) description of a good presidential search process.

It would reinforce important organizational values, confer legitimacy and therefore authority on the selected leader, and increase acceptance of the leader's initial actions. It would permit selection of a leader with the necessary instrumental skills and cultural values. (p. 493)

This relates to Rubenson's (1989) statement that "it is clear that systematic relationships do exist between the organizational context at the time of succession and the successor who is chosen" (p. 237).

It is interesting to note that at the time of the presidential search, Cascadia Community College consisted of four employees and five trustees. It was a small group that communicated openly about Cascadia's direction, values, and vision. Because group members were intimately involved in planning all aspects of the college it allowed for many opportunities to have these discussions, which led to greater clarity with regard to core values and Cascadia's future direction.

Implications related to the above are as follows:

1. Ongoing institutional assessment and dialogue as part of the regular college culture could increase the likelihood that a diverse campus constituency would have the ability to clearly articulate the values and culture of the college when a presidential search is conducted. This implies that the time spent assessing and discussing the college values, vision, and culture as a natural part of being involved in the campus community could make preliminary search activities less time
2. It is important for those involved in the search process to have a clear understanding of the college’s culture and core values and the ability to convey these. If the college does not have an ongoing process for discussing, educating about, and evaluating these, it would be necessary to provide process time to discuss and educate the campus community about the goals and core values of the institution as well as an evaluation of these.

3. It is critical that those involved in the presidential search process have the ability to make a connection between institutional needs and candidate match. This relates to the importance of providing training to those involved in the search process.

4. The ability of the search committee and board to assess candidates with regard to the ongoing development or transformation of the college culture has implications for the importance of ongoing communication and training during the search process.

The fourth and final insight addresses the idea that when selecting a search consultant it was important to choose one who understood the emerging organizational culture, values, and vision, and who fit the needs of the college at this early stage of development.
Again, this relates to clarity. Before selecting a consultant it is important for the board to evaluate their search needs and clarify their experience and goals to determine whether or not a particular search consultant is appropriate for their situation (AGB, 1999; Herington, 1994; McLaughlin & Riesman, 1990). Dissatisfaction can occur when there is a mismatch of operating styles between the trustees and the consultants or when there are not clear expectations developed at the outset of the hiring of the consultants (Tronaas, 1991). To increase the likelihood of a successful search, the AGB (1999) suggests that boards do the following:

Remember throughout the process to develop a sense of the consultant's energy, style, articulateness, cultural match with your institution, integrity, and ability to teach you and your colleagues. Certainly by the end of the review process, the search committee and consultant should be moving toward a clear understanding of mutual expectations, especially with respect to mutual responsibilities and the extent of the consultant's involvement. (http://www.agb.org/president2.cfm)

Related to the above is McLaughlin's (1993) assertion that the best search consultants are sensitive to the nuances of the institution. She goes on to state that "the chemistry between search committee members (and especially the committee chair) and the consultant should be good for the relationship to work well during the search" (p. 124).

In the case of Cascadia, critical components of the consultant selection included "their ability to grasp the Cascadia vision, culture and mission, and who could understand the subtleties of what we were trying to accomplish" (College Administrator). It was also important for them to make a commitment and have a
willingness to spend time working closely with Cascadia's board, staff, and the community on all facets of the presidential search process.

Due to the crucial role the search consultant plays in the presidential search process, it is important for the board and search committee to spend time assessing and clarifying their search needs. This can increase the probability of choosing consultants who understand the culture and needs of the institution, and with whom there seems to be a match. To determine fit, it is critical to conduct a thorough consultant selection process, including networking with colleagues who have used consultants, reference checking, as well as preliminary telephone interviews. Doing this background research can assist in narrowing the number of consultants that a college wants to interview and can aid the committee and board in making a selection.

Implications related to consultant selection and organizational fit include the following:

1. It is important to have an open and thorough consultant selection process to provide an opportunity to assess consultant fit with organizational values, culture, and needs. This implies that planning and time are critical components to assuring such a process.

2. It is crucial to provide campus access and resources to the consultant which could allow for a better understanding of the organizational culture, various constituencies, and institutional needs.
In summary, from the perspectives of study participants involved with the Cascadia Community College presidential search, the most crucial elements of the search were being clear and focused about what the process would be, about the core values and culture of the institution, and about the current and future needs of the college. The presidential search and selection process at Cascadia reflected the emerging culture in a variety of ways. The vision, mission, and culture expressed the values of the college and acted as a foundation for the search process. These values served to guide various decisions related to the search, including the selection of search consultants, the involvement of different constituencies, the design and implementation of the process, the development of criteria, and the evaluation of candidates.

Implications for Future Inquiry

This study contributes to our understanding of how the presidential search and selection process at a newly created community college reflected its emerging culture. There remain additional areas of study related to the evolution of organizational culture within community colleges and the impact of presidential succession on a community college early in its life cycle. Further research using longitudinal, ethnographic, or case study methods could potentially provide insight into the following:

1. How does initial presidential succession at a new community college impact the future organizational culture?
2. How do early organizational participants contribute to future culture development within a community college?

3. How does a community college culture evolve over time?

4. Does a well-designed presidential search process lead to a successful community college presidency?

Conclusion

This study offers insight into how the presidential search and selection process at a newly created community college reflected its emerging culture. This case confirmed the interdependency of culture and leadership, the importance of selecting consultants who match the organizational culture and needs, the critical impact of context on the search and selection process, and the importance of an organization knowing its culture, and using this knowledge to further its efforts in conducting a presidential search.
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APPENDIX A

CASCADIA COMMUNITY COLLEGE
ENVIRONMENTAL SCAN
Cascadia Community College
Environmental Scan

Introduction

Following David Habura's announcement of his intention to resign his position as President of Cascadia Community College as of July 1998, the Board of Trustees has regretfully accepted the resignation and initiated a national search for a new President. As a first step in that process, the Board has contracted with the firm of Kerr, Kechter & Associates to advise and assist in establishing criteria, in searching, and in hiring the most qualified applicant, one who can best meet the challenges and opportunities presented by this unique situation.

In preparing to write the position announcement, which will advertise the position, Kerr, Kechter & Associates has recommended to the Board that an Environmental Scan and Community Forums be conducted in order to gain the perspective of those people who have so far been instrumental in envisioning the new college and those who have participated in the planning and the implementation of those plans toward the realization of the vision of Cascadia Community College as a twenty-first century model of an exemplary community college.

Conducting an Environmental Scan for established colleges usually includes extensive interviews of faculty, students, administrators, staff, and community members. Each group has a valuable perspective of the current challenges and opportunities at their particular institution. However, because Cascadia Community College is still in a planning phase (albeit not the very earliest stage) and does not yet have all of these constituent groups to consult with, this Environmental Scan has been written using materials from past planning sessions and from the record of accomplishments thus far. It is the hope of the Board of Trustees that this review of the history, current status, and continuing plans of the college will be validated and utilized by all those who attend the Community Forums in order to contribute their perspective for clearly articulating the challenges and opportunities of the position as well as establishing the personal and professional qualifications that will be needed by the next President of the college.
Organization of the Environmental Scan

The following Environmental Scan is organized around four major aspects: (1) Vision and Background, (2) Development Phases and Schedule, (3) Current Challenges and Opportunities, and (4) Recommendations and a Caution. Consultants have reviewed materials published by the college and then attempted to gain a systems view of the entire project in both its planning stages and future implementation. Participants are asked to review the Scan to validate the information, suggest modifications or additions if needed, and then contribute their ideas to advise the Board as it searches for the “best fit” candidate as the next President.

Vision and Background

Cascadia Community College is the vision of many people, including planners at the State Board for Community and Technical Colleges, the Higher Education Coordinating Board, the Washington State Legislature, the Governor’s Office, and a great many community members, all of whom are committed to establishing the best possible system of education for the communities served by this district. In addition, Cascadia is envisioned as a kind of showcase or model institution, one that can serve as a design for establishing benchmark practices for meeting the numerous and varied educational needs of students who will present themselves at its doors.

Curriculum: Students—learners—at Cascadia Community College will find themselves in a unique learning environment, one in which the learner is truly the center of all activities, facilities, services, and organizational structure and in which student success and achievement are paramount. The learner-centered orientation has been defined to include an emphasis on understanding and accommodating individual learning styles, establishing a portfolio of accomplishments and experiences that serves to track a student’s educational progress, provide information for ongoing educational planning, and assist in the overall evaluation/assessment of student learning.

This educational orientation is also designed to offer a variety of access means to education such as interactive television, the Internet, and courses offered via computer modem—on or off campus, at times and locations that fit family and employment responsibilities, and accomplished at each student’s own pace.
Instructors and other support services staff will employ technologies and a variety of presentations and use collaborative, team-based and individual learning methods to facilitate and enhance student learning and success. The practical application of course content will be emphasized whenever possible, including practical assignments, and course and career relevant internships. The learner-center orientation also includes a strong assessment component to ensure student competency in the knowledge and skills determined necessary for transfer or professional/technical careers.

**Community Partnering:** Cascadia Community College is envisioned as a community hub for educational and cultural learning allowing students, businesses, and the public convenient access to services through well-planned facility arrangement, technology, and a student-centered service attitude. Facilities are planned to invite the display, celebration, and valuing of the cultures that make up our society, and they should invite wide public use when not in use by students and the staff. Technology will serve as the central link for faculty and students with business learning sites, other educational institutions, the library and relevant resources and information, and other support services.

The Board of Trustees has studied and planned for the creation of an enterprise and community development center at the college. Center functions might include: serving as a single point of contact for business and training needs; providing for contract training with business and industry; providing training and consulting assistance to new and existing small businesses; scheduling for the use of on and off campus training facilities, meeting rooms and interactive television services; identifying workforce needs; serving as a business resource referral; and providing an electronic and paper business information library. A hallmark of the center will be collaboration with the business community, including partnerships with Chambers, Economic Development Councils, and the Small Business Administration for the purpose of cosponsoring classes and services and sharing resources.

**Educational Collaboration:** Cascadia Community College is committed to cooperation and collaboration for improving services and reducing costs—in order to improve educational results. Such collaboration is planned with several existing educational structures,
including (1) the co-location of Cascadia Community College with the University of Washington, Bothell (including shared or joint use spaces accounting for over half the campus square footage and providing a higher level of services than would otherwise be available, especially in the early stages of campus development); (2) close contact and collaboration with the K-12 districts within the college district (including Running Start, school-to-work programs, recognition of certificates of mastery, the sharing of personnel and facilities, and the exchange of plans and information among the college and the area K-12 districts); (3) cooperation with area partners—other community colleges, including Shoreline Community College and Lake Washington Technical College, in order to offer complementary educational services to students and to avoid unnecessary and costly duplication; and (4) collaboration with educational agencies and state government as Cascadia Community College commits itself to providing a twenty-first century model of educational strategies and innovations for the purpose of improving educational results and efficiency and encouraging collaborative strategies to improve education system wide in the State of Washington.

### Development Phases—Completed and Scheduled

<table>
<thead>
<tr>
<th>Key Developmental Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>State approves construction funding for Phase I, Phase II pre-design, Phase IIa design</td>
<td>May 1997</td>
</tr>
<tr>
<td>Schematic design – Phase I</td>
<td>December 1997</td>
</tr>
<tr>
<td>Design development – Phase I</td>
<td>April 1998</td>
</tr>
<tr>
<td>Bid and award of site construction work</td>
<td>April – July 1998</td>
</tr>
<tr>
<td>Bid and award of building construction work</td>
<td>October – December 1998</td>
</tr>
<tr>
<td>Hire core staff/faculty</td>
<td>January 1999</td>
</tr>
<tr>
<td>State approves construction funds for Phase IIa</td>
<td>May – June 1999</td>
</tr>
<tr>
<td>Campus opens</td>
<td>September 2000</td>
</tr>
</tbody>
</table>
Current Challenges and Opportunities

The challenges and opportunities—two sides of the same coin, so to speak—are many and varied in this start-up project. As mentioned above, the major challenge and opportunity for Cascadia Community College is the creation of a model twenty-first educational institution as a smoothly running system, including a unique curriculum supported by state-of-the-art technology, a learner-centered concept of competency-based education, facility design and arrangement, and community involvement. Working toward this ideal entails a myriad of practical concerns and issues, many of them difficult and in need of creative, alternative solutions. The true challenge for any leader or participant in the creation of this model institution will be to maintain the spirit that has so far infused the conception of Cascadia Community College even as all the developmental details must be worked through. During the next five years, as the college is established, ideal concepts and pragmatism must come together in an environment of scarce resources. The following list outlines many of the challenges and opportunities that will present themselves to a new President and his staff.

1. Communication: The President will need strong communication skills, both written and oral, to successfully communicate and build relationships with state education officials, state legislators, members of the local community, other educators in the University, Community and Technical Colleges, and K-12 systems, and the Board of Trustees of Cascadia Community College. In the future, communication skills will be increasingly important as a faculty/staff is hired and the campus opens its doors to students. It is helpful to “know” the Washington system, but more important to have demonstrated experience in building clear, honest and enthusiastic dialogue with all constituents.

2. Funding Development: Although the majority of funding comes from the state, Cascadia can not escape the issue that faces all colleges in the state—the need to develop alternative funding mechanisms in a time of limited or even decreasing revenues and increasing needs by students and the business community. Community support in the form of business and industry partnerships, an aggressively pursued contract education and training program (perhaps in collaboration with other area community colleges), resource sharing with other educational institutions, and a strong college foundation are some of the possible avenues of alternative funding that will require active leadership and vision on the part of the new President.
3. **Seamless Education:** If Cascadia Community College is to become the system-wide model that is envisioned, it will need a leadership team that understands and has the ability to bring about a change toward the smooth articulation of community college education with the K-12 educational system, with four-year colleges and universities (and particularly with the University of Washington Bothell with which Cascadia will be co-located), with other community colleges in the area (Shoreline, Lake Washington, Bellevue, Edmonds, Everett, North Seattle) as well as with area business and industry, which are in need of a trained and competent workforce. While the main purpose of such "seamless education" is to improve learning for students, it will also serve to increase efficiency and improve services for all sectors. This endeavor by Cascadia Community College is a great opportunity to affect the structure of higher education in Washington and the United States by taking a real step toward true collaboration, not competition between systems, and by taking a step toward making the learner—not buildings, faculty, administrators, funding mechanisms or politics at the state level—the center of the educational process.

4. **Co-location and Collaboration:** This challenge and opportunity deserves its own mention because it is so much a part of the college as planned. There are indeed a great many opportunities presented by this relationship between Cascadia and the University of Washington Bothell—especially in the sharing of facilities and services, and in the potential relationships among faculty and staff of the two institutions—but because the basic missions of the University and of the Community and Technical Colleges are quite different, and because there is as yet no full definition of responsibilities and authority, this will remain a major and continuing challenge as well.

It is likely that the staffs of the two entities will need to go through a process of educating each other about their purposes (i.e., the University has an emphasis on the bachelors and advanced degrees and a strong research component which are not part of the Community College mission, and the Community College prides itself on meeting the needs of the entire community of learners, not only those who plan to pursue a four-year or advanced degree). Enlightened leadership will be crucial for the successful collaboration and cooperation needed to create the co-located University/Community College that will really work and create efficiencies as well as improved learning for students.
5. **Organizational Structure:** The eighties and nineties have brought American business and education new concepts in organization, and the transition to a flatter organizational structure and a more customer-based orientation has wrought change in both spheres. As a start-up educational institution, Cascadia has the opportunity to design a system, rather than change an old one, and will require a wide perspective, an inclusive style, and a willingness to risk a creative approach to the design and implementation of a “future” organizational structure to serve as the backbone of the new college. It also has the opportunity to keep administrative costs to a minimal level in favor of self-paced, faculty-mentored, competency-based, learner-centered programs that make use of cutting edge educational and administrative technology.

6. **Valuing of Diversity:** Cascadia is envisioned as a community hub for educational and cultural enrichment of all learners within the community. As such, it presents the opportunity to create an environment that encourages a true sense of community among faculty, staff, students, and the surrounding community and values the perceptions and participation of diverse groups and individuals in planning, governance and decision-making, and evaluation/assessment of the developing institution. The valuing of diversity can also be reflected in the facility design, curriculum and learner-centered practices of education, hiring practices, the types of services and programs offered, and related activities at the college.

7. **Learner-Centered Curriculum:** The learner-centered concept of education, while not entirely new nor without implemented models, is still in a stage of exploration and experimentation. Despite the difficulties of confronting the skepticism of traditionalists and fear from faculty organizations that jobs may be lost or that the traditional “classroom” may become obsolete, the model has wide-ranging implications for improved instructional methods and practices, administration and other support services, utilization of facilities, college governance, technology and equipment, and methods of institutional and individual evaluation. The establishment of this concept, if it is to become a reality and not succumb to the tendency to adopt the “old way,” will require a break from well-entrenched educational practices and paradigms. It will require patience, risk-taking, the ability to re-educate the educators regarding their role in the learning process, and the enthusiasm to convey the excitement of and responsibility for learning to students. A dynamic, experienced and well-prepared academic leader will help facilitate the exploration of a variety of instructional methods and modes as well as creative approaches to curriculum development and assessment of student learning and success.
8. Technology and Staff Development: By 1997, we all know that "technology" is not a panacea for what has been wrong with our educational systems. Nevertheless, it is a tool that has entered the fabric of our lives and that of higher education, and it will continue to impact learners in ways not yet known well into the twenty-first century and probably beyond. The challenge—and the opportunity—is to make judicious use of the new technologies, gaining maximum enhancement for learning without sacrificing those elements of education that have a well-proven worth. Planning for technology must include the knowledge of its probable life span and obsolescence, its networking capability, the limits of its functionality, and an understanding of the need for scheduled maintenance, replacement and ongoing staff development training. By keeping a focus on function rather than form, the new President will be challenged to find technological solutions (for both learning and administrative issues) that are cost effective and support the mission of the college.

9. Strategic Planning and Budgeting: Assessment, strategic planning, and program-based budgeting are parts of a systemic process which will continue after the doors of Cascadia Community College open in the fall of 2000. This is what will allow the college to function smoothly, and to properly allocate resources to meet needs. If any one of the three aspects is missing, the other two become meaningless or chaotic. The new President and staff of the college, in alliance with the Board of Trustees, will be challenged by the responsibility of finding effective ways to monitor and assess completed actions, to develop new plans based on accurate assessment of needs, and to equitably budget available funds to meet those needs that are deemed most important to the learners of the college. This is an aspect of college administration which has seen change over the past decade or so as the concept of shared governance has taken hold, as all constituents (and rightly so) desire to participate in decisions regarding the allocation of funds.

10. Governance and Policy Development: As is the case with organizational structure, strategic planning and budgeting, the areas of governance and policy development—formerly considered as the domain and responsibility of the executive team and the Board of Trustees—have undergone a sea change, partly as a reflection of a broader movement toward shared decision making and policy development in the marketplace. Each organization or institution, whether in business or education, is challenged to find its own unique way of managing these issues. As a new institution, Cascadia has the opportunity to design a governance system by keeping a focus on function rather than form, the new President.
and method of policy development that will best support its vision as a unique, learner-centered model for the twenty-first century. It is a system that may be quite different from existing models but that will have to deal with other entities (the state legislature, the State Board, other educational institutions) that are still using older models or are in the midst of transition and change, attempting to establish more efficient models for their own governance and policy development. In other words, the college can not exist in a vacuum of its own idealistic vision but must communicate and integrate its practices with those of the “outside” world, of which it is a part.

11. Hiring of Personnel: The strength of an educational institution, in our view, is its personnel—board, administrators, staff, and faculty. If Cascadia Community College wishes to become what Peter Senge has called a “learning organization,” it will need to carefully consider how to find and hire those individuals who can create a team that is willing to consider changing their “mental models,” to continue their own development and expand their personal capacities, to work together toward a shared vision, and to understand how the system and all its parts are interrelated and need to respond to change as an entire system, not isolated parts of that system. Cascadia, with a mere skeleton of a staff at present, has the opportunity to be innovative and creative as it designs procedures and processes that it will use to hire staff, administrators, and faculty. This area will require great thought and planning in order to develop innovative search, screening, and selection processes for hiring faculty, staff, and administrators who will “fit” the mission and vision of Cascadia.

12. Evaluation and Assessment: As an institution that desires to achieve higher than usual success rates for student learning, Cascadia faces the opportunity and the challenge to establish clear methods for collecting, analyzing, and using data for evaluation of institutional programs, services, and personnel, as well as in the assessment of student learning and achievement of educational goals. Such processes for evaluation and assessment, which must allow for risk-taking but also constructive self-criticism, may be especially important for this uniquely designed college, as it explores new ways of enhancing student success and of becoming a model educational institution.
Recommendations and a Caution

The Washington State system of higher education and in particular the State Board for Community and Technical Colleges have before them an opportunity not experienced very often during the past twenty years in most state educational systems—the founding and start-up of a new college.

The State Board for Community and Technical Colleges, the Cascadia Board of Trustees, and its first president, David Habura, are to be applauded for their forward thinking in the design of a college with a unique curriculum and co-location with the University of Washington system. As the college now begins its construction phase and then undertakes the development of a class schedule, institutes counseling and financial aid services for students, hires faculty, staff, and administration, purchases equipment and furniture, sets up laboratories and libraries, provides locations and processes for students to register and pay fees, and establishes procedures for purchasing/receiving, accounts payable and payroll, the college will find itself at a critical phase in its development. For it is the realization of these practical details that will reveal whether this vision of a twenty-first century model institution can become a reality and not simply a replication of the widespread model of the traditional community college.

No one person can be expected to make this vision a reality. It will take the continuing commitment and assistance of the State Board for Community and Technical Colleges, the support of the Higher Education Coordinating Board, the financial backing of the state legislature, the guidance of the Cascadia Community College Board of Trustees, the support and counsel of the surrounding communities, and a willingness on the part of the University system to embrace collaborative arrangements with the state's community colleges to develop truly unique and cost effective approaches to educating students. The community and taxpayers in Washington, as well as the nation, now demand that education begin to establish effective and efficient ways of serving the needs of its citizens, business and industry, government, and public agencies. Cascadia Community College is an exciting and enterprising project that attempts to address these needs and facilitate learning for the entire community of learners.

The participants in the Community Forums are now asked to consider the contents of this Environmental Scan, validate the vision as well as the enumerated challenges and opportunities, suggest modifications and additions, and then use the Scan as the basis for suggesting criteria by identifying specific challenges and opportunities as well as the personal and professional qualifications that will serve as the basis of the Board of Trustees' search for the next President of Cascadia Community College.
APPENDIX B

WRITTEN CONSENT FORM
Gina Huston
Oregon State University

WRITTEN CONSENT FORM

To Study Participants:

I am conducting a doctoral research project under the supervision of Dr. Sam Stern which explores the presidential search process within the existing culture of a new community college. This study will describe cultural themes and explore the meaning of the presidential search process for organizational members and affiliates. This study should contribute to our understanding of organizational culture and the presidential search process within a community college.

This research project involves interviews with consenting participants and analysis of documents. This study will be conducted during the 1998-99 academic year and would involve your agreeing to participate in audiotaped interview sessions. It is anticipated that your total time commitment would involve somewhere between three to five hours of interview time.

Any information obtained by me will be kept confidential.

Your participation in this study is voluntary and you may refuse to participate or discontinue participation at any time.

Questions about this research project should be directed to Dr. Sam Stern at (541) 737-6392 or Gina Huston (425) 744-6046.

I, ____________________________________________, have read the above statement and agree to participate in interview sessions, subject to the conditions stated above.

__________________________________________  ________________________________
Signature of Researcher                        Signature of Participant

_________ ____________                        __________ ______________
Date                                           Date
APPENDIX C

INTERVIEW QUESTIONS
INTERVIEW QUESTIONS

• Please reconstruct your experience of the presidential search and selection process for me.

• Take me through the presidential search process.

• Tell me as much as possible about the details of your experience with the presidential search process.

• What was that like for you?

• What were the most unique aspects of the presidential search process.

• How would you describe Cascadia Community College?

• What do you see as the most significant elements of Cascadia Community College and its developing culture?

• How do you perceive the relationship between the presidential search process and the emerging culture of Cascadia?

• What meaning did your involvement have for you?
APPENDIX D

HISTORICAL EVENTS
Key Historical Events in the Initial Development of Cascadia Community College

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
</table>
| 1990 | • The SBCTC initiates analysis of population and service levels across the state.  
      • SBCTC holds public hearing on analysis results. |
| 1991 | • The SBCTC presents its findings to the legislature.  
      • The legislature and the governor approve $300,000 for pre-design and site selection.  
      • A Citizens' Advisory Committee of 60 members is selected to participate in planning and site selection.  
      • The Higher Education Coordinating Board recommends funding for the new community college site and a separately located branch campus of the University of Washington. |
| 1992 | • The SBCTC selects expert consultants to advise it regarding site selection and master plan. Citizens' Advisory Committee makes recommendations regarding mission, governance, and sites. |
| 1993 | • The legislature provides $4.5 million to the Office of Financial Management for site acquisition.  
      • The Higher Education Coordinating Board is directed by the legislature to examine and review alternative organizational models for higher education service delivery.  
      • The Higher Education Coordinating Board is appropriated $170,000 to conduct a study of alternative organizational models to meet the higher education needs in north King and south Snohomish counties.  
      • MGT of America is selected to evaluate alternative organizational models for meeting the higher education needs of the planning area.  
      • A public forum is conducted to provide information and receive input on the process.  
      • The final MGT report is submitted to the HECB and presented at a public hearing.  
      • The HECB recommends the co-location of Cascadia Community College and the University of Washington-Bothell.  
      • The SBCTC assigns the responsibility for planning the new college to Shoreline Community College and a Project Coordination Team is created to provide expert consultation and advice to MGT and the HECB staff.  
      • The Citizens' Regional Advisory Committee is formed as a follow on to the original Citizens' Advisory Committee. |
| 1994 | • The Citizens' Regional Advisory Committee recommends that a new community college district be created.  
      • In April 1994 HB2210 is signed into law, creating Cascadia Community College District 30.  
      • The Governor appoints the college founding Board of Trustees in August 1994.  
      • Dave Habura is appointed to preside over the planning and administration of Cascadia Community College. |

Note: Adapted from MGT of America Study, 1993 and Cascadia Community College Board presentation by Dave Habura, 1994.
APPENDIX E

PRESIDENTIAL POSITION ANNOUNCEMENT
Leadership Change

President David Habura has provided outstanding leadership over the past several years, as one of the original planners of this thirty-third college in the Washington State system of community and technical colleges, and as the college's first president. In close association with a five member board, Mr. Habura and his staff have worked successfully to develop funding, provide curriculum planning, assist in site location for the campus, and oversee architectural design for the initial facilities.

Mr. Habura has decided to pursue other challenges in higher education. His leadership will be missed by the board and state officials, who wish him well in his pursuits.

A National Search by Kerr, Kechter & Associates

Cascadia Community College

Following several years of planning by the State Board for Community and Technical Colleges and local citizens, the 1994 Legislature created the Cascadia Community College district, Washington State's 30th community college district. The Cascadia Community College Board of Trustees was appointed by the Governor in August of 1994. The college is scheduled to open in the Fall of 2000.

The state responded to the growing population in the Puget Sound region east of Lake Washington, from Kirkland/Redmond northward, by funding a site and the facilities for a new campus. Cascadia Community College and the University of Washington, Bothell, an upper division and graduate institution currently housed in temporary facilities, will be co-located on the new campus. They will share much of the new facility and many services.

Phase I of construction has been funded and will accommodate 800 full-time equivalent (FTE) Cascadia Community College students and 1,200 FTE University of Washington students on campus in the Fall of 2000. Phase II, which will double the initial capacity for each institution, has been approved by the state for predesign. In addition, design will commence this spring on the first element of phase II. Full development over the next ten to fifteen years is to accommodate 4,300 FTE for Cascadia and 5,700 FTE for the University of Washington, Bothell.

The position as President of Cascadia is unique and an outstanding opportunity for a professional educator who is visionary, creative, and experienced. The college has been planned as a 21st century educational institution, highlighting a learner-centered curriculum, extensive use of technologies for on and off campus study, co-location with a university, and strong linkages with business, industry, K-12, and the community.
The Mission

Cascadia Community College Board of Trustees

The College Mission

Cascadia Community College will be an exemplar of the 21st century community college, a learner-centered, comprehensive, culturally rich, and technologically advanced learning and teaching institution which emphasizes student achievement and educational excellence, seamlessly linked with the community, area enterprise, and other educational institutions.

The Community

Cascadia Community College Serves

The Cascadia Community College campus will be co-located with the University of Washington, Bothell in an area that is referred to as the Northwest’s High Tech Corridor, just east of Seattle and Lake Washington. Employment demand is extremely high in the region.

Cascadia Community College will serve the vibrant and growing communities of Bothell, Woodinville, Kirkland, Redmond, Duvall, and Carnation located in the Seattle metropolitan area. Fortune magazine in 1996 noted that no other metropolitan area in the United States combines so well favorable working and living conditions.

The immediate area is home to the corporate headquarters of some of the nation’s largest and most successful businesses, including Boeing, Microsoft, Nordstrom, REI, and Price Costco. The college district has a strong economic base in biotechnology, recreation, retailing, and software development.

The area offers a rich recreational and cultural environment as well. Some of the world’s finest outdoor recreation including kayaking, skiing, mountain biking, hiking, selling, fishing, wildlife observation, and sightseeing is within minutes.
The Position of President

The Board of Trustees is seeking an inspirational, experienced, and innovative leader who will lead in the selection of initial staff and faculty and continue the work of developing and establishing Cascadia Community College.

The new president will lead in the further development of:

- Facilities to accommodate projected enrollment growth
- Efficient and effective educational delivery systems including use of the Internet and similar technologies
- A comprehensive curriculum based on a learner-centered model
- The Cascadia learning model which is performance based and designed to improve learner achievement and progression
- Positive collaboration underway with the University of Washington, Bothell, with nearby Lake Washington Technical College, and with Shoreline Community College which provides essential assistance and services to the new college
- An enterprise and community development center, a single point of contact for serving business and training needs

The next president of Cascadia Community College will possess the necessary skills and experiences to successfully lead in the following areas:

LEARNER-CENTERED COLLEGE AND CURRICULUM

- Continue the vision and implementation of the learner-centered college
- Coordinate the integration of a learner-centered college curriculum with the newest technologies
- Design and implement innovative programs and services

LEADERSHIP

- Develop a college culture that values diversity, innovation, and collaboration
- Establish a student-centered governance and organization model
- Establish processes for a systems approach to planning, budgeting, and assessment
- Establish a performance-based teaching and learning system

COLLABORATION

- Manage co-location with the University of Washington, Bothell
- Establish linkages with K-12 districts, other community and technical colleges, and nonprofit educational institutions toward the development of complementary and seamless education
- Maintain and strengthen relationships with the State Board for Community and Technical Colleges and the Higher Education Coordinating Board

COMMUNICATION

- Establish effective dialogue and partnerships with local business, government, labor, social services, and other community organizations
- Maintain communication with key state agencies, the Governor's office, and the Legislature

DEVELOPMENT

- Facilitate the construction of co-located facilities to reflect the learner-centered college
- Secure state funding for operations, equipment, and phase II construction
- Hire, lead, and motivate a staff and faculty to support the vision of Cascadia as a unique 21st century community college
Qualifications

Personal and Professional Qualifications

Applicants for the position should demonstrate an understanding of the role of the community college as part of higher education's service to the needs of students and communities. A commitment to a "learner-centered" teaching environment, and experience in the development of facilities, and the hiring of personnel in the higher education environment. The successful applicant will be energetic and highly motivated, with the ability to lead a college in the creation of a unique technologically oriented delivery system.

Applicants should meet the following qualifications:

- Doctorate preferred
- Distinguished career as a senior level administrator, president, or chief executive officer
- Superior written and oral communication skills
- Experience in the innovative development of programs, services, and organizations
- Experience working with state agencies, including the legislative branch of government and local business and community groups
- Understanding of innovative teaching and curriculum development strategies
- Experience in the hiring of personnel and in organizational policy development
- Understanding of the innovative use of technology to enhance a learner-centered educational environment

Application Process

In a letter of application, not to exceed five pages, candidates will indicate how they would address the challenges and opportunities listed in this brochure and how their skills and experiences qualitative them to serve the communities of Cascadia Community College. Candidates should cite examples from background and provide a description of how their leadership skills relate to and match the qualifications required for the position.

At the time of application, the applicant is required to submit a complete portfolio that will include the following:

- Letter of application as described above
- Cascadia Community College application
- Resume or Curriculum Vita
- Six references (name, position, address, and telephone number)
- One page statement on "The Role of a Learner-Centered Teaching Environment in Enhancing Student Success"

For Questions and Information
Kerr, Kechter & Associates
P.O. Box 10037
Bainbridge Island, WA 98110
Phone and Fax: (206) 780-5952
KKnD61A@prodigy.com

For Applications
Applications and Position Announcement available from:
Cascadia Community College
Presidential Search
C/O Shoreline Community College
Human Resources
1601 Greenwood Ave. N.
Shoreline, WA 98133-5696

Request by phone: (206) 546-5000
Fax: (206) 546-5050
E-mail: dpenley@ctc.edu

Affirmative Action/Equal Opportunity Employer

For Questions and Information
Kerr, Kechter & Associates
P.O. Box 10037
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Affirmative Action/Equal Opportunity Employer
APPENDIX F

PRESIDENTIAL SEARCH PROCESS
Presidential Search Process
ascadia Community College

Community Forum

Position Announcement

National Search

Board Interviews (8 - 10)

Professional Committee Interviews (8 - 10)

Reference Checks

Paper Screening of Applicants

Final Board Interviews (2 - 3)

Selection & Appointment