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AUTHOR Young, La Verne H.; And Others
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ABSTRACT

In 1988, the Minority Leadership Project was undertaken at Texas A and M to: (1) identify potential minority leaders within technical and vocational education and recruit them for leadership training; (2) identify methods to train participants; and (3) design a leadership training program to move identified individuals into positions of greater responsibility. Project activities included the formation of an advisory committee of minority leaders and the establishment of training institutes, seminars, academic internships, enrichment activities, a mentorship program, and a computer data bank listing the leadership skills of minority men and women interested in career opportunities in two-year colleges. In addition, two surveys of post-secondary administrators were conducted, focusing on minority leadership skills and the barriers to minority advancement in leadership positions. The administrators were also asked to nominate program participants and potential mentors. Respondents indicated that limited institutional commitment, lack of support networks, and the existence of discrimination were the primary obstacles to minority advancement. Based on results of the survey, a program design emerged and 36 individuals were nominated to participate in the program, whose key elements were a 2-day orientation, a 14-hour graduate credit program, and 4 weekend seminars. Thirty-three of the participants completed all components of the program. Formal and informal evaluation strategies were employed to assess program outcomes. In addition to a literature review and a comprehensive program description giving detailed survey responses, this report contains an extensive reference list and 12 appendixes which include a program evaluation report, summer institute agendas, seminar schedules, a managerial and roles profile instrument, a candidate application form and a set of program participants resumes. (PAA)

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**Minority Leadership
Development in Technical and
Vocational Education for
Community Colleges and
Technical Institutes**

College of Education

TEXAS A&M UNIVERSITY

A Report of the Study

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A REPORT OF THE STUDY

**Minority Leadership Development in Technical and Vocational Education for
Community Colleges and Technical Institutes:
An Imperative for the State of Texas**

Project # 99104012

Funded under the Carl D. Perkins Vocational Act

through

The Texas Higher Education Coordinating Board

**La Verne H. Young, Project Director
Industrial, Vocational and Technical Education**

**Donald L. Clark, Principal Investigator
Industrial, Vocational and Technical Education**

**Gonzalo Garcia, Principal Investigator
Educational Psychology**

**TEXAS A&M UNIVERSITY
College Station, Texas**

August 1990

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Finally, recognition is extended to various faculty members in the College of Education and University Administration who have encouraged, supported and participated in the efforts of the project. Also, to the participants for your faith in the leadership program, and to the participating community colleges and technical institutes for making the commitment and the project a success.

**Minority Leadership Development in Technical and Vocational
Education for Community Colleges and Technical Institutes:
An Imperative for the State of Texas**

ABSTRACT

In response to the need for increasing the pool of minorities available for leadership positions within the community college and technical institute system, Texas A&M University responded to a Request for Proposal (RFP) released by the Texas Higher Education Coordinating Board. The RFP entitled, "Minority Leadership Development in Technical and Vocational Education for Community Colleges and Technical Institutes: An Imperative for the State of Texas" was developed with the assistance of the Coordinating Board Minority Leadership Search Committee. Its thrust was to:

1. identify potential minority leaders within technical and vocational education areas.
2. identify methods to develop and train participants.
3. design a leadership training program to move identified individuals into positions of greater responsibility.

The project was funded for a two year period. Phase I began July 1, 1988 through June 30, 1989. Phase II began July 1, 1989 and ended June 30, 1990. Funding for this program came from federal monies under the Carl D. Perkins Vocational Act. Texas A&M received \$100,000 for Phase I activities and \$225,000 for the Phase II program. These funds were matched one for one from other vocational monies at Texas A&M University. The project staff responsible for conducting the activities associated with the endeavor include, Dr. La Verne H. Young, Assistant Professor, Dr. Donald L. Clark, Professor and Head, Department of Industrial, Vocational and Technical Education; and

Dr. Gonzalo Garcia, Jr., Associate Professor, Department of Educational Psychology.

The Minority Leadership Development Project encompassed a variety of components including state and local advisory committees, training institutes and seminars, academic internships, enrichment activities, a mentorship program, and a computer data bank listing leadership skills of minority men and women interested in career opportunities in community college and technical institute settings. The arena for this leadership development was in Post-Secondary Vocational Education Programs in the state of Texas.

The development of an effective, state-of-the-arts leadership program, utilized information from a variety of sources. The identified sources for this effort included a review of relevant literature, input from experts in leadership development, an examination of similar program efforts, and gathering of opinions from people in current leadership roles at post-secondary institutions. The convergence of information from these various sources provided a valuable base for program development.

PROJECT STAFF

Dr. La Verne H. Young, Project Director

Dr. Donald L. Clark, Principal Investigator

Dr. Gonzalo Garcia, Jr., Principal Investigator

Peggy Sue Hyman, Secretary and Technical Assistant

Graduate Research Assistants:

Victoria Neal
Belinda Torres
Florita Griffin
Selwyn Miller

Graduate Research Assistants, Minority Candidate Database :

Eric Flaherty
Jonna Kulikowich

Consultants:

Dr. James Anderson, University of Houston
Dr. Sylvia Ramos, Houston Community College
Dr. Charles Johnson, Public Policy Resource Lab

External Evaluator:

Dr. Sumpter Brooks, Texas Southern University

Texas Higher Education Coordinating Board

Mr. Eduardo Gaytan, Staff Advisor and
Associate Program Director

Dr. Dale Campbell, Assistant Commissioner
Community Colleges and Technical Institutes

TABLE OF CONTENTS

I. Introduction	1
II. Review of Literature	4
Minority Leadership Development Programs	4
Characteristics of Aspiring Minority Leaders	7
Minority Leadership Development Strategies	8
Summary	10
III. Description of the Project	12
Advisory Committees	15
Minority Candidate Database	16
The DACUM Process	17
Survey Design and Analysis	19
Results of the Survey	22
Professional Skills and Attributes	23
Institutional Barriers	26
Personal Characteristics as Barriers	29
Recommendations	33
Community College & Technical Institute Leadership Development Program	35
Selection Criteria of Participants	36
Components of the Program	37
IV. Evaluation	42
V. Summary	43
VI. References	45
VII. Bibliography	47
VIII. Appendices	
A. Coordinating Board Minority Leadership Search Committee	61
B. State and Local Advisory Committee Members	63
C. Competencies Profile	66
D. DACUM Panel Members	68
E. Project Staff	70
F. Candidate Application	72
G. Summer Institute Agendas	74
H. Internship Agreement and Evaluation	84
I. Leadership Development Seminar Schedules	89
J. Managerial and Roles Profile Instrument	94
K. Summative Evaluation Report	103
L. Participants' Resumes	104

TEXAS A&M COMMUNITY COLLEGE & TECHNICAL INSTITUTE LEADERSHIP DEVELOPMENT PROGRAM: Minority Leadership Development Project

Introduction

The issue of minority leadership is of crucial importance to professional educators. Numerous members of various professions have long forecasted the shortage of minorities in teaching and leadership positions. While a strong commitment to employing minorities for the teaching profession has been made, we continue to struggle to maintain and keep these minorities given the competition from private and other public institutions.

During the late 1960's, leadership development programs were established in an effort to bring more minorities into the mainstream of American society and its educational institutions. National and state studies on the degree of minority participants in higher education have revealed that leadership development programs focus on the development of higher education management skills, not on learning about the characteristics of minority leaders. Also, the programs are seldom evaluated during and or after the training (Willie, 1984).

Efforts and programs to attract and prepare minorities have been initiated and developed, such as the ACE Fellows Program (1965), W.K. Kellogg Foundation National Fellowship Program (1989), and the National Institute for Leadership Development (1989). However, the ranks of minorities in administrative and teaching positions within community colleges and technical institutes continue to grow thinner and thinner.

Minority participation is also found in community colleges, but the statistics are relatively low. In a study, Today's Academic Leaders in

Community and Junior Colleges by Moore (1985), it was found that among community and junior colleges, 91% of the administrators were white, 6% were Black, 2% were Hispanic, and 1% were other. This clearly shows that minority administrators are underrepresented in community college administrative positions. Moore (1985) points out that while studies on women in two-year community college administrative positions are scarce, there are even fewer studies on minority two-year college administrators. Riveria (1983), showed that only 47% of 106 community colleges in California had one or more Hispanic administrators, and most of these administrators were in instruction or student affairs. Although community colleges have large percentages of minority students, these percentages are not reflected in the administrative staff nor the faculty (Garza, 1984).

Despite the efforts and programs that have been initiated to attract and prepare minorities for faculty and/or administrative positions, the ranks of minorities in higher education are narrow. Many of the actions of responding institutions have been primarily to revise courses and curriculum relating to content in teacher training. Other efforts include the emergence of student development workshops in study skills and test-taking, as well as faculty development workshops. Many of the programs that have been implemented address the immediate need for minority teachers, but do not address the larger problem of too few minorities in educational leadership positions. This conclusion is supported by research based on an extensive on-line computerized search of the ERIC system conducted at Texas A&M University using the Silver Platter Computerized Program. The search revealed that colleges, schools and departments of education have been busy making a variety of small changes intended to improve the preparation of students for the

teaching profession and to prepare students for internships and beginning teacher programs.

The critical shortage of minorities in leadership positions, especially in community colleges and technical institutes, has not been adequately resolved by any single previous programmatic response. Further efforts to develop an individualized, flexible, innovative program will require collaboration among educational institutions and leaders from the public/private sector to include business and industry. Elements of previous successful minority recruitment and leadership programs were integrated in the formation of the Minority Leadership Program developed at Texas A&M University. The leadership Program developed was designed to accommodate individuals at a variety of levels, and capable of being transported to a variety of settings. This program considers the diversity of the individual and the society.

The Review of the Literature

The preliminary and ongoing search of the literature focused exclusively on Minority Leadership, Minority Leadership Programs, and Minority Leadership skills and competencies. The primary purpose was to identify documents, studies and programs to assist the Minority Leadership Program at Texas A&M with the necessary direction required for the development of a leadership program second to none in the United States. It was imperative that we gain access to this information to assist aspiring Black and Hispanic leaders to gain access into various levels of leadership positions within the community colleges, vocational and technical institutes network throughout the state of Texas. It was felt that the information acquired helped build a program that others will want to emulate. Towards this effect the specific aim of the literature review was three fold:

1. to identify minority leadership programs in Texas and other states.
2. to identify leadership skills/competencies that are vitally needed by minorities aspiring to obtain leadership positions at various levels in the community college, vocational and technical institutes.
3. to identify effective training strategies for use with aspiring minority leaders.

Minority Leadership Development Programs

During the late 1960's, leadership development programs were established in an effort to bring more minorities into the mainstream of American society and its education institutions (Willie, 1984). The leadership

development programs were usually funded by private foundations and public institutions.

Literature indicates that retention and recruitment of minorities is the emphasis of most existing programs. The Minority Teacher Recruitment Project, a collaborative effort of the Jefferson County Schools and the University of Louisville in conjunction with a Professional Academy addressed the issue of recruitment and retention of university teachers, and focuses on the development and maintenance of interest in a teaching career among minority high school students. The Teacher Recruitment and Incentive Programs (TRIPS) in Atlanta involves a collaborative effort to recruit minorities into the teaching field through special internship programs. Additionally, the Southern Regional Education Board (SREB) provides assistance to teacher education programs at predominantly black institutions for the development of programs to enhance the preparation of black students to better facilitate the growth of the continuously changing south.

Leadership development programs or projects for minorities include those that have been and are currently being propose with funding by state and national grants or foundations (Willie, 1984). These programs or projects have identified, recruited, developed, and mobilized the necessary resources in order to increase the number of minority leaders in higher education. Examples of these types of programs or projects are: Texas A&M University Minority Leadership Development Project, Minnesota Hispanic Leadership Project, Hispanic Leadership Training Project (New Jersey), and University of Wisconsin Minority Recruitment and Retention Plan.

The Texas Higher Education Coordinating Board (1989) specifically addressed the underrepresentation of Blacks and Hispanics in the Texas Higher Education System. This five year plan is "without federal mandate of

any kind and is earmarked as important milestone in the expansion of educational opportunity in Texas" (CB, 1989, p. 1). One of the important objectives included in the plan is to increase the proportions of Hispanic and Black employees throughout the state's higher education systems by the development and implementation of affirmative action plans. Each institution initiative will ensure that: an affirmative action plan is in place and has been implemented; recruitment programs will be implemented to increase the proportions of Black and Hispanic employees, including both faculty and professional non-faculty staff, in positions requiring and not requiring a doctoral degree; and staff development programs will be implemented to prepare minority faculty and staff to enter and advance in leadership roles within his/her institution and field.

Wilson and Melendez (1987) in discussing strategies for mainstreaming minorities stress that majority leaders should recognize that management and leadership are transformable from minority project to mainstream duties, and that institutions can benefit from diversity in its leaderships. The authors agree that efforts must be made to identify and develop minority leaders for the immediate future to ensure that more minorities choose higher education careers. A recommendation they make is that institutions increase their efforts to attract minority students into doctoral programs and provide them with support, mentors, professional and leadership opportunities.

Minority leadership is truly a concern of community colleges. In their book, Shared Vision, Roueche, Baker, and Rose (1989) quote a section of the report by the Commission on the Future of Community Colleges (1988) which identifies a deficit of minority leaders in community colleges. The report states "...there is a clear and pressing need to increase diversity among community college leadership. Currently, ten percent of community college chief executive

officers are women (121 of 1222), as are thirty-five percent of all administrators. There are thirty-seven Black, thirty-two Hispanic, and eight Asian chief executive officers in the nation's community colleges. Blacks and Hispanics are underrepresented groups, intensive recruitment of women and members of minorities, as well as careful mentoring of the new recruits, must become long-term strategies. Looking to the year 2000, we recommend that community colleges collaborate with universities to develop creative programs aimed to preparing a new generation of community college presidents. A special effort should be made to recruit leaders from among minority and female populations (p. 42)."

Characteristics of Aspiring Minority Leaders

Leadership development programs may be used to enhance the skills and competencies of minority administrators; however, little information exists pertaining to leadership development programs that identify the characteristics of potential minority leaders. The literature search provided virtually no information pertaining to the skills/competencies required of aspiring minority leaders in the community college, vocational, and technical institutes. Project Growth, at the University of Alabama, emphasizes the need for participation by women and minorities in educational research and leadership, and focuses on the professional and personal growth of the participants through individualized programs. The South Carolina Center for Teacher Recruitment implemented a series of projects to improve the minority teacher pool in that state, which includes the utilization of various advertising methods and the sponsoring of conferences to enhance the effectiveness of these projects. The Career Intern Program, sponsored by the Opportunities Industrialization Centers of America

(OIC/A), involved the use of mentors working cooperatively with individuals to master skills, and included a handbook of teaching tips for mentors. Additionally, Leashore (1985) reported on a program which addresses the need for faculty members at minority institutions who are trained in research. The program involves computer utilization and an intensive six-week summer workshop. Although Young (1983) alludes to the fact that the development and training of women and minorities leadership skills is extremely important, she never identifies the specific skills needed. Yet, the Young article is representative of the small number of documents that describe the need for leadership skills development, in that, the articles neglect to identify the specific skills needed.

In an effort to bring minorities into the mainstream of American society and its educational institutions, leadership development programs were established to promote minority participation in higher education (Willie, 1984). However, these programs usually focus on the development of higher educational management skills, not on learning about the characteristics of minority leaders in higher education.

Minority Leadership Development Strategies

The third aim of the literature review sought to identify effective training strategies that could assist in the development of specific leadership skills. Again the literature search provided minimal information pertaining to the specific aim. However the search provided direction in that we recognized the need for flexibility, individualization and creativeness with emphasis on developing a broad base of knowledge.

A variety of programs have been and are currently being proposed to meet the professional development needs of minority administrators. According to McDade (1987), there are three types of professional development programs. The programs vary by educational goals, mission, content, length, size, and sponsor.

The first type of a professional development program includes national institutes and internships which are among the oldest and most prestigious in higher education. The national institutes are usually sponsored by prestigious universities and higher education associations. An example of a national institute is the Institute for Educational Management (IEM) which is co-sponsored by the Graduate Schools of Business Administration and Education of Harvard University. The original mission of IEM was to provide access to women and minorities to enter senior administrative positions.

The second type of professional development programs are administrative conferences. Administrative conferences are similar to national institutes but differ in length, instructional focus, and range of participation. The conferences usually last from several days to less than two weeks and are usually co-sponsored by institutions, associations and foundations. McDade states that new administrators can gain an introduction to the leaders and issues of their field by participating in the activities and programs of national associations.

The third type of professional programs discussed by McDade includes short seminars, workshops, and meetings. Both academic and non-academic administrators of all institutions and at all position levels are usually able to attend on a regional or state basis. Short seminars, workshops, and meetings are one to three days in length. They are usually sponsored by a wide variety of associations, institutions, foundations, government agencies, private

companies, and consulting firms. The focus is on specialized issues and problems in both the educational and management areas. While these types of programs may not be targeted especially for minorities, the availability of these programs are of benefit to any aspiring administrator (McDade, 1987).

Summary

The process for the identification, retrieval, and reviewing of selected articles and documents was completed at the Texas A&M University library. In order to obtain the information that was highly sought and needed, many databases housed in the University's library and outside of the University, were utilized throughout the 1988-1989 school year. These databases include: Dissertation Abstracts (January 1985 - December 1988, July 1980 - December 1984, and 1861 - June 1980); Education Resources Information Center (ERIC, 1952 - present); Index to United States Documents (1976 to present); Psychological Literature (January 1983 - to June 1989, January 1974 to December 1982); Resources in Education (June 1960 - present). Also the Automated Information Retrieval Service (AIRS), which has the capacity to search over 142 databases, was utilized in the search. The major descriptors utilized for the various databases searches included the following: minority, Hispanic, Black, female, leadership, development, training, vocational, technical, leadership programs, development programs, skills, role development, competencies, achievement training, leadership abilities, attitudes, attributes, character traits, training goals, personality. The numerous descriptors used to search the various databases generated thousands of unusable articles and documents. However, many of these sources were reviewed. Although the literature search had not provided any definite direction

regarding minority leadership in the community college, vocational and technical institutes, the search continues with great intensity to uncover vital information.

Progress in education is based upon the decision of its leaders. The development of one program will not solve the problem of under-representation of minorities in the administrative and leadership positions in community colleges, vocational and technical institutes. With this in mind, the Minority Leadership Development Project had incorporated creative strategies to identify, communicate, and obtain pertinent information regarding the objectives of a successful comprehensive program.

Description of the Project

In response to the need for increasing the pool of minorities available for leadership positions within the community college and technical institute system, Texas A&M University responded to a Request for Proposal (RFP) released by the Texas Higher Education Coordinating Board. The RFP entitled, "Minority Leadership Development in Technical and Vocational Education for Community Colleges and Technical Institutes: An Imperative for the State of Texas" was developed with the assistance of the Coordinating Board Minority Leadership Search Committee (Appendix A). Its thrust was to:

1. identify potential minority leaders within technical and vocational education areas.
2. identify methods to develop and train participants.
3. design a leadership training program to move identified individuals into positions of greater responsibility.

The project was funded for a two year period. Phase I began July 1, 1988 through June 30, 1989. Phase II began July 1, 1989 and ended June 30, 1990. Funding for this program came from federal monies under the Carl D. Perkins Vocational Act. Texas A&M received \$100,000 for Phase I activities and \$225,000 for the Phase II program. These funds were matched one for one from other vocational monies at Texas A&M University.

Texas A&M University has had a long-standing commitment to excellence. The community colleges and technical institutes in Texas have been the benefactors of this commitment to excellence in that at least 22 individuals who are employed in leadership positions in the technical program divisions hold a doctorate in either Industrial or Vocational Education from

Texas A&M University. Numerous individuals holding undergraduate and/or master's degrees are also employed in the community college and technical institute systems in the state.

As evidenced by a number of initiatives, Texas A&M University has made a concerted effort to assist the State of Texas in meeting the challenge of developing equity in all levels of education and employment. Based upon an established commitment to equity, which includes preparing minorities to enter and advance in leadership roles in education, it was appropriate for the land-grant university to respond to the RFP from the Texas Higher Education Coordinating Board.

The specific guidelines of the RFP suggested that the model include the following:

1. A plan to survey Texas community colleges, technical institutes, and their chief executive officers to identify potential minority leaders.
2. A plan to survey the public/private sector (to include the total community, e.g., public schools, business, industry, universities) to identify potential minority leaders in technical and vocational education and encourage them to enter the community college and technical institute system.
3. The development of a computerized minority candidate data bank which forwards resumes to community colleges and technical institutes.
4. A mechanism to identify areas of under-representation of minority professionals.
5. Use of non-traditional resources such as Chambers of Commerce, community minority professional organizations, etc.
6. Opportunities for academic credit in a teaching discipline or administration which would qualify participant for advancement within community colleges and technical institutes in Texas.
7. Upon successful completion of the program be awarded a certificate or credit towards an appropriate degree.

8. The design of a non-traditional leadership training program which incorporates flexibility and innovative ideas.
9. The design of an internship program which would include inter/intra institutional internships at community colleges and technical institutes.
10. A summer institute as an integral part of the training.
11. The development of a mentor program.

In addition to the suggestion in the RFP that community college/technical institute and other selected public/private sector units in Texas be surveyed to identify potential minority leaders, the Texas A&M University model also included within this survey, the identification of needed leadership skills and suggested innovative ways of developing these skills.

The Minority Leadership Development Project encompasses a variety of components including state and local advisory committees, training institutes and seminars, academic internships, enrichment activities, a mentorship program, and a computer data bank listing leadership skills of minority men and women interested in career opportunities in community college and technical institute settings. The arena for this leadership development is in Post-Secondary Vocational Education Programs in the state of Texas.

The development of an effective, state-of-the-arts leadership program, utilizes information from a variety of sources. The identified sources for this current effort include a review of relevant literature, and research input from experts in leadership development, an examination of similar program efforts, and gathering perspectives on leadership from people in current leadership roles at post-secondary institutions. The convergence of information from these various sources has provided a valuable foundation for program development.

Advisory Committees

The members of the state advisory committee were selected from postsecondary institutions, other community agencies, the private sector, the Coordinating Board and the Coordinating Board Minority Leadership Search Committee. Members were selected based upon the following criteria: 1) their knowledge and responsibility as related to each objective to be achieved; 2) their background and/or leadership roles, and 3) their willingness to make a commitment of time and interest. Additionally, a local advisory committee consisting of Texas A&M University faculty and administration was identified to assist the project staff in coordinating the planning, delivery and evaluation of the project activities (see Appendix B).

The responsibilities of the Advisory Committees were to provide guidance, input and feedback on the project components. In addition, members served as keynote speakers and presenters for the leadership program as well as mentors for individual participants.

During the two-year period of Phases I & II of the project, two formal meetings of the state advisory committee were held. In the first meeting, which was held on October 13, 1988, the committee discussed (a) an overview of project, (b) the data collection phase, (c) the DACUM panel, (d) institutionalization and external funding, (e) criteria for nominating and selecting participants and (f) the evaluation of project and the meeting.

At the second meeting, which was held on October 13, 1989, the committee discussed (a) an update of project activities including survey results, (b) the advisory committee input and feedback of future project activities and initiatives and (c) generated ideas and strategies. At that time the committee

had the opportunity to meet with the thirty-six participants selected for the program.

Minority Candidate Database

One component of the Minority Leadership Development Program called for the establishment of a computer based resume system. The Minority Candidate Database (MCDB), as it has been entitled, is aimed at providing a broader employment network for minority educators interested in vocational-technical employment at a Texas community college or technical institute. Individual candidates could be interested in employment positions ranging from entry-level instruction to upper-level administration. The primary goal was to develop a mechanism for assisting both the employer and prospective employees in accessing each other. In the process of achieving this goal it was important that the system be responsive to the needs of both employers and employees.

The first source of candidates for inclusion in the MCDB were the Presidents, Deans and Directors of the community colleges and technical institutes who had completed a survey to identify obstacles to advancement. This first group of nominees was contacted, oriented to the purposes of the MCDB and provided a resume form. The search for candidates was then broadened by an extensive networking activity. Minority related community organizations were also contacted as sources of nominations. Agencies were originally contacted with a letter explaining the service and alerting them to an upcoming phone call involving arrangements for receiving the candidate nomination forms.

The resume form content represents a compromise between desire for detail and the necessity of having a concise, easily completed instrument. The

resume form is divided into three primary components: Personal Data, Education and Training, and Career Inventory. The Personal Data section solicits identifiers data including: candidate name, home and office address, telephone, age, race and sex, and whether the individual is willing to relocate. The Education and Training section documents educational history data on grades completed, higher education hours and degrees, and major and minor subject areas. The most extensive section of the resume form is the Career Inventory component. Here the candidates record their: current type of employment, current position within organization, career goals, general employment experience (separated in to business/industry/military and education), administrative experience, teaching experience, and specific areas of prior employment (e.g., agriculture, vocational home economics, distribution and marketing, office, data processing, industrial education, health, technical education).

Based on the positive response thus far, the database can be expected to grow. Additional community agencies and referral sources were contacted. As potential candidates identified, their resume information was entered in the database. A brochure was developed that informs CEOs of community colleges and technical institutes of the availability and function of the MCDB. As the MCDB is utilized by these employers who are looking to hire and promote minorities, this will facilitate the overall objective of increasing opportunities for minorities, and add impetus to the MCDB.

The DACUM Process

In addition to the review of the literature, the identification of leadership skills came about as the result of surveying CEOs and deans of colleges to help

identify competencies and skills, as well as obstacles and barriers to leadership promotion. The actual results can be found in appendix C.

The DACUM panel was another source used by the project to identify needed competencies and skills. DACUM or "Developing A Curriculum" is an innovative approach to occupational analysis. It has proven to be a very effective method of quickly determining, at relatively low cost, the tasks that must be performed by persons employed in a given job or occupational area. The profile chart that results from the DACUM analysis is a detailed and graphic portrayal of the duties and tasks involved in the occupation of the job being studied.

DACUM operates on the the following three premises:

1. Expert workers are better able to describe/define their job than anyone else.
2. Any job can be effectively and sufficiently described in terms of the tasks that successful workers in that occupation perform.
3. All tasks have direct implications for the knowledge and attitudes that workers must have in order to perform the tasks correctly.

A primary reason for using DACUM was the desire to establish a relevant, up-to-date, and localized curriculum base for the Minority Leadership Development program. DACUM is a process of developing a profile of skills, tasks, or competencies from an analysis of an occupation or position, performed by a panel of experts, that can be used as a guide or plan for developing a program or curriculum.

The DACUM process began with a general meeting on February 9-10, 1989 at Texas A&M University. Ten individuals were nominated and selected to participate in the process. These individuals included: one president, one

vice chancellor, two deans, one director, two professors, and one vice president. A list of the panel members is located in Appendix D. The meeting resulted in the classification of the competencies as well as review and revision of those competencies generated in the discussion. The panel completed a prioritized list of competencies and a final review at the close of the meeting.

Survey Design and Analysis

A solid information base is essential for designing an effective leadership training program. To develop this base, the Public Policy Resources Laboratory (PPRL) gathered information from current experts in the field. Two mail surveys provided the vehicle for gathering this information.

The target population for both surveys was people close to the issues of leadership in post-secondary education. The first and most critical survey group consisted of Chief Executive Officers (CEOs) of community colleges and technical institutions. The second group surveyed included Deans and Directors at Post-Secondary Institutions and other people in leadership roles in related programs.

To gather exploratory information for program development encourage respondents to state their opinions, and to maximize the richness of their responses, the survey format utilized open-ended questions. The questionnaire developed for the first survey asked the CEOs to:

- nominate potential minority leaders as candidates to serve as mentors or role models for these potential leaders, and
- designate current minority leaders appropriate to serve as mentors or role models for these potential leaders, and
- identify obstacles and barriers to the advancement of minority leaders within community colleges and technical institutes.

Three questions focused on identifying specific obstacles and barriers to leadership advancement within post-secondary educational settings. Each question elicited information on a different aspect of the issue: 1) professional skills, 2) institutional obstacles, and 3) personal characteristics. Specifically, the three questions asked:

Question 1:

What do you feel are the three most important professional skills or attributes required of minorities for leadership positions in community colleges and technical institutes as compared to non-minorities?

Question 2:

What are the three most prevalent institutional obstacles or barriers for minorities in assuming leadership positions at community colleges and technical institutes in general?

Question 3:

What are the three most prevalent personal obstacles or barriers for minorities in assuming leadership positions?

Mailed in November, 1988, the CEO survey response rate was 55%. Table 1 provides more specific information about returns. Survey respondents nominated 78 potential candidates, designated 71 possible mentors or role models, and contributed numerous opinions regarding barriers to leadership advancement of minority men and women.

Table 1: Minority Leadership Survey CEO Response Rates.

Chief Executive Officers - CEO Survey		
Number of Surveys Mailed	=	66
Number of Surveys Returned	=	36
Response Rate	=	55%

The focus of the second survey was a more diverse audience. The population of interest included the Deans and Directors of community colleges and technical institutes, leaders from JTPA's Private Industry Councils, and individuals listed in the Directory of

Members of the Student Personnel Administration for Post-Secondary Schools. The Deans/Directors/Others (DDO) survey called for identification of potential mentors and included the three questions on barriers to leadership advancement. Nominations for the Leadership Training Program were not requested. However, names of minority candidates for inclusion in the computerized Minority Candidate Database (MCDB) were collected.

The mailing of 245 Deans, Directors and Others (DDO) surveys occurred in late November, 1988. As anticipated, the response rate for this more broadly based group was considerably less, especially for those outside post-secondary educational settings. Fifty-one surveys were returned. However, information obtained during follow-up telephone calls revealed that individuals at several institutions answered the survey in groups and returned only one composite response. Table 2 presents response information about the DDO survey.

Table 2: Minority Leadership Survey DDO Response Rates

Deans/Directors/Other Administration - DDO Survey		
Number of Surveys Mailed	=	245
Number of Surveys Returned	=	51
Response Rate	=	21%

Results identified 126 mentors and 87 minority candidates for the MCDB. A variety of opinions about barriers and obstacles to leadership advancement were also identified by the DDO group.

Results of the Survey

The results of both surveys provided the Minority Leadership Development Project with a plethora of valuable information. Table 3 presents a summary of the survey outcomes. The first three figures in Table 3 relate to the identification of minority men and women to participate in the three major components of the project.

Table 3: Outcomes of the Minority Leadership Surveys

Survey Respondents Identified:
78 Nominees for Leadership Development Training
87 Candidates for the Minority Candidate Database
197 Potential Mentors or Role Models
452 Opinions About Barriers to Leadership

Although there were several steps before final decisions were made regarding candidates for the Training, MCDB or Mentor groups, a sufficient group of people was available to begin the selection process. Thus, the surveys provided an effective vehicle for identifying an initial pool of people from post-secondary institutions for each of these important program components.

Identifying barriers and obstacles to attaining and advancing in leadership positions was a major objective of the surveys. Three open-ended

questions elicited from survey respondents. Each question focused on a separate aspect of barriers to leadership attainment:

- Professional skills and attributes issues,
- Institutional or systems issues, and
- Personal characteristics issues.

The richness and variety of material generated by open-ended questions can be a disadvantage when one is attempting to provide a concise summary. Analyses of survey responses required reducing the complexity of the data into fewer and simpler categories. First, responses were read and recurrent themes identified. Themes were catalogued into general categories that incorporated the meaning of the responses. Data coders were trained to reliably classify opinions into response categories. Inter-rater reliability checks were conducted periodically. Responses to each question were thus coded into discrete categories that subsequently provided the base for calculations. Due to the consistency of the information provided, the responses from the two surveys were pooled for analyses.

Professional Skills and Attributes

Professional skills and attributes are essential to leadership roles within a post-secondary educational setting. Survey respondents stated 140 opinions identifying professional skills of most importance. Opinion about professional skills covered seven categories.

Table 4 displays the results of analyses on responses to Question 1 concerning necessary skills and attributes. The first column contains seven

categories in descending order of importance. The second column lists the frequency of the responses in each category. Since respondents were asked to list the "three most important skills", the percentages were calculated using the total number of responses given to each question.

The three most important professional skills rated by respondents were Managerial Skills Competency (31%), Effective Communication Skills (26%) and Individual Leadership Characteristics (20%). Other important skills include Knowledge and Technical Skills (17%), Understanding Organization Culture (16%), and Effective Interpersonal Skills (13%).

Competency in Managerial Skills was rated as most important. Many responses did not define the term or list sub-skills, but focused on the need for experience and training in various management roles. Several others listed specific skills such as "ability to delegate", "fiscal management", and "computer literacy."

Table 4: Survey Responses to Question 1.

Category	Frequency of Response	Percent
Managerial Skills Competence	44	31%
Effective Oral and Written Communication Skills	37	26%
Individual Leadership Characteristics	28	20%
Knowledge and Technical Skills Competence	24	17%
Understanding Organizational Culture	22	16%
Effective Interpersonal and Social Skills	18	13%
No Difference/Not Applicable	7	5%
Total Responses	140	100%

Effective Communication Skills require developed abilities in both written and oral communication. The majority of people who identified communication skills emphasized the ability to transfer information and ideas accurately and effectively to other people. Only a few stressed language usage. Several respondents also pinpointed the ability to deliver presentations and public speeches as an essential skill.

Individual Leadership Characteristics encompassed a variety of attributes. Although difficult to define behaviorally, expressing "self-confidence", "self-worth" and "self-esteem" were important. Being "friendly" and "outgoing" and "assertive" were also identified by many respondents. Several people indicated that an "interest in knowledge acquisition", and "openness to new learning and ideas", were essential for advancing into positions of leadership.

In educational settings, **Knowledge and Technical Skills Competence** referred to expertise in the specific content area for which the person was hired, such as a vocational skill or academic subject area. Here, a "high level of competence", "educational credentials", "academic degrees", and "cutting edge expertise in their field" all referenced the importance of a superior level of knowledge for effective leadership.

Understanding Organizational Culture covered several topics that were related to interpretation of how the organization or agency accomplishes its business. More general referents included "knowledge of procedures/policy/processes", "clear vision of mission and purposes" and "understanding the hierarchy". More specific barriers mentioned having "a professional appearance". The most frequently identified topic area was the ability to effectively handle discrimination and prejudice if and when encountered, and to refrain from viewing all issues in terms of an ethnic or racial viewpoint. Examples were "not to dwell on past discrimination", "tolerance with

racial discrimination", "move beyond their minority status to see themselves as professionals" and "put accomplishment of job responsibilities above ethnic/racial activist issues."

Effective Interpersonal and Social Skills involved all areas of skills necessary to work with other people. Other people might include "working with colleagues", "using the local and state power structures", "building a safe support network", and to "be effective in unfavorable settings." Being "friendly and professional" and having the ability "to work within the system to effect change" were identified as important professional attributes.

Institutional Barriers

Institutional barriers can negatively impact minorities assuming leadership positions. Table 5 presents the results of the analyses on responses to Question 2. A total of 159 opinions were stated on institutional obstacles and barriers. Table 5 lists them in descending order, ranked by frequency of response.

Table 5: Survey Responses to Question 2.

Question 2: What are the three most prevalent institutional obstacles or barriers for minorities in assuming leadership positions at community colleges and technical institutes in general?

Category	Frequency of Response	Percent
Limited Commitment by Institution and Community	40	25%
Lack of Support Networks and Mentors	33	21%
Existence of Discrimination/Prejudice and Bias	32	20%
Inadequate Opportunities for Leadership Preparation	18	11%
Limited Opportunities for Advancement	16	10%
Insufficient Numbers of Qualified Applicants for Positions	15	9%
No Barriers/Not Applicable	5	3%
Total Responses	159	100%

Limited Commitment by the Institution and Community was the most prevalent barrier cited by survey instrument respondents. Illustrations identified "lack of commitment of key administrators", "biased Board and Administration", "obstructionistic hiring and promotion practices", "unwillingness to take a chance on a minority candidate", "lack of aggressive affirmative action policies", "non-membership in the 'good-old-boys' network" and "lack of support from others." References to the community included "fear of community

reaction", "mores of the community", "sense of community opposition" and "local community politics."

The **Lack of Support Networks and Mentors** was specifically cited by numerous respondents. In addition to the lack of mentors other barriers included "limited exposure to programs", "too few role models" especially "minority role models", and "lack of clearly defined leadership career tracks." Limited access to support networks was a frequently mentioned barrier often coupled with the non-accessibility of the 'good-old-boy' system. Other networking barriers were the lack of "influential colleagues and family" and the lack of "minority networks".

Existence of Discrimination, Prejudice and Bias within the institution was cited by several respondents. Illustrative opinions include "perceptions and beliefs that minorities cannot be good leaders", "prejudice against color", "fear of litigation", "double standards", "unrealistic stereotypes" and "opportunities for experience are seldom available so old prejudices exist." Bias at the institutional level results in "failure to encourage minorities to apply for positions", "unwillingness to develop minorities", and "lack of good recruitment programs."

Inadequate Opportunities for Leadership Preparation covered areas of training, education and experience. Frequent themes were "lack of exposure", "insistence on prior job experiences - Catch 22", "opportunities for experience seldom available", "limited access to leadership/growth opportunities" and "lack of involvement in professional organizations."

Limited Opportunities for Advancement pertained to barriers such as "little turnover in leadership positions", "vying of different minority groups for same positions", "lots of competition for key positions", and "internal promotion systems from within a non-minority personnel pool."

Insufficient Numbers of Qualified Applicants for Positions related to several institutional or system practices, and to geographical considerations. Barriers focus on "locating qualified minorities", "getting applicant to relocate", the fact that "many community colleges are in small rural areas where people do not wish to relocate", "openings only in 'non-minority' districts", and "lack of active and good recruitment programs."

Personal Characteristics as Barriers

Question 3 queried respondents about their opinions on personal characteristics of minority men and women that were barriers to assuming leadership positions. Table 6 presents the ranked categories of response for this item. An examination of Table 6 reveal that many of the categories listed were previously identified under professional skills and institutional barriers to assuming leadership positions. For some areas, personal characteristics are the reflection of broader professional and systems at the individual level.

Table 6: Survey Responses to Question 3.

Question 3: What are the three most prevalent personal obstacles or barriers for minorities in assuming leadership positions?

Category	Frequency of Response	Percent
Lack of Self-Confidence	32	21%
Limited Support Networks for Professional Activities (family, personal, work and community)	32	21%
Misinterpretation of Organizational Culture Issues	14	9%
Limited Financial Resources	11	7%
Ineffective Communication for Managerial Positions	11	7%
Expectation of Discrimination/Prejudice	11	7%
Insufficient Educational Achievement for Managerial Positions	10	6%
Inappropriate Racial/Ethnic Focus/Interpretation Non-racial/Ethnic Issues	7	5%
Unwillingness to Relocate to Areas Where Leadership Opportunities Exist	6	4%
Pursue Advancement in Non-Education Employment Options	2	1%
Don't Know/Non-Applicable	<u>3</u>	<u>2%</u>
Total Responses	153	100%

Two barriers received equal counts for the most important personal chore, **Lack of Self-Confidence** and **Limited Support Networks**. Each of these categories had a frequency of 32 or 21%, which was significantly higher than any other personal characteristics listed.

Lack of Self-Confidence was cited specifically by numerous respondents. Related obstacles in this category were "self-doubt" reinforced by "lack of recognition", "reluctance to leave safe or known environments", "lack of role models which reinforces feelings of not being capable", and no "self-marketing skills."

Expectations of Discrimination and Prejudice was identified as an obstacle that prevents minorities from assuming leadership positions. Opinions stated on this obstacle included "attitudes that the establishment will not permit minorities to pass certain levels", "discrimination still around", and the pressure of being "watched more closely and must prove one's self."

Limited Support Networks for Professional Activities included support systems both within and outside of the work environment. Specifically mentioned were lack of support from family, friends, co-workers, supervisors, and the community. Family issues identified "extended family responsibilities and commitments", "often first in family with education and professional job", "hesitancy to join establishment because of pressures from family and friends", and pressures of "moving away from family and friends to new environment". Pursuing advanced education was not always a positive, when peers pressured "Why are you getting a doctorate?" and "think that one must give up personal ties when moving up in leadership positions." This lack of personal support and social networks is combined with limited professional and community support. Minority men and women were described as having "little access to networks and mentors", "not being accepted in the community or by clubs and service

organizations" and not knowing "organizational politics" and the "corporate culture."

Misinterpretation of Organizational Culture Issues covered barriers such as "misinterpretation that criticism always reflects their minority status", "inappropriate dress", "more concern for ethnic problems than doing their job", "not understanding demands of the position" and learning that "success comes after many failures."

Limited Financial Resources refer to several issues. These issues included "inadequate financial support", "extended family responsibilities", "lack of money to complete degrees", and "limited financial resources to pay for travel to interviews" or for "moving to a new job site." Lack of money also "limits access to graduate education due to economic and geographic constraints."

Ineffective Communication Skills for Managerial Positions included "oral and written communication skills" and "language skills." The "absence of speaking skills needed for presentations was also cited as a barrier.

Expectation of Discrimination and Prejudice was identified as an obstacle that prevents minorities from assuming leadership positions. Opinions stated described "attitudes of the establishment that will not permit minorities to pass certain levels", "discrimination is still around", and the "pressure of being watched more closely" and "that one must prove one's self."

Insufficient Educational Achievement for Managerial Positions referred to the "lack of education" and "not having appropriate degrees." "Unrealistic career goals" and "not taking the initiative to get necessary background to move up" were also included in this category.

Inappropriate Racial/Ethnic Focus and Interpretation of Non-Racial/Ethnic Issues included inappropriate "concerns for ethnic issues over

doing their job", "not taking equal time for these concerns", and that "criticism does not mean bias." Minority men and women were described as "often oversensitive on issues" and that they often "assume disagreements with ideas are racially based."

Unwillingness to Relocate to Areas Where Leadership Opportunities Exist covers various aspects of personal barriers. These aspects include "lack of mobility - not wanting to go where the opportunities are", "unwillingness to live in small towns" to not wanting to "live outside metropolitan areas" and "reluctance to leave safe or known environments." Relocation issues referred to both moving for education and employment opportunities.

Pursue Advancement in Non-Education Employment Options includes choices the individual makes to explore leadership opportunities in business and industrial settings. That "good minority candidates go into industry leaving fewer for education" is the theme reflected here.

Recommendations

The Minority Leadership Survey provided a rich perspective and valuable insight into barriers that limit minority men and women from assuming leadership positions. In reviewing the various responses, it is important to remember that the responses summarized here are opinions and perceptions of an expert group. Opinion statements addressing open-ended questions are interesting and exciting. However, it is important to remember that they are opinions and not documented factual data.

The opinions noted are those of a group of people in leadership positions within the targeted post-secondary educational institutions. Their

opinions provide an important perspective on what barriers and obstacles are currently operating within this system. The barriers and obstacles identified by the survey respondents can be sustained or contradicted through complementary information gathered by other components of the Minority Leadership Development Project. The following recommendations are based on the results of the surveys:

1. Provide education and training opportunities for developing competency in specific managerial and supervisory skills.
2. Implement a mentorship program to provide for the development and nurturing of potential leaders by experts who are functioning successfully in leadership positions.
3. Assist potential leaders in structuring successful growth experiences in a variety of settings and with several role models.
4. Identify sources of financial support and assistance for accessing informal and formal educational opportunities.
5. Develop an active and effective job placement service that focuses on recruitment, job seeking skills, job development, information linkages, employment networks, and follow-up consultation after the hire.
6. Assist potential leaders in developing support systems and networking groups for skill acquisition as well as social and emotional support.
7. Develop methods and vehicles for potential leaders to practice leadership skills in non-threatening or non-work environments.
8. Instruct potential leaders in how to identify, assess, respond to, understand, be effective in and change existing "corporate culture."
9. Teach strategies and methods for addressing and eliminating bias, prejudice and discrimination within work settings.
10. Provide ongoing, safe and supportive consultation services to assist potential and emerging leaders with avarice, and problem or issue resolution.

Community College & Technical Institute Leadership Development Program

Based upon an established interest to meet the needs of community colleges and technical institutions, Texas A&M developed and conducted a leadership program which identified and prepared thirty-six (36) minority individuals for advancement in teaching and leadership positions in Texas. During Phase I (July 1, 1988-June 30, 1989), individuals who could enter and advance in leadership roles were identified from both the public and private sectors.

During Phase II (July 1, 1989-June 30, 1990), Texas A&M provided the optimal experience for the growth and development of thirty-six individuals nominated to participate in the leadership development program. The distinctiveness of the program lay in its emphasis upon growth experiences in both a personal and professional nature for emerging leaders in the community college and technical institutions in Texas.

The key elements of the program included a 2-day orientation held in May of 1989, and a 14-hour graduate credit program outlined below.

Graduate Credit

3 hours	(1)	three week summer institute (May/June 1989)
4 hours	(1)	three week summer institute (May/June 1990)
8 hours	(2 sem.)	academic internship/mentorship September 1989-May 1990 (400 clock hours)

In addition, four (4) weekend seminars, conferences and other enrichment activities were provided. The thirty-six individuals who were selected received graduate credit, travel expenses and per diem while in the program. Individual institutions provided continued salary and some release

program. Individual institutions provided continued salary and some release time from regular duties for the participants while they were engaged in project activities and internships.

The RFP for this much needed program was developed with the assistance of the Coordinating Board Minority Leadership Search Committee chaired by Dr. Max Castillo, President, San Antonio College. The Texas A&M project staff responsible for conducting the activities associated with this endeavor include, Dr. La Verne Herring Young and Dr. Donald L. Clark of the Department of Industrial, Vocational and Technical Education, and Dr. Gonzalo Garcia, Jr., Department of Educational Psychology. Eduardo Gaytan, Associate Program Director of the Texas Higher Education Coordinating Board Staff will serve as Project Manager. A copy of the staff associated with the project during Phase I & II is located in Appendix E.

Selection Criteria of Participants

The Texas Community College and Technical Institute presidents were asked to nominate one primary and one alternate candidate to participate in the leadership development program. Seventy-eight nominations were received from thirty-three institutions in December of 1989.

Each of the nominees was sent a letter explaining the project and outlining the leadership program along with a candidate application. The candidate application included personal data, academic history, employment history, professional affiliations, honors, leadership experiences and references. In addition, an essay by the candidate of personal and professional aspirations, expectations and potential benefit from the project was requested.

Based on the selection criteria developed by the project staff and advisory committees, thirty-six individuals were selected to participate in the program during July 1989 thru June 1990. The thirty-six participants represented twenty-two community colleges and technical institutes in the state. Of the thirty-six selected, nineteen were Hispanic and seventeen were Black. Twenty-three were female and thirteen were males.

Components of the Program

There were four major components of the program configured to provide the participants with a broad exposure to a variety professional and personal growth experience. These unique and innovative activities included summer institutes, weekend seminars, internships, and enrichment activities. In addition, activities in goal setting and achievement, time use, value clarification and interpersonal relationship were an important part of the participants experiences. An orientation about the program was held May 25, 1989. Participants selected were given an overview about the project and leadership development program. Participants were able to meet key personnel involved, ask questions about the requirements and participate in a mini-DACUM.

There were two three-week summer institutes held at Texas A&M University to provide the optimum academic and professional experience for the individuals selected. Sessions held during the summer institute were designed to integrate content and theory with practical applications on and off the campus. During the summer institute participants were provided with housing, per diem, travel expenses and curriculum materials. Copies of the Summer Institute Agendas are located in Appendix G.

Summer Institute I was held July 5-21, 1989. The activities provided included keynote speakers and presenters representing a broad range of topics addressing leadership skills, the community college and technical institute organization, curriculum and administration, and personal and professional development. The speakers included community college presidents, deans and directors, Texas Higher Education Coordinating Board administrators, consultants from business and industry and university faculty and national leaders. Three hours of graduate credit was awarded to participants who enrolled in the summer leadership development institute. In addition to attending institute sessions, the participants were able to attend a state professional meeting and an outdoor leadership skill development program.

Summer Institute II was held June 4-22, 1990. The program activities provided for this institute were designed to provide training in areas including organizational skills, curriculum leadership and professional and developmental skills. These activities were scheduled to provide participants with experience that would strengthen leadership competencies and skills identified on individual professional growth profiles. Participants who enrolled were provided four hours of graduate credit. In addition, participants were also given the option to take other regular scheduled summer classes at Texas A&M University.

A professional internship was also a required component of the program. Participants spent a minimum of 400 clock hours involved in professional activities that were not a continuation of employment responsibilities. The internships enabled the participants to engage in non-traditional learning experiences in a broad range of activities depending on individual needs, background and professional objectives. The activities were designed to

enhance the ability of individuals to discharge their professional responsibilities upon completion of the leadership development program.

During the two semesters of the internships, contracts were required of each participant. The agreements were reviewed by university faculty, the chief executive officers at the individual's institution, a designated on-site supervisor and participants. Initial on-site visits were conducted by designated Texas A&M faculty to help coordinate the internship activities. Follow-up visits were made as required. At the end of the semester of each internship, participant's performance was evaluated by the internship supervisor according to the work assignments and responsibilities described in the agreement. A copy of the internship agreement and evaluation are located in Appendix H. Interns were required to submit a formal written summary of the nature and results of the internship in addition to a log or diary of activities. Opportunities to give oral reports and to share experiences were provided during the summer leadership development institute.

Four weekend leadership development seminars were held during the internship year, September 1989 through May 1990. The program and activities planned for individual seminars were designed for additional informal and formal experience in personal and professional growth. Activities included workshops, and seminars on developing professional career plans, interviews charting professional growth profiles, attendance at local, state and national professional meetings, opportunities to refine speaking and presentation skills, and planning and producing a national teleconference. In addition, opportunities for bonding, enhancing interpersonal relationships and reflecting upon the feelings and moods of the participants and their perceptions while in the program were also provided. The weekend seminar helped reinforce the concept of community and networking for the participants. They had

opportunities to share their joys and sorrows, pass information along to one another, be briefed on up-coming events, evaluate current or past activities and be exposed to practioners and theoreticians from various arenas. Participants were given travel expenses, per diem and curriculum materials for attending each seminar.

The first weekend seminar was held October 11-13, 1989 in conjunction with the Texas Association of Post-Secondary Occupation Education Administrators Conference in San Antonio, Texas. Along with attending conference sessions, participants were also introduced to members of the Project's State Advisory Committee who were meeting during this time.

Leadership Development Seminar II was held at Texas A&M University on December 8-9, 1989. One of three keynote speakers featured included a presentation by the President of Texas A&M University. The participants also began the foundation plans for the up-coming National Video Teleconference sponsored by the Presidents' Academy/AACJC and set to air in May 1990.

The next leadership development seminar was held February 15-17, 1990 again in San Antonio in conjunction with the Texas Junior College Teacher Association. Participants were required to follow the conference agenda in selecting sessions to attend relating to personal and professional career goals. The remainder of the time spent in seminar III was devoted to individual interviews scheduled to review pre-assessment results of the "Managerial Functions and Roles Profile" instrument. Data from these instruments were the response of the participants and their designated mentors.

The fourth leadership development seminar was held again at Texas A&M University, May 2-4, 1990. During this time, the National Video Teleconference, produced and hosted by the thirty-six participants was aired at

KAMU. The teleconference entitled "Minority Leadership in Higher Education: Access and Equity" was broadcast on May 3, 1990 at 1:30p.m.

The interactive video conference presented issues related to developing and promoting culturally diverse persons into leadership positions and look at innovative programs that promote diversity in higher education. The presenters discussed the positions of diversity and looked at the challenges and solutions to implementing changes in higher education. Copies of the Leadership Development Seminar schedules are located in Appendix I.

Several enrichment activities were provided for the individuals participating in the program. Among those included were opportunities to attend other local, state and national conferences, opportunities for participants to serve on local and state advisory committees, and the opportunity to work with a mentor while enhancing professional skills and developing career goals. Another significant feature of the program was the completion of a Managerial and Roles Profile instrument designed to assess the perception of the participants leadership performance skills. The instrument was completed by the individuals and their mentors twice -- as a pre-assessment and post-assessment to determine the growth in the participant while in the program. These data were used as a frame of reference for designing individual educational experiences for the participants during the second summer institute. Additionally, these data were used by the external Project Evaluator as part of the formation and summative evaluation of the project. A copy of the instrument is located in Appendix J. Social activities such as receptions, picnics and informal attitude adjustment sessions were also included and important to the participants.

Evaluation

Both formative and summative evaluations, using formal and informal approaches were employed to evaluate the outcome of the Minority Leadership Development Project. An external evaluator was contracted to conduct an on-going evaluation of each component of Phase I & II. A complete report of the results of the evaluation is located in Appendix K. The results of the evaluation were used to modify training strategies, program content and to determine whether the overall objectives of the project were accomplished.

Summary

This report has discussed a two-year effort to evolve a model for training aspiring minority individuals to develop leadership skills necessary to become successful leaders in the community college and technical institute system. Solutions to develop a broad base of knowledge and in providing opportunities and experiences on many levels, settings, and in several areas of vocational and technical education required the collaboration among educational institutions and leaders from the public/private sector.

The Texas A&M Minority Leadership Development Project succeeded in identifying and selecting a variety of excellent talent from among minorities employed in community colleges and technical institutes in the state. Thirty-three of the thirty-seven individuals selected completed all components of the leadership development program. A brief resume of each participant is located in Appendix L.

This project produced additional evidence that the underrepresentation of minorities in leadership positions in the community college and technical institute exist. This project alone could not be a complete remedy to this condition, but it did show that with encouragement and opportunities for training, Blacks and Hispanics could become more visible, could be appointed to positions of greater responsibility which would challenge their gifts and skills, and could be more productive as community college leaders.

The leadership program has demonstrated that attention to the emotional and attitudinal aspects of individuals offers significant benefits. As a person becomes more confident, more secure in his or her abilities, more precise in goal definitions and personal planning, the odds increase greatly that the individual can rapidly develop in personal and professional skills.

A combination of institutional commitment to identify and support individuals with high potential, encouragement, financial support and mentoring are all necessary components for an effective leadership training program dedicated to human resource development. In addition, the project faculty and staff have used the opportunities offered to enhance their professional growth. Thus, for some faculty, the project has served as a mechanism for faculty development.

The success of the implementation of the first leadership program has provided the opportunity for funding a second program to follow immediately. Also, the visibility and recognition of the project has lead to additional funding from other agencies. It is hoped that this leadership program will be institutionalized within the university for preparing future potential leaders for the community college and technical institute system. In addition, the Minority Leadership Development Program model is applicable to a variety of individuals and capable of being transported to a variety of settings and positions.

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**TEXAS A&M UNIVERSITY
COMMUNITY COLLEGE/TECHNICAL INSTITUTE
LEADERSHIP DEVELOPMENT PROGRAM:
Minority Leadership Development Project**

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Appendix A

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1300 San Pedro
San Antonio, Texas 78284

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Nursing Department
Odessa College
201 West University
Odessa, Texas 79764

Dr. Erma Johnson
Vice Chancellor
Human Resources
Tarrant County Jr. College
1500 Houston Street
Fort Worth, Texas 76102

Dr. Leonardo de la Garza
Executive Vice President
Bee County College
3800 Charco Road
Beeville, Texas 78102

Mrs. Shirley Gilbert
Data Processing Department
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998

Dr. Ted Martinez
Director
Career and Continuing Education
Dallas County Community College District
701 Elm Street
Dallas, Texas 75202-3299

Mr. George McShan
Dean
Instructional Services
Texas State Technical Institute
P.O. Box 2628
Harlingen, Texas 78550

Dr. Sylvia Ramos
Dean
Student Services
Houston Community College
P.O. Box 7849
Houston, Texas 77270-7849

Appendix B

**MINORITY LEADERSHIP DEVELOPMENT PROGRAM
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College of Education
845-5311

Mr. Kevin Carreathers
Coordinator
Multicultural Services Center
845-1133

Dr. Grace Chisolm
Professor
Educational Administration
845-1831

Dr. Viola Florez
Assistant Professor
Curriculum and Instruction
845-0854

Dr. Alvin Larke, Jr.
Assistant Professor
Agricultural Education
845-2951

Dr. James McNamara
Professor
Educational Psychology
845-7588

Dr. Donald Sweeney
Associate Professor
Architecture and Environmental Design
845-1221

Dr. Gail Thomas
Professor
Sociology
845-7259

Mr. George Wharton
Director
Affirmative Action
Budgets and Human Resources
845-8152

Appendix C

MINORITY LEADERSHIP COMPETENCIES PROFILE

<u>General Administration</u>	<u>Communication Skills</u>	<u>Organizational Culture</u>	<u>Instructional Administration</u>
Plan use of facilities.	Make effective oral presentations.	Develop/use awareness of politics of organization.	Review and evaluate curriculum.
Interpret and utilize research findings for institutional development.	Make effective written communications.	Recognize and identify barriers to upward mobility.	Establish and maintain linkages with business/industry.
Prepare long-short range plan.	Demonstrate effective listening skills.	Recognize/utilize informal power structure.	Conduct new program development activities.
Evaluate resource development plan.	Recognize non-verbal communication.	Recognize governance structures (formal & informal).	Conduct program evaluation.
Prepare and monitor budget/expenses.	Prepare for targeted audience.	Recognize perceptions within the organization.	Develop awareness of accreditation process.
Interpret appropriate rules, regulation and policy.	<u>Professionalism</u>		Monitor placement/activities.
Demonstrate use of MIS system.	Participate in professional organizations.	Recognize need for environmental scanning.	Conduct student follow-ups.
Analyze community needs/relations and participate in community affairs.	Practice professional code of ethnics.	Develop strategies for observation management.	Coordinate student testing program.
Develop awareness of fund raising and development.	Develop and maintain professional vitae.	Promote action research for institutional improvement.	<u>Student Affairs Administration</u>
Demonstrate principles of management.	Maintain a personal professional development plan.	Develop an ability to recognize hidden opportunities.	Implement enrollment management programs.
Demonstrate computer literacy.	Read professional literature.	Develop a willingness to take risks.	Develop alumni program.
Participate in institutional committees.	Develop a network system.	<u>Vision</u>	
<u>Personnel Administration</u>	<u>Intra/Inter Personal Skills</u>	Create a climate for creative thinking.	Monitor counseling guidance program.
Analyze staffing needs.	Develop personal wellness program (mental/physical).	Develop the ability to think beyond set parameters.	Monitor student life programs.
Recruit and select staff.	Develop coping strategies.	Encourage and promote innovation.	Monitor financial aid/scholarship programs.
Evaluate staff.	Develop multicultural awareness.	Develop a futuristic perspective.	
Design staff development programs.	Recognize individual differences.	Prepare to be a change agent.	
Interpret personnel policies and procedures.	Develop comfort with one's ethnicity.		

Appendix D

**MINORITY LEADERSHIP DEVELOPMENT PROGRAM
DACUM PANEL MEMBERS**

Dr. Grace Chisolm
Professor
Educational Administration
Texas A&M University
College Station, Texas

Dr. William Cox
Associate Dean of Instructional Services
Texas State Technical Institute
Waco, Texas

Mr. James Heggie
Director of Community Affairs
University of Houston
Houston, Texas

Mr. Henry Hill
Director, College Station Campus
Blinn College
College Station, Texas

Dr. Erma Johnson
Vice Chancellor of Human Resources
Tarrant County Jr. College
Fort Worth, Texas

Dr. Sylvia Ramos
Dean of Student Services
Houston Community College
Houston, Texas

Dr. Olivia Rivas
Dean of Student Personnel Services
Texas Southmost College
Brownsville, Texas

Dr. Michael Saenz
President
Tarrant County Jr. College, N.W.
Fort Worth, Texas

Dr. Rick Solis
Vice President for Academic Affairs
El Paso Community College
El Paso, Texas

Appendix E

70

78

**MINORITY LEADERSHIP DEVELOPMENT PROGRAM
PROJECT STAFF MEMBERS**

Dr. La Verne H. Young
Assistant Professor
Industrial, Vocational and
Technical Education

Project Director

Dr. Gonzalo Garcia, Jr.
Associate Professor
Educational Psychology

Principal Investigator

Ms. Victoria Neal
Industrial, Vocational and
Technical Education

Research Assistant

Ms. Peggy Sue Hyman
Industrial, Vocational and
Technical Education

Secretary

Jonna Kulikowich
Educational Psychology
Minority Candidate Data Bank

Graduate Assistant

Eric Flaherty
Educational Psychology
Minority Candidate Data Bank

Graduate Assistant

Dr. James Anderson
Associate Professor
University of Houston
Project Consultant

Dr. Sylvia Ramos
Dean of Student Services
Houston Community College
Project Consultant

Dr. Sumpter Brooks
Coordinator of Graduate Programs
Texas Southern University
External Evaluator

Dr. Donald L. Clark
Professor and Head
Industrial, Vocational
and Technical Education

Dr. Dale Campbell
Assistant Commissioner
Community Colleges and
Technical Institutes
Texas Higher Education
Coordinating Board

Mr. Eduardo Gaytan
Assoc. Program Director
Texas Higher Education
Coordinating Board

Appendix F

PARTICIPANT ESSAY INSERT SHEET
(PLEASE LIMIT TO TWO PAGES)

Employment History

List a brief employment history in chronological order starting with present position.

Title		Beginning Date
Supervisor (Name and Title)	Employer	Phone
Duties/Responsibilities (include number of people supervised)		

Title		Beginning Date
Supervisor (Name and Title)	Employer	Phone
Duties/Responsibilities (include number of people supervised)		

Title		Beginning Date
Supervisor (Name and Title)	Employer	Phone
Duties/Responsibilities (include number of people supervised)		

Professional Associations

Organization

Dates of Involvement

Office(s) Held

Leadership Experience (professional, civic, community)

Distinctions, Honors, Awards, and Other Recognitions of Achievement

Essay

Please respond, on the Participant Essay insert sheet provided, to the following questions. Responses should be limited to **two** pages.

What are your short and long range goals, and how do you believe the Minority Leadership Development Program will contribute to the achievement of these goals?

What are five critical skills that are necessary for leadership?

References

Each candidate must submit **three** letters of recommendation with his/her application.

Please provide pertinent data on the individuals you have asked to provide recommendations for you.

1. _____
Name Title

Address

Phone Employer/Teacher/Peer

2. _____
Name Title

Address

Phone Employer/Teacher/Peer

3. _____
Name Title

Address

Phone Employer/Teacher/Peer

As a result of the internship experience, I am willing to relocate to another part of the state (please check one).

YES _____ NO _____

I hereby declare that the information provided by me in this application is true, correct and complete to the best of my knowledge.

Signature Date

Please return completed application to :

*Dr. La Verne H. Young, Project Director
Texas A&M University
Minority Leadership Development Project
Department of Industrial, Vocational and Technical Education
College Station, TX 77843-3256
(409) 845-3016*

Appendix G

Texas A&M University
IVED 689 SPECIAL TOPICS
Leadership in Community Colleges and Technical Institutes
for Vocational and Technical Education Programs

Summer Leadership Institute 1989
Course Schedule

Class Meetings will be held in the Military Science Building, Room 319

DATE

July 5	Wednesday	1:00p.m.	Orientation and Welcome
July 6-8	Thursday-Saturday	9:00a.m.	Personal Mastery Training Seminar, Mr. Leonard Powell , Principal, Powell & Reese, Inc., Management Consultants, Hyattsville, Maryland
July 10	Monday	9:00a.m.	The Community College Today: Implications for Minority Leaders, Dr. Nolen Ellison , President, Cuyahoga Community College, Cleveland, Ohio
			Community College Organizational Structure, Dr. Dale Campbell , Assistant Commissioner, Texas Higher Education Coordinating Board, Community College Division
		2:00p.m.	Visions for Change, Dr Alvin Larke , Assistant Professor, Agricultural Education, Texas A&M University
		3:30p.m.	Academic Leadership in the Future, Dr. John Hoyle , Professor, Educational Administration, Texas A&M University

July 11	Tuesday	9:00a.m.	"Governance" and Governing Agencies, Dr. Gilbert Leal , President, Texas State Technical Institute, Harlingen
		2:00p.m.	Mrs. Herlinda Garcia and Ms. Pretta Vandible , Board of Trustees, Houston Community College
July 12	Wednesday	8:00-11:00a.m.	Organizational Culture, Dr. Grace Chisolm , Professor, Educational Administration, Texas A&M University
		2:00p.m.	Outdoor Challenge Course, Dr. Camille Bunting , Associate Professor, Texas A&M University
July 13	Thursday	Conference Schedule	Depart for Corpus Christi
July 14	Friday	9:00-12:00a.m.	TACHE Conference, Corpus Christi, Texas
July 14	Friday	9:00-12:00a.m.	Outdoor Challenge Course Continued
		1:00-5:00p.m.	Personal Reflections
July 17	Monday	8:00-11:00a.m.	Outdoor Challenge Course Continued
		2:00p.m.	"Just how (different) are you? Feeling good about your ethnicity", Dr. Erma Johnson , Vice Chancellor, Tarrant County Community College

July 18	Tuesday	9:00a.m.	Personnel and Student Personnel Services, Dr. James Engles , Vice President of Student Affairs, Houston Community College
			Dr. Gwen Rippey , Vice President of Personnel and Student Personnel Services Austin Community College
		1:00p.m.	Grantsmanship and Funding Opportunities, Dr. Donald L. Clark , Professor and Department Head, IVTE, Texas A&M University
July 19	Wednesday	8:00-10:00a.m.	Governance of Post Secondary Instruction, Dr. Donal L. Hay , Dean of Instruction, TSTI, Sweetwater
		10:30-12:00a.m.	Work Values and Job Satisfaction of Minority Professionals in Community Colleges and Technical Institutes: A study by Ms. Belinda Torres , Texas A&M University
		1:00-3:00p.m.	Visions for Instructional Leadership, Dr. Joel Vela , Vice-President of Instruction, North Lake College, Irving
July 20	Thursday	9:00-12:00a.m.	Goal Setting, Dr. Gonzalo Garcia, Jr. , Associate Professor, Educational Psychology, Texas A&M University
		1:00-4:00p.m.	Overview of Internship Experience, Dr. Sylvia Ramos and Project Staff
July 21	Friday	9:00a.m.	Wrap-up and Synthesis Evaluation Check-out

SUMMER LEADERSHIP INSTITUTE II
Minority Leadership Development Project
Tentative Outline
June 4-22, 1990

MONDAY, JUNE 4th

9:00-10:00a.m. (All) "Orientation" **216 Peterson**

Dr. La Verne H. Young
Project Director
Texas A&M University

1:00-3:00p.m. (All) **KEYNOTE ADDRESS** **216 Peterson**

"Charting Professional Career Plans"
and
"National Trends Relative to Jobs and Upward Mobility
for Minority Professionals in Community Colleges"

Dr. Manuel Rivera
President
San Bernadino College

3:30-5:15p.m. (All) **IVTE 681** **104 Peterson**
Professional Internship Symposium
(Follow symposium schedule)

TUESDAY, JUNE 5th

9:00-10:00a.m. (12) "Computer Orientation" **131 Scoates**

Dr. Gary Briers
Associate Professor
Agricultural Education
Texas A&M University

1:00-3:30p.m. (All) "Leadership Development" **216 Peterson**

Co-Author of
Shared Vision: Transformational Leadership
in American Community Colleges

Dr. George Baker
Professor
Educational Administration
University of Texas

WEDNESDAY, JUNE 6th

8:00-10:00a.m. (12)	"Wordperfect"	131 Scoates
10:00-12:00noon (12)	"Spreadsheet"	131 Scoates
1:00-3:00p.m. (12)	"DOS"	131 Scoates
3:30-5:15p.m. (All)	IVTE 681	216 Peterson

THURSDAY, JUNE 7th

9:00-12:00noon (All)	'Curriculum-Pedagogy-Assessment Model"	216 Peterson
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**Dr. Daniel Vogler
Pedagogy and Curriculum Specialist
Virginia Tech**

1:00-3:00p.m. (All)	"CPA", Continued Dr. Daniel Vogler	216 Peterson
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3:30-5:15p.m. (All)	IVTE 681	104 Peterson
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6:00p.m.	IVTE Department "Attitude Adjustment Picnic"	Hensel Park
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FRIDAY, JUNE 8TH

9:00-12:00noon (All)	"CPA", Continued Dr. Daniel Vogler	216 Peterson
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1:00-3:00p.m. (12)	"Data Base Management"	131 Scoates
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3:30-5:15p.m. (All)	IVTE 681	104 Peterson
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MONDAY, JUNE 11th

8:00-9:30a.m. (2)	"Community College Governance" Institutional and State Levels	623 Harrington
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**Part I
Dr. Gus Baker
Professor
Industrial Education
Texas A&M University**

MONDAY, JUNE 11th. Continued

10:00-12:00noon (3) "How to do Research" 623 Harrington
Part I
Dr. Donald Clark
Professor and Head
Industrial Education
Texas A&M University

1:00-3:00p.m. (15) "Publishing and Technical Writing" 623 Harrington
Dr. Daniel Householder
Professor
Industrial Education
Texas A&M University

3:30-5:15p.m. (All) IVTE 681 104 Peterson

TUESDAY, JUNE 12th

8:00-9:30a. a. (2) "Governance", Continued 216 Peterson
Part II
Dr. Gus Baker

9:30-12:00noon (3) "Communicating Research Findings
to Policy Makers and Practioners" 216 Peterson
Dr. James McNamara
Professor
Eductional Psychology
Texas A&M University

1:00-3:00p.m. (All) "Funding and Funding Formulas" 216 Peterson
Dr. Larry Key
Director of Federal Projects
Texas Higher Education Coordinating Board

3:30-5.15p.m. (All) IVTE 681 104 Peterson

WEDNESDAY, JUNE 13th

9:30-5:20p.m. (All) IVTE 681 104 Peterson

THURSDAY, JUNE 14th

8:30-10:00a.m. (6) "Time Management and Decision Making" 216 Peterson

**Dr. Bernadine Duncan and
Luz Vazquez
Student Counseling Services
Texas A&M University**

1:00-3:00p.m. (3) "How to do Research" 623 Harrington

**Part II
Dr. Donald Clark**

3:30-5:15p.m. (All) IVTE 681 104 Peterson

FRIDAY, JUNE 15th

10:00-12:00noon (All) "General Administration Process" 216 Peterson

**Dr. Nellie Thorogood
President
North Harris County College**

1:00-3:00p.m. (All) "Leadership Skills" 216 Peterson

**Dr. Dean Gage
Acting Provost and Vice President
for Academic Affairs
Texas A&M University**

3:30-5:15p.m. (All) IVTE 681 104 Peterson

MONDAY, JUNE 18th

9:00-12:00noon (1,8) "Targeting Communication Skills with the
Minority Professional" 216 Peterson

**Dr. Patricia Williams
Director, Douglass Institute
Texas Southern University**

MONDAY, JUNE 18th. Continued

1:00-3:00p.m. (14) "Instructional Leadership"
and
"Faculty Evaluation/Accountability" 216 Peterson

Mr. Ted Martinez
Vice President of Instruction
Cedar Valley College

3:30-5:15p.m. (All) IVTE 681 104 Peterson

TUESDAY, JUNE 19th

9:00-12:00noon (7) "Budget Planning" 216 Peterson

Mr. Rudy Gonzales
Business Manager
Houston Community College

1:00-3:00p.m. (11) "Individual and Organizational Stress" 216 Peterson

Dr. Joe Jefferson
Guidance and Counseling
Texas Southern University

3:30-5:15p.m. (All) IVTE 681 104 Peterson

WEDNESDAY, JUNE 20th

9:00-12:00noon (6) "Group Dynamics"
and
"Facilitating Meetings" 216 Peterson

Dr. Bernadine Duncan
and
Mr. Luiz Vazquez

10:00-12:00noon (8) "Cross Cultural Counseling" TBA

Dr. John Dillard
Professor
Educational Psychology
Texas A&M University

3:30-5:15p.m. (All) IVTE 681 104 Peterson

THURSDAY, JUNE 21th

9:12:00noon (9)	"Grantsmanship"	216 Peterson
	Dr. Juan Armendariz District Director Special Projects Palo Alto Community College District	
1:00-3:00p.m. (9)	"Grantsmanship", Continued	216 Peterson
	Dr. Juan Armendariz	
1:00-3:00p.m. (13)	"Financial Aid"	104 Peterson
	Mr. Jim Todd Financial Aid Consultant Houston	
3:30-5:15p.m. (All)	IVTE 681	104 Peterson
6:30p.m.	"Culminating Experience" Project Staff, Participants and Keynote Speaker	TBA
	Dr. Chuck Green President Houston Community College	

FRIDAY, JUNE 22nd

8:30-10:00a.m.	Continental Breakfast Wrap-up Evaluations Future Directions	216 Peterson
10:00-12:00noon	Check out	

() behind the time denotes Growth Areas

HAVE A GREAT SUMMER!

Appendix H

TEXAS A&M
COMMUNITY COLLEGE & TECHNICAL INSTITUTE
LEADERSHIP DEVELOPMENT PROGRAM

Professional Internship
IVED 684
Department of Industrial, Vocational
and Technical Education

IVED 684, Professional Internship, is a required component of the Minority Leadership Development Project. To satisfy this requirement, the internship experience must consist of a minimum of 400 clock hours (200 per semester) of involvement in professional activities that are not a continuation of regular employment and must be related to the student's career goals. In addition to completing the attached "Application for IVED 684" form, students enrolled for graduate credit are advised to consult the current Graduate Catalog for other requirements and procedures prior to registration. Registration for IVED 684, Professional Internship, is permitted after the attached application has been approved. As indicated, four semester hours of credit may be earned in one semester.

The Professional Internship enables students to engage in non-traditional learning experience that are not a part of regular employment. Students may engage in a broad range of activities, depending on individual needs, background, and professional objectives. It is to be understood that whatever the activity, it should enhance the ability of individuals to discharge their professional responsibilities upon completion of the leadership development program.

Letter grades are assigned by the Faculty Internship Coordinator, who will consider the evaluations provided by the "on-site" supervisor of the internship, the completeness of a descriptive diary of activities, and the appropriateness of those activities to the stated goals of the student.

An application for IVED 684 Professional Internship is attached. The student is required to fill out the application according to instructions, and to obtain departmental approval before registering. After all persons have approved the application, students registering for credit must complete the usual TAMU registration procedure to enroll in IVED 684 for credit.

NO INTERNSHIP CREDIT WILL BE AWARDED for activities completed before departmental approval.

GOALS

1. Provide qualified assistance to cooperating agency programs.
2. Provide opportunities for cooperating institution to share in preparation of a professional in the field.
3. Stimulate interaction of the cooperating agency and the university.
4. Stimulate growth of professionalism on the part of the cooperating agency.
5. Enable the intern to benefit from lessons learned by sponsoring agency.
6. Provide the intern with experience in carrying on real functions and responsibilities of community college leadership.
7. Develop skills of leadership.
8. Assist the intern to translate theory into practice.
9. Assist the intern in the acquiring of knowledge about varied functions of community college education.
10. Determine the types of positions for which an intern is best suited.
11. Provide the intern with experience, reference recommendations and professional contacts.
12. Develop human relations skills and abilities of the intern.
13. Improve personal confidence of the intern.

OBJECTIVES

SPECIFIC DUTIES

PROFESSIONAL DEVELOPMENT ACTIVITIES

REPORTING

Intern will submit a formal written summary of the nature and results of the internship. A log or diary of activities will accompany the final report. An opportunity to give oral reports or to share internship experiences will be provided during the leadership development program.

APPLICATION FOR IVED 684
PROFESSIONAL INTERNSHIP

Department of Industrial, Vocational
and Technical Education
Texas A&M University
College Station, Texas 77843

Date: _____

I, _____ request authorization to register for IVED 684,
(print applicant's name)
Professional Internship, during the _____ semester (9 _____), for _____ semester hours credit.
_____ has agreed to supervise the internship.

During this internship, the professional capabilities that I expect to develop or enhance are: _____

I will spend approximately _____ clock hours per week performing these activities: _____

The name and address of the organization cooperating in this internship is: _____

(student's signature)

(project director's signature)

(representative of organization signature)

(department head's signature)

NOTE: Approval of this application does not constitute registration.

RESPONSIBILITY

University

1. The university will provide for coordination and program guidance.
2. The university will provide consultation on institutional problems related to the internship experience.
3. The university will remove the intern if he/she does not fit the program of the cooperating agency.
4. The university will provide frequent visitations to the field agency by the director of programs.
5. The university will provide leadership in coordination and planning procedures.
6. The university will grant academic credit where applicable.

Field Agency

1. The cooperating agency will abide by agreements with the intern and the university.
2. The cooperating agency will participate in internship development conferences and planning procedures.
3. The cooperating agency will provide supervision, guidance and direction to the intern.
4. The cooperating agency will provide meaningful and varied work experiences.
5. The cooperating agency will assist in meeting the objectives of the internship program.

Work Experience

1. The first several weeks of the appointment will be dedicated to giving the intern a broad perspective of the cooperating agency to which he is assigned. At this point the intern will work closely with the agency administration and/or his staff.
2. After the introductory period the student will begin to engage in a variety of work experiences related to administration and function of the agency in which he/she is working.
 - a. The intern will be under the direction and guidance of the agency official who will provide meaningful and relevant work experience designed to enhance and build upon course work, theoretical foundations, and practical applications.
 - b. The purpose of the variety of experiences is to expose the intern to as many first hand activities as feasible during his work with the cooperating agency.

FINANCIAL REMUNERATION (if any)

TERMINATION

By the Agency:

The agency reserves the right to terminate the intern's appointment if the intern does not meet the normal work requirements of the agency, or if the agency (upon clear evidence) feels that the intern's presence would be detrimental to the best interests of the agency.

By the University:

The university reserves the right to cancel the intern's appointment (upon clear evidence) that the work experiences do not contribute to the intern's professional competencies, or if the intern's personal actions are deemed to be a course of embarrassment or detrimental to the best interests of the university or cooperating agency.

COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
LEADERSHIP DEVELOPMENT PROGRAM

Semester Performance Evaluation Sheet

IVED 684 Professional Internship
Department of Industrial Education

TEXAS A&M UNIVERSITY

Intern's name _____ Phone _____

Current mailing address _____

City _____ State _____ Zip _____

Cooperating institution/organization _____

Local address _____ City _____

State _____ Zip _____ Phone _____

Area of assignment (Job Classification) _____

Days per week _____ Hours per day _____

(Describe Briefly) Work Assignments and Responsibilities	Performance Rating	
	Good	Improvement Needed
1.		
2.		
3.		
4.		

Intern Evaluation	Performance Rating	
	Good	Improvement Needed
Judgement		
Job Knowledge		
Quality of Work		
Reliability-Responsibility		
Cooperation-Willingness		
Initiative-Enthusiasm		
Honesty-Loyalty		
Punctuality		
Progressive Attitude		
Follows Orders		
Dresses Appropriately		
Safety Conscious		
Respect for Authority		

Please comment briefly on the intern's overall strengths and weaknesses in regard to this internship assignment.

Intern Evaluated by _____
Name _____ Position _____

Appendix I

**TEXAS A&M COMMUNITY COLLEGE & TECHNICAL
INSTITUTE LEADERSHIP DEVELOPMENT PROGRAM:
Minority Leadership Development Project**

Texas Association of Post-Secondary Occupational
Education Administrators Conference

Leadership Development Seminar I
October 11-13, 1989
San Antonio, Texas

Wednesday, October 11th

Follow conference program schedule

Reception, 5:30-8:30p.m., Place to be announced

Thursday, October 12th

Follow conference program schedule

Meeting, 7:00-10:00p.m., Room number to be announced

Dr. Max Castillo, San Antonio Community College

Dr. La Verne H. Young, Project Director

Project update

Review of summer institute evaluations

Tele-conference

Questions, comment and/or concerns

Friday, October 13th

Follow conference program schedule

TAPSOEA, "Economic Development Workshop" and lunch

Meet with project staff and state advisory committee,
1:15-2:00p.m.

**TEXAS A&M COMMUNITY COLLEGE & TECHNICAL INSTITUTE
LEADERSHIP DEVELOPMENT PROGRAM:
Minority Leadership Development Project**

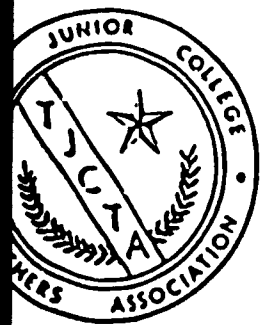
**Leadership Development Seminar II
December 8-9, 1989
College Station Hilton and Conference Center**

Friday, December 8th (Ballroom/Mockingbird Room)

- 1:00p.m. **Check-in, Orientation**
Dr. La Verne H. Young
Project Director
- 2:00p.m. **Keynote Speaker**
Dr. Ivory Nelson, Chancellor
Alamo Community College District
San Antonio
- 3:30p.m. **BREAK**
- 3:45p.m. **Graduate Program and Registration
for Spring Semester**
Dr. Donald L. Clark, Head
Department of Industrial, Vocational &
Technical Education
- 6:00p.m. **DINNER**
Confirmation and
Reservations Required
- Welcome**
Dr. Chris Borman, Dean
College of Education
Texas A&M University
- Keynote Speaker**
Mr. J.B. Whiteley, President
Houston Community College
Houston

Saturday, December 9th (Ballroom/Mockingbird Room)

- 9:00a.m. **Welcome**
Dr. William H. Mobley, President
Texas A&M University
- 10:15a.m. **Presidents Academy/AACJC
Interactive Video Teleconference
Overview of Teleconference Plans**
Dr. Vanneise Collins, Chair
College of the Mainland
- 10:30a.m. **Teleconference Committee Assignments**
Break-out Sessions
- 12:00noon **Housekeeping**
Turn in Travel Forms
Adjourn



LEADERSHIP DEVELOPMENT SEMINAR III

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

43rd ANNUAL CONVENTION

February 15-17, 1990 — Marriott Rivercenter Hotel
San Antonio, Texas

THURSDAY, FEBRUARY 15, 1990

9:00 a.m. - 5:00 p.m.	Special Meetings (to be announced)
12:00 Noon - 10:00 p.m.	Convention Registration
1:00 - 4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	Informal Reception
7:30 - 9:30 p.m.	BANQUET

FRIDAY, FEBRUARY 16, 1990

7:30 - 8:45 a.m.	Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	Professional Development Seminar (repeated at 12:30 p.m.)

8:00 a.m. - 5:00 p.m.	Convention Registration
8:00 a.m. - 5:00 p.m.	Exhibits Open
8:00 a.m. - 5:00 p.m.	Polls Open (Election of Officers)

9:00 - 10:30 a.m.

SECTION MEETINGS FOR THE FOLLOWING SECTIONS:

Aeronautical Technology	Engineering Graphics and Drafting Technology	Music
Agriculture	English-as-a-Second-Language	Philosophy
Automotive Services	*Fashion Merchandising	Real Estate
Business Administration	Government	Sociology and Anthropology
Chemistry	Health Occupations	Speech and Drama
Counseling and Student Personnel Services	Health, Physical Education, and Recreation	TACEC/JC (Continuing Education)
*Court Reporting	Journalism	TAJCCIA (Instructional Administrators)
Developmental Reading	Learning Resources	Welding Technology
Electronics		

10:45 a.m. - 12:15 p.m.

SECTION MEETINGS FOR THE FOLLOWING SECTIONS:

Accounting	English	Registrars
Air Conditioning and Refrigeration	Foreign Language	Secretarial Science
Art	Geology and Geography	TACCCSAA (Student Affairs Administrators)
*Associate Degree Nursing	History	TAPSOEA (Vocational-Technical Education Administrators)
Biology	Horticulture	TCCCDEA (Child Development Educators)
Compensatory/Developmental Education	Information Processing	TJCMEA (Management Educators)
Cosmetology	Mathematics	Vocational-Technical Education
Criminal Justice	Physics and Engineering	
Economics	Psychology	
	*Radio and Television	

12:30 - 1:45 p.m.

Financial Planning Seminar (repeat of 7:30 a.m. presentation)

12:30 - 1:45 p.m.

Professional Development Seminar (repeat of 7:30 a.m. presentation)

2:00 - 4:00 p.m.

SECOND GENERAL SESSION

4:15 - 5:45 p.m.

Special Meetings (to be announced)

9:00 p.m. - 1:00 a.m.

Dance for TJCTA Members and Invited Guests

SATURDAY, FEBRUARY 17, 1990

8:00 -- 11:30 a.m.
 8:00 -- 11:30 a.m.
 9:00 -- 10:15 a.m.

Convention Registration

Exhibits Open

SECTION MEETINGS FOR THE FOLLOWING SECTIONS:

Accounting	English	Registrars
Air Conditioning and Refrigeration	Foreign Language	Secretarial Science
Art	Geology and Geography	TACCCSAA (Student Affairs Administrators)
*Associate Degree Nursing	History	TAPSOEA (Vocational-Technical Education Administrators)
Biology	Horticulture	TCCCDEA (Child Development Educators)
Compensatory/Developmental Education	Information Processing	TJCMEA (Management Educators)
Cosmetology	Mathematics	Vocational-Technical Education
Criminal Justice	Physics and Engineering	
Economics	Psychology	
	*Radio and Television	

10:30 -- 11:45 a.m.

SECTION MEETINGS FOR THE FOLLOWING SECTIONS:

Aeronautical Technology	Engineering Graphics and Drafting Technology	Music
Agriculture	English-as-a-Second-Language	Philosophy
Automotive Services	*Fashion Merchandising	Real Estate
Business Administration	Government	Sociology and Anthropology
Chemistry	Health Occupations	Speech and Drama
Counseling and Student Personnel Services	Health, Physical Education, and Recreation	TACEC/SC (Continuing Education)
*Court Reporting	Journalism	TAJCCIA (Instructional Administrators)
Developmental Reading	Learning Resources	Welding Technology
Electronics		

11:45 a.m.

Adjournment

12:00 Noon -- 3:00 p.m.

Special Meetings (to be announced)

* Asterisks denote section meetings subject to authorization and approval by Executive Committee.

**You are cordially invited
to attend the
Texas A&M Community College
& Technical Institute
Leadership Development
Seminar IV & Teleconference**

May 3-4, 1990

**Hilton Hotel & Conference Center
College Station**

**For more information or
reservations, please call
Dr. La Verne H. Young
409-845-9248**

Wednesday, May 2nd

6:00p.m.

Check-in, Hilton

Thursday, May 3rd

8:30-9:00a.m.

Continental Breakfast

9:00a.m.

**Overview of Leadership
Seminar IV**

10:00a.m.

**Teleconference (be at
KAMU by 1:00p.m.)**

**Shuttle bus will be
provided**

6:30p.m.

Dinner

**Guest Speaker:
Dr. Wright Lassiter
President, El Centro
College**

Friday, May 4th

TBA

**Professional Growth
Profile Interviews**

100

Appendix J

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

Part I: Personal Leadership Attributes

The administrative intern demonstrates:

1. ability to laugh and appreciate good humor in other people.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
2. ability to write legibly.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
3. ability to speak to varied groups.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
4. ability to listen coherently.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
5. ability to sustain energy and endurance.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
6. physical fitness and well-being.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
7. ability to complete assignments.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
8. optimism relative to work assignments.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
9. ability to cope with stress and maintain poise.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
10. sensitivity to multicultural differences.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

11. sensitivity to individual differences.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
12. comfort with his/her own ethnicity.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
13. ability to recognize and respond appropriately to non-verbal communication patterns.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
14. ability to prepare to communicate, orally and in writing, with targeted audiences.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
15. ability to create a climate for creative thinking among peers and subordinates.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
16. ability to think beyond set parameters.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
17. ability to encourage and promote innovation.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
18. ability to encourage and promote institutional change.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Part II: General Administration Functions

The administrative intern demonstrates:

19. ability to analyze staffing needs.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

20. ability to recruit and select qualified staff/faculty.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
21. ability to objectively evaluate staff/faculty.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
22. ability to design staff development programs.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
23. ability to interpret personnel policies and procedures.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
24. ability to plan effective use of facilities.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
25. ability to interpret and utilize research findings for institutional development.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
26. ability to prepare short-long range resource development plans.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
27. ability to prepare and monitor budgets and expenses.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
28. computer literacy and use of management information systems (M.I.S).	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
29. ability to analyze community and student needs.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

30. ability to raise funds for institutional development. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

Part III: Professional Awareness

The administrative intern:

31. participates in professional organizations. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

32. practices professional code of ethics. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

33. develops and maintains an up-to-date professional vita. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

34. reads professional literature. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

35. maintains a personal professional development plan. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

36. develops a professional network system. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

37. participates in local and state educational/political affairs. 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

38. participates in institutional service activities (works on committees, accreditation, curriculum, etc.). 0 0 0 0 0 0 0
 1 2 3 4 5 6 7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

46. ability to influence faculty/ staff to work toward common goals.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
47. ability to identify and circumvent barriers to upward mobility.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
48. ability to recognize and work within formal and informal governance structures.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
49. ability to utilize and benefit from environmental scanning.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
50. ability to promote and profit from action research for institutional improvement.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
51. ability to take safe and calculated risks.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Part V: Instructional Administration:

The administrative intern demonstrates:

52. knowledge and mission of higher educational administration.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
53. knowledge and effective strategies and processes for teaching, guiding, and following up post secondary students.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7
 low average high

(Leave the item unanswered if it does not apply or if you have not observed the behavior).

54. ability to help faculty assess and guide post secondary student achievement by employing alternative teaching strategies.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
55. ability to assist faculty in maintaining a productive environment for post secondary study and research.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
56. knowledge of research design and credibility as a publishing researcher.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
57. ability to establish and maintain collaborative instruction and research activities with practitioners in the field.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
58. ability to develop, implement, and evaluate curriculum.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
59. ability to establish and maintain linkages with other educational, business, and industrial agencies.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
60. awareness of accreditation processes.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Appendix K

**Minority Leadership
Development Project**

**SUMMATIVE EVALUATION
1990**

**Submitted by
Sumpter L. Brooks, II, Ed.D
Coordinator of Graduate Programs
College of Education
Texas Southern University
Houston, Texas 77004
(713) 527-7496**

TABLE OF CONTENTS

Topic	Page
Introduction	1
Background Information	2
1.0 Plan of Work	2
Phase I Plan	2
Phase II Plan	3
2.0 Administration and Support Personnel	4
3.0 Formative/Summative Evaluation Procedures	5
Formative Procedures	5
Summative Procedures	5
Evaluation Assumptions	6
4.0 Summative Evaluation--Phase I	7
4.1 Purpose A, Objective 1	7
4.2 Purpose A, Objective 2	8
4.3 Purpose B, Objective 1	8
4.4 Purpose B, Objective 2	9
4.5 Purpose C, Objective 1	10
4.6 Purpose D, Objective 1	11
4.7 Purpose E, Objective 1	12
4.8 Purpose E, Objective 2	13

4.9	Purpose F, Objective 1	13
4.10	Purpose G, Objective 1	15
4.11	Purpose H, Objective 1	16
5.0	Summative Evaluation Summary--Phase I	16
6.0	Summative Evaluation--Phase II	18
6.1	Purpose A, Objective 1	18
6.2	Purpose A, Objective 2	19
6.3	Purpose B, Objective 1.	19
6.4	Purpose B, Objective 2	20
6.5	Purpose B, Objective 3	20
6.6	Purpose B, Objective 4	22
6.7	Purpose B, Objective 5	24
6.8	Purpose C, Objective 1	25
6.9	Purpose C, Objective 2	26
6.10	Purpose D, Objective 1	26
6.11	Purpose E, Objective 1	27
6.12	Purpose E, Objective 2	27
7.0	Summative Evaluation Summary--Phase II	28
8.0	Summative Comments and Recommendations	30
	Appendix A	34
	Appendix B	41
	Appendix C	66

TEXAS A & M UNIVERSITY
Community College/Technical Institute Leadership Development Program
Minority Leadership Development Project
College Station, Texas 77843 - 3256

Summative Evaluation

Introduction

On June 1, 1988, officials from the Department of Industrial, Vocational and Technical Education, Texas A & M University, responded to a Request for Proposals (RFP) from the Texas Higher Education Coordinating Board. The purpose of the RFP was to identify qualified proposers who could assist the State of Texas in meeting the challenge of developing equity in all levels of education and employment, including the preparation of minorities to enter and to advance in leadership roles in education. The proposal for this ambitious initiative was developed by selected Texas A & M faculty with the assistance of the Coordinating Board Minority Leadership Search Committee chaired by Dr. Max Castillo, President, San Antonio College.

The RFP suggested that proposers survey and identify potential minority leaders in community colleges/technical institutes and other selected public/private units in Texas. In addition to surveying and identifying potential minority leaders, Texas A & M proposed: (1) to identify needed leadership skills for minority leaders, and (2) to suggest innovative ways of developing these leadership skills.

The Texas A & M Minority Leadership Development Project (MLDP) was funded from federal sources under the Carl D. Perkins Vocational Education Act for approximately \$325,000: \$100,00 for Phase I activities and \$225,000 for the Phase II program. These funds were matched one for one from other vocational education monies at Texas A & M University.

This document is a summative evaluation of the Minority Leadership Development Project (MLDP). That is, it assesses the extent to which MLDP officials were successful in achieving the Projects' stated and approved objectives.

Background Information

The Texas A & M Minority Leadership Development Project (MLDP) was initiated with a proposal on June 1, 1988 and funded for two years, beginning July 1, 1988 and terminating June 30, 1990. This section presents background information on those activities for which the MLDP was funded.

1.0 The proposed and approved plan of work for the MLDP was divided into two phases.

Phase I Plan of Work, July 1, 1988 - June 30, 1989.

1.1 To identify potential minority leaders for participation in the leadership development content survey [in Phase I] and in the leadership development activities in Phase II.

- 1.2 To identify current minority leaders who can serve as role models [mentors] for [minority] nominees.
- 1.3 To identify leadership skills and suggested strategies for skills development.
- 1.4 To identify methods by which minority faculty and staff could be encouraged to enter and to be promoted within community colleges/technical institutes.

Phase II Plan of Work, July 1, 1989 - June 30, 1990 - Leadership Development Activities for which participants might accrue up to 15 (initially 14 s.h.) semester hours of undergraduate or graduate academic credits.

- 1.1 Summer Institute I, June 1989, Texas A & M University, College Station, Texas. (3 s.h. credits)
- 1.2 1989 -'90 Academic Year Extended Internship/Mentorship Experiences at selected institutions in Texas [400 clock hours] and through regional based seminars. (8 s.h. credits)
- 1.3 A computerized Minority Candidate Data Bank to be implemented and shared with personnel officers of community colleges/technical institutes in Texas as a means of facilitating position announcements and promotional opportunities for minority leaders. (FY 1989 - '90)

- 1.4 Summer Institute II, June 1990, Texas A & M University, College Station, Texas (4 s.h. credits [initially 3 s.h. credits]).
- 1.5 Program Continuation that includes continuous collaboration with the Texas Higher Education Coordinating Board Staff, identification of other sources of funding, and confirmation of two minority fellowships.
- 2.0 Documentation indicates that MLDP administrative and support personnel have excellent credentials; they have been identified as: (1) Project Staff Members, (2) Local Advisory Committee Members, and (3) State Advisory Members. (See MLDP final report for a listing of administrative and support personnel.)
- 3.0 MLDP Training and Educational Facilities: a majority of the MLDP training and educational experiences occurred on the Texas A & M campus. During Summer Institutes and during occasional week-end seminars, training/educational experiences were conducted at College Station; participants lived in available dormitory facilities or in a local hotel. However, on occasions when state conferences for community college/technical institute faculty were held around the state, concomitant seminars were conveniently scheduled for MLDP participants; on these occasions MLDP participants occupied commercial hotel accommodations. Therefore, educational and training facilities were considered by participants, with few exceptions, to be from adequate to excellent.

Formative/Summative Evaluation Procedures

Evaluation procedures consisted of the collection and analyses of data during and subsequent to the training/educational processes. This section presents a description of those evaluation procedures.

- 1.0 Formative evaluation procedures were accomplished in two ways: (1) by an on-going assessment of the stated and approved objectives, performance measures, and timelines in the original MLDP proposal to determine the extent to which project officials were fulfilling their committed responsibilities, and (2) by an analysis of participants' pretest/posttest responses on the Managerial Functions and Roles Profile for Community College/ Technical Institute Administrators; an instrument adapted and revised, with authors' permission, from Erlandson and Hoyle's *Managerial Functions and Profiles*, Texas A & M University. (See Appendix A which describes revision procedures and which presents a copy of the revised instrument.) Data collected from the Managerial Functions and Roles Profile were analyzed and used, based on identified needs of participants, to plan the 1990 Summer Institute training agenda.

- 2.0 Summative evaluation procedures consisted of an analysis of documentary data reported by the Minority Leadership Development Project staff and administration and by data collected from participants on a summative evaluation instrument that was prepared and administered by the evaluator. The former

documentary data were cross-referenced with participants' summative evaluations responses and with participants' responses on the Managerial Functions and Roles Profile instrument to determine the extent to which MLDP officials had achieved the Project stated and approved objectives.

3.0 Evaluation Assumptions. The summative evaluation design as presented is supported by two major assumptions:

3.1 That the documentation provided by the MLDP staff and administration and from information obtained through personal meetings with the Project administration and with participants, were valid and reliable measures of the extent to which project administration has accomplished the stated and approved objectives.

3.2 All major activities (i.e. formal courses, seminars, summer institutes, etc.) that were planned and conducted by the project administration were documented and that this documentation was given in good faith, accurate, and represented a valid and reliable perception of the extent to which the project administration has accomplished the stated and approved objectives.

4.0 Summative Evaluation--Phase I.

This section presents a summative evaluation of the extent to which the MLDP administration has accomplished the stated and approved objectives for Phase I of the Project. There is no attempt to evaluate the quantitative aspects

of the Phase I training and formal course credits.

4.1 Purpose A, Objective 1.

To organize a state advisory committee to assist project staff in planning, delivery, and evaluation of project activities.

Summative Evaluation:

Summative evaluation data indicate that Purpose A, Objective 1 has been achieved. A State Advisory Committee, consisting of fourteen (14) members from four-year institutions, community college/technical institutes, the private sector, and the Governor's Office, was organized. Documentation indicates that the Committee met on two occasions, October 13, 1988 and October 13, 1989, and provided valuable input on the leadership training project, participant selection criteria, the minority candidate data bank, etc. Additionally, documentation indicates that input from the State Advisory Committee was used in planning and implementing the several phases of the Program. Therefore, Purpose A, Objective 1 was evaluated as having been achieved.

4.2 Purpose A, Objective 2:

To organize a local advisory committee of TAMU personnel to assist in planning, delivery, and evaluation of project activities.

Summative Evaluation:

Summative evaluation data indicate that Purpose A, Objective 2 has been achieved. A Local Advisory Committee, consisting of Texas A & M personnel, was organized. Documentation indicates that the committee met on September 7, 1988. Minutes from this meeting show that committee members raised many interesting questions and made recommendations relative for the project design and implementation. Therefore, Purpose A, Objective 2 was evaluated as having been achieved.

4.3 Purpose B, Objective 1.

To survey by telephone Texas community college and technical institute [officials] to identify potential minority leaders.

Summative Evaluation:

Summative evaluation data indicate that Purpose B, Objective 1 has been achieved. To fulfill the criteria for this Objective, project officials developed, validated and implemented a sophisticated Minority Candidate Database

(MCDB) system (not included) aimed at assisting both employers and prospective employees of community colleges/technical institutes in facilitating potential employee/employment possibilities, respectively. The Database functions as a skill bank that can be used to identify groups of qualified minority candidates, based on essential demographic information, who are available for relocation and employment. Individual contacts were made with approximately 350 agencies throughout the state and over 300 potential minority candidates were identified and entered into the Database system. Database entries include names, addresses, telephone numbers, job related skills, etc. (For information relative to the MLDB system of minority candidate entries, contact Dr. La Verne H. Young, Department of Industrial, Vocational Technical Education, or Dr. Gonzalo Garcia, Department of Educational Psychology, Texas A & M University, College Station, Texas 77843). In view of available documentation, Purpose B, Objective 1 was evaluated as having been achieved.

4.4 Purpose B, Objective 2:

To survey the public/private sector to identify potential minority leaders in technical and vocational education and encourage them to enter the community college and technical institute system.

Summative Evaluation:

Summative evaluation data indicate that Purpose B, Objective 2 has been achieved. In developing the Minority Candidate Database (MCDB), surveys were conducted with community college/technical institute officials and with public/private community agencies to identify potential minority leaders. The potential minority leaders identified were either recruited for the current MLDP or were entered into the Minority Candidate Database (MCDB) for subsequent recruitment and/or for subsequent employment possibilities. Therefore, Purpose B, Objective 2 was evaluated as having been achieved.

4.5 Purpose C, Objective 1:

To develop and test data base management and report generation software.

Summative Evaluation:

Summative evaluation data indicate that Purpose C, Objective 1 has been achieved. Documentation indicates that telephone protocol for surveys, cover letters which were mailed to candidates, and candidate resume forms are available for review. Those Data received from candidates were used to develop a data base management system capable of generating demographic data, vitae and career goals of potential minority candidates (Blacks and Hispanics) who met qualifications specified by potential employers from community

colleges/technical institutes. Brochures describing the MCDR were developed and mailed to potential community college/technical institute employers. Therefore, Purpose C, Objective 1 was evaluated as having been achieved.

4.5 Purpose D, Objective 1:

To survey chief executive officers, deans and directors and successful minority leaders within Texas community colleges and technical institutes, advisory committee members, and other experts to identify methods by which more minority faculty and staff can be encouraged to enter and be promoted within community colleges/technical institutions.

Summative Evaluation:

Summative evaluation data indicate that Purpose D, Objective 1 has been achieved. Surveys were conducted with chief executive officers of community colleges/technical institutions and with advisory committee members to identify methods in which more minorities could be encouraged to enter and be promoted within post-secondary, two-year institutions. This process was achieved by telephone and mail surveys in which potential candidates were identified; obstacles to minority advancement and potential remedies were assessed; and potential training needs were identified. Potential minority candidates were later contacted and

mailed resume forms; information from the resume forms was coded and used to recruit current MLDP participants or it was entered into the Minority Candidate Database System to be used as a source of subsequent MLDP recruitment and/or as a source of subsequent referrals to community college/technical institute officials for employee possibilities. Therefore, Purpose D, Objective 1 was evaluated as having been achieved.

4.7 Purpose E, Objective 1:

To prioritize these [minority leadership] competencies using the DACUM process, a panel of experts, and a modified Delphi technique.

Summative Evaluation:

Summative evaluation data indicate that Purpose E, Objective 1 has been achieved. The DACUM (an acronym for Developing A Curriculum) Committee convened on February 9-10, 1989 for the purpose of identifying, revising, and prioritizing competencies needed for the employment and upward mobility of minority leaders in community colleges/technical institutions; this initiative was assisted by surveys conducted by the Public Policy Resources Laboratory, Texas A & M University. Those competencies identified were subsequently shared, modified and combined, using a modified Delphi technique with mini-DACUM groups, into a competencies profile list. This list of competencies was later used, in part, to develop the Minority Functions and Roles Profile for Community College/

Technical Institute Administrators instrument. (See Appendix A for procedures.) Therefore, Procedure E, Objective 1 was evaluated as having been achieved.

4.8 Purpose E, Objective 2:

To conduct a review of the literature to identify programs which have been successful in providing upward mobility opportunities and experiences for minority individuals.

Summative Evaluation:

Summative evaluation data indicate that Purpose E, Objective 2 has been achieved. A preliminary review of the literature was presented on pages 22 through 24 of the original MLDP proposal. Additional, literature review information was collected and documented throughout the two-year duration of the Project. Therefore, Purpose E, Objective 2 was evaluated as having been achieved.

4.9 Purpose F, Objective 1:

Based upon criteria that is [sic] evolved through the advisory committee's [sic] [identify and] select 36 participants and 36 alternates for the leadership development program.

Summative Evaluation:

Summative evaluation data indicate that Purpose F, Objective 1 has been achieved. Project documentation indicates that by the beginning of Phase II, 36 minority candidates had been identified and selected and that an excess of 36 additional candidates were available for selection as alternates. However, two of the initially selected candidates failed to report or call project officials by the beginning of the 1989 Summer Institute; they were replaced by two alternate candidates who entered the Project subsequent to the 1989 Summer Institute. Additionally, one of the original candidates who failed to report later decided to enter the Project and was admitted; this brought the total official enrollment to 37. A summary of the number and percentage of official MLDP enrollees, by sex and ethnicity, is presented in Table 1. Table 1 indicates that 18 (49 %) of the enrollees were Black-Americans; six (16.2 %) were Black males and 12 (32.4 %) were Black females. Nineteen (51%) of the enrollees were Mexican-American; seven (18.9 %) were Mexican-American males and 12 (34.4 %) were Mexican-American females. Four of the 37 enrollees (not shown in Table 1), for various personal reasons, failed to complete the Project. Therefore, 33 (89 %) of the official MLDP enrollees completed all Project requirements, which terminated with the June 1990 Summer Institute. Based on these documented data, Purpose F, Objective 1 was evaluated as having been achieved.

Table 1
Minority Leadership Development Project Enrollee Summary Data

Ethnicity	Male		Sex		Total	%age
	Male	%age	Female	%age		
Black-American	6	16.2	12	32.4	18	48.6
Mexican-American	7	18.9	12	32.4	19	51.4
Total	13	35.1	24	64.8	37	100.0

4.10 Purpose G, Objective 1:

To provide list(s) of selected participants and alternative(s).

Summative Evaluation:

Summative evaluation data indicate the Purpose G, Objective 1 has been achieved. Documentation indicates that 38 participants were selected, 37 participants officially entered, and 33 participants officially completed all Project requirements. Approximately 300 alternate participants were entered into the Minority Candidate Database. (Contact: Dr. La Verne H. Young or Dr. Gonzalo Garcia, Texas A & M University for Minority Candidate Database information.) Therefore, Purpose G, Objective 1 was evaluated as having been achieved.

4.11 Purpose H, Objective 1:

To conduct orientation and training program for selected [Phase II] participants.

Summative Evaluation:

Summative evaluation data indicate that Purpose H, Objective 1 has been achieved. Documentation indicates that an orientation was held on Wednesday, July 5, 1989 from 1:00 a.m. through 5:00 p.m. At this orientation participants were informed of all essential information relative to housing, parking, meeting dates and locations, program activities, travel expenses and stipends, etc. Additionally, data were collected from participants for the development of the DACUM Competency Profile. Therefore, Purpose, H, Objective 1 was evaluated as having been accomplished.

5.0 Summative Evaluation Summary--Phase I.

The summative evaluation of the Minority Leadership Development Project accomplishments indicates that all of the stated and approved purposes [goals] and objectives for Phase I were achieved. Following is a summary listing of those Phase I major accomplishments:

5.1 MLDP officials conducted a review of the literature to identify programs that have been successful in providing upward mobility opportunities and experiences for minority individuals. Some of these programs are presented on pages 22 through 24 of the original proposal.

- 5.2 Major state and local advisory committees, consisting of eminently qualified individuals from public and private institutions, were organized. These committees performed an essential role in planning, delivering and evaluating both the Project's initial and ongoing activities.
- 5.3 Statewide telephone and mail surveys were conducted with chief executive officers, deans, directors, and successful minority leaders within Texas to identify and recruit potential minority leaders within community colleges/technical institutes and private sectors. A total of thirty-eight potential minority leaders was recruited into the MLDP [Thirty-seven actually entered], and an excess of 300 alternate names were entered into the Minority Candidate Database System. Of the thirty-seven persons who actually entered, thirty-three completed all Project requirements.
- 5.4 A list of prioritized minority competencies, based on feedback from mini-DACUM groups consisting of expert panelists and MLDP participants, was developed using a modified Delphi technique. These competencies, in part, were used to develop a pre- and posttest assessment instrument to collect participant data for use in developing agenda for summer institute training programs and for developing content for formal academic courses.

5.5 On Wednesday, July 5, 1989, MLDP officials conducted an orientation program for participants who had been selected for Phase II of the Minority Leadership Development Project. The orientation was held on the Texas A & M campus; it provided participants with pertinent information essential for completing Project requirements.

6.0 Summative Evaluation--Phase II.

This section presents a summative evaluation of the extent to which MLDP administration has accomplished the stated and approved objectives for Phase II of the Project. There is no attempt to evaluate the quantitative aspects of the training and formal course credits.

6.1 Purpose A, Objective 1.

To secure resumes from potential leaders for the purpose of establishing a data bank.

Summative Evaluation:

Summative evaluation data indicate that Purpose A, Objective 1 has been achieved. Resume data were collected from an excess of 300 potential minority leaders. These data were entered into a Minority Candidate Database System for distribution to community college/technical institute personnel officials in order to facilitate minority recruitment, employment, and promotions. Therefore, Purpose A, Objective 1 was evaluated as having been achieved.

6.2 Purpose A, Objective 2.

To alert personnel officers in community colleges/ technical institutions to the availability of [the] data bank.

Summative Evaluation:

A brochure was developed and distributed to personnel officers of community colleges/technical institutes informing them of the availability of the data bank, consisting of resumes and other pertinent demographic information, for potential employees. Therefore, Purpose A, Objective 2 was evaluated as having been achieved.

6.3 Purpose B, Objective 1.

To continue a review of the literature to identify programs which have been successful in providing upward mobility opportunities and experiences for minority individuals.

Summative Evaluation:

Starting with the original proposal [pp. 22-24] MLDP officials began reviewing the literature to identify programs which had been successful in providing upward mobility opportunities and experiences for minority individuals. This literature review process continued throughout the two-year project cycle. Therefore, Purpose B, Objective 1 was evaluated as

having been achieved.

6.4 Purpose B, Objective 2.

To identify delivery mechanisms and specific content for the minority leadership program for minorities using Advisory Committee input, results of the surveys, and input from representatives of the public/private sector.

Summative Evaluation:

Summative evaluation data indicate that Purpose B, Objective 2 has been achieved. Using input from local and state advisory committees and from representatives of the public/private sector, MLDP officials were able to identify a set of specific competencies needed by minority leaders interested in assuming upward mobility opportunities. The identified competencies were used to structure the delivery mechanisms and the content for summer institutes, for formal courses, for mentorship/internship programs, and for supporting seminars. Therefore, Purpose B, Objective 2 was evaluated as having been achieved.

6.5 Purpose B, Objective 3.

To design, develop and conduct a leadership training program for minorities to include: opportunities for academic credit or certification, a credit internship

program at a community college or technical institute, and two 3-week summer institutes to be convened at Texas A & M University, with practical experiences at selected technical institutes and community colleges in Texas, and a monitoring component.

Summative Evaluation:

Summative evaluation data indicate that Purpose B, Objective 3 has been achieved. MLDP officials designed, developed and conducted--using input from state and local advisory committees, representatives from the public/private sector, consultants, and participants--a leadership training program for selected potential minority leaders. The training program included opportunities for participants to accrue 15 semester hours (initially 14 s.h.) of academic credit. MLDP participants were able to accrue six semester hours for their participation in two, three-week summer institutes, and eight semester hours for their participation in 400 clock hours of extended internship/mentorship experiences during the 1989-'90 academic year. These practical internship/mentorship experiences were conducted in selected community colleges/technical institutes throughout Texas. Additionally, MLDP officials developed and implemented a monitoring component which required periodic on-site visits to institutions which participants selected for internship/mentorship experiences. The on-site visits were conducted

by MLDP officials and written evaluations were made to reflect the progress, or lack of progress, of each intern visited. Finally, several seminars were held during Phase II to coordinate Project activities and to provide growth opportunities for Project participants. These seminars were generally conveniently planned in conjunction with Texas Junior College Association conferences; and they provided excellent settings for participants' professional growth opportunities, for group bonding activities, and for networking among MLDP participants and other community college/technical institute officials. Therefore, Purpose B, Objective 3 was evaluated as having been achieved.

6.6 Purpose B, Objective 4.

To design a set of criteria and an evaluation plan consisting of formal and informal approaches as well as process and product type assessment to measure the outcomes of the proposed project.

Summative Evaluation:

Summative evaluation data indicate that Purpose B, Objective 4 has been achieved. MLDP officials specified tentative criteria for an evaluation plan and contracted with an external evaluator to implement the plan. The evaluation design implemented by the evaluator consisted of formal and informal approaches as well as process and product approaches. Informal evaluation approaches included

opportunities for participants to evaluate all phases of the Project, including summer institutes, formal courses, and seminars. These informal evaluations requested participant responses to open-end questions as well as various kinds of rating scales. Data collected from these informal evaluation methods were used as process measures to monitor and adjust ongoing activities within the Project design.

Formal evaluation approaches involved the administration of several standardized and/or formal instruments (i.e. The Values Scale (1985), Palo Alto, California: Consulting Psychologists Press; the Minnesota Importance Questionnaire (1975), University of Minnesota; the Minnesota Satisfaction Questionnaire (1977), University of Minnesota [Appendix B]; and the Managerial Functions and Roles Profile for Community College/Technical Institute Administrators (1989), revised from Erlandson and Hoyle (1987), College Station, Texas: College of Education Principals' Center, Texas A & M University [Appendix A]). Data collected from these instruments were used as process measures to monitor and adjust the ongoing activities of the Project.

Finally, the external evaluator conducted formative and summative evaluations of the Project's activities. (See sections 1.0 through 3.0 of this document.) Using both formal and informal data, the evaluator monitored the documentation presented to determine the extent to which

MLDP officials were fulfilling their commitments to the Texas Higher Education Coordinating Board. Additionally, collected formative evaluation data were used to recommend training priorities at strategic process points within the Project; and collected summative evaluation data were used as checks and balances in cross-referencing Project documentation. These data were analyzed, using a cross-referencing process, to finalize the Project's summative evaluation and for reporting the extent to which Project officials have fulfilled their responsibilities for delivering the following products: (1) surveying and identifying potential minority leaders in community colleges/technical institutes and other selected public/private units in Texas, (2) identifying essential leadership skills for minority leaders, (3) suggesting innovative ways of developing these essential minority leadership skills, and (4) identifying community college/technical institute leaders to serve as mentors for MLDP participants. It is the opinion of the evaluator, based on the available documentation, that the four aforementioned proposed products have been delivered by MLDP officials. Therefore, Purpose B, Objective 4 was evaluated as having been achieved.

6.7 Purpose B, Objective 5.

To conduct an ongoing evaluation of the project, [of] the minority leadership program, [of] the overall process, and [of] the participants through periodic

↑ interviews and exit interviews with employers, internship supervisors, and mentors. ↑

Summative Evaluation:

Summative evaluation data indicate that Purpose B, Objective 5 has been achieved. Ongoing evaluations of the MLDP were achieved through interviews with employers, intern supervisors and mentors during site visits to selected institutions in which internship/mentorship experiences were conducted. Also, the Managerial Functions and Roles Profile for Community College/Technical Institute Administrators instrument assessed pre- and posttest responses from internship supervisors/mentors relative to MLDP project ramifications, including participants' professional growth. These data were used to monitor and adjust programmatic variables as well as to monitor and adjust training activities for potential, subsequent projects. Therefore, Purpose B Objective 5 was evaluated as having been achieved.

6.8 Purpose C, Objective 1.

Prepare quarterly reports [for submission to the Texas Higher Education Coordinating Board] with input from Advisory Committee[s].

Summative Evaluation:

Summative evaluation data indicate that Purpose C, Objective

1 has been achieved. Documentation verifies that required quarterly budget reports were prepared and were submitted to the Texas Higher Education Coordinating Board. Therefore, Purpose C, Objective 1 was evaluated as having been achieved.

6.9 Purpose C, Objective 2.

Prepare enrollment reports with input from Advisory Committee(s), staff and participants.

Summative Evaluation:

Summative evaluation data indicate that Purpose C, Objective 2 has been achieved. Reports were regularly distributed which indicated the enrollment status--attritions and replacements--of project participants. Therefore, Purpose C, Objective 2 was evaluated as having been achieved.

6.10 Purpose D, Objective 1

Prepare and submit [to the Texas Higher Education Coordinating Board] a final project report and other project material(s) and deliverables.

Summative Evaluation:

Summative evaluation data indicate that Purpose D, Objective 1 is currently in progress since this document--the Summative Evaluation--is to be included in the final

materials and deliverables. However, documentation does indicate that all preliminary materials and deliverables have been assembled and that they are accurate. Therefore, when this Summative Evaluation is concluded and is added to the preliminary materials and deliverables, Purpose D, Objective 1 will have been achieved.

6.11 Purpose E, Objective 1.

Develop [a] plan through advisory committees (local and state) to continue [the] leadership program.

Summative Evaluation:

Summative evaluation data indicate that Purpose E, Objective 1 has been achieved. MLDP officials submitted a continuation proposal in June 1990 to the Texas Higher Education Coordinating Board. The continuation proposal was approved for an additional period of one year. Therefore, Purpose E, Objective 1 was evaluated as having been achieved.

6.12 Purpose E, Objective 2.

Identify sources of support for continuation of [the] leadership program.

Summative Evaluation:

Summative evaluation data indicate that Purpose E, Objective 2 has been achieved. In addition to the one year continuation,

funds received from the Texas Higher Education Coordinating Board, funds are being sought from the Ford Foundation to continue the Project; approval for these funds is pending. Finally, MLDP officials are seeking funds through Texas A & M University to institutionalize the Project; approval for these local funds is also pending. Therefore, Purpose E, Objective 2 was evaluated as having been achieved.

7.0 Summative Evaluation Summary--Phase II.

The summative evaluation of the Minority Leadership Development Project accomplishments indicates that all of the stated and approved purposes [goals, and objectives for Phase II were achieved. Following is a summary listing of those Phase II major accomplishments.

7.1 Resumes were secured from potential minority leaders in public/private institutions throughout Texas. These resumes were used to establish a data bank and were used to inform personnel officers in community colleges/technical institutes of the availability of the Minority Candidate Database.

7.2 MLDP officials continued to review the literature to identify programs which have been successful in providing upward mobility opportunities and experiences for minority individuals.

7.3 Using input from advisory committees, from survey results, and from representatives of the public/private sector, MLDP officials developed delivery mechanisms and specific content

for participants in the Minority Leadership Project.

- 7.4 MLDP officials designed, developed, and conducted a leadership training program for potential minority leaders that included: (1) opportunities to accrue up to 15 semester hours of academic credits for summer institutes and for extended internship/mentorship experiences (400 clock hours) in community colleges/technical institutions throughout Texas, and (2) the development and implementation of a monitoring component for use in fostering accountability among Project participants.
- 7.5 MLDP officials designed criteria for an ongoing evaluation plan consisting of formal and informal approaches as well as process and product type assessments to measure the outcomes of the Minority Leadership Project. An external evaluator was contracted to bring evaluation criteria and design to fruition, using data collected from periodic interviews and from exit interviews with employers, with mentors, with internship supervisors, and with MLDP participants.
- 7.6 MLDP officials prepared timely budget and participant enrollment reports for submission to the Texas Higher Education Coordinating Board, to the external evaluator, and to other project authorities.
- 7.7 MLDP officials have prepared the materials and the

deliverables for the submission of their final report to the Texas Higher Education Coordinating Board. With the completion of this document the final report will have been completed and it will be submitted to the proper authorities as proposed.

7.8 MLDP officials, as proposed, have been persistent in their quest for continuing funds to support the Minority Leadership Development Project. Among their queries have been to seek continuing support from the Texas Higher Education Coordinating Board (THECB), from the Ford Foundation, and from Texas A & M University. Of these queries, one source of funding, the THECB, has committed continuing funds for a period of one year, and two sources of funding, the Ford Foundation and Texas A & M, are pending.

8.0 Summative Comments and Recommendations.

The Minority Leadership Development Project officials have done an excellent job in achieving all of the Project's proposed purposes [goals] and objectives. They are to be commended for successfully completing this ambitious set of outcomes in an impressive manner.

However, the Phase II Executive Summary of the original proposal stated that, "Through the College of Education, two minority fellowships have been confirmed. This will allow at least two individuals who start degree objectives through this program to continue their program of studies" (p. 46). The evaluator did not

receive documentation confirming that graduate fellowships were available for minority project participants. An unconfirmed view is that the two fellowships were awarded to persons not involved with the Project. However, the external evaluator was informed upon inquiry that the MLDP had been awarded one graduate assistantship position and one graduate research associate position. One MLDP participant has been offered, and is seriously considering accepting, the research associate position to continue his/her studies.

Moreover, participant responses to the Summative Evaluation instrument are presented in Appendix C. The mean responses of 27 participants are presented for items one through 20. Responses collected for item 21 (Appendix C) indicate that participants felt that the major strengths of the Project were excellent training and content of project activities, rewarding networking opportunities, extremely professional MLDP officials and staff, excellent professional development experiences, and rewarding contacts with statewide CC/TI leaders.

To be sure, all of the participants' recommendations for improving the quality of the Project, responses to item 23, are worthy of serious considerations. The most significant three are those responses relative to cultural bias in favor of Blacks, obvious internal strife among project officials, and the need for professional accountability and/or support from all project officials. Therefore, assuming that the perceptions of participants

are accurate, it is the recommendation of the evaluator that solutions to these three issues are given top priority during the extended period of the Project.

Submitted by: Sumpter L. Brooks, II, Ed.D.

Sumpter L. Brooks, II, Ed.D.

Project Evaluator

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APPENDIX A
**Managerial Functions and Roles Profile for Community College/Technical
Institute Administrators**

The Managerial Functions and Roles Profile for Community
College/Technical Institute Administrators

(Revision Procedures)

Revision procedures of the Managerial Functions and Roles Profile for Community College/Technical Institute Administrators are presented in this section. To accomplish this process the Project Evaluator had access to two documents: (1) Erlandson and Hoyle's (1987) Managerial Functions and Roles Profile [by authors' permission], and (2) a list of the Minority Leadership Competencies Profile which was developed through input from community college/technical institute leaders and from mini-DACUM panels. To present evidence for content validity, information from the two documents was reconciled to include as many of the major and sub-categories as possible and at the same time keep the revised document within reasonable length. Therefore, most of the sub-categories from the Minority Leadership Competencies Profile list were included on the revised instrument, with several sub-categories combined; and the major categories were reduced from nine to five. The revised document is presented on the remaining pages of Appendix A.

**Managerial Functions and Roles Profile for
Community College/Technical Institute Administrators**

Name of person being assessed: _____

Name & title of person making assessment: _____

Relationship to person being assessed:

self peer
 superior subordinate

Date: _____

(Optional)

<p>1. Sex</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p>	<p>2. Age</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 0</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 4</p> <p><input type="checkbox"/> 5 <input type="checkbox"/> 5</p> <p><input type="checkbox"/> 6 <input type="checkbox"/> 6</p> <p><input type="checkbox"/> 7 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 8 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 9 <input type="checkbox"/> 9</p>	<p>3. Ethnicity</p> <p><input type="checkbox"/> Afro/Amer.</p> <p><input type="checkbox"/> Anglo/Amer.</p> <p><input type="checkbox"/> Asian/Amer.</p> <p><input type="checkbox"/> Mex/Amer.</p> <p><input type="checkbox"/> Native/Amer.</p> <p><input type="checkbox"/> Biracial/Amer.</p> <p><input type="checkbox"/> Other _____</p> <hr/> <p style="text-align: right;">(Specify)</p> <p>5. Marital Status</p> <p><input type="checkbox"/> Single</p> <p><input type="checkbox"/> Married</p> <p><input type="checkbox"/> Widowed</p> <p><input type="checkbox"/> Sep./Divorced</p>
<p>4. Education</p> <p><input type="checkbox"/> Bachelor's</p> <p><input type="checkbox"/> Bachelor's +</p> <p><input type="checkbox"/> Master's</p> <p><input type="checkbox"/> Master's +</p> <p><input type="checkbox"/> Doctor's</p> <p><input type="checkbox"/> Doctor's +</p>		

Directions: Respond to each item based on the skill level demonstrated by the community college/technical institute administrator by blackening the appropriate space to the right of the statements.

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if it does not apply or if you have not observed the behavior).

low average high

This instrument is adapted and revised from Erlandson, David A. and John R. Hoyle, 'Managerial Functions and Roles Profile,' Texas A&M University.

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

Part I: Personal Leadership Attributes

The administrative intern demonstrates:

1. ability to laugh and appreciate good humor in other people.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
2. ability to write legibly.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
3. ability to speak to varied groups.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
4. ability to listen coherently.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
5. ability to sustain energy and endurance.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
6. physical fitness and well-being.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
7. ability to complete assignments.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
8. optimism relative to work assignments.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
9. ability to cope with stress and maintain poise.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
10. sensitivity to multicultural differences.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

11. sensitivity to individual differences.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
12. comfort with his/her own ethnicity.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
13. ability to recognize and respond appropriately to non-verbal communication patterns.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
14. ability to prepare to communicate, orally and in writing, with targeted audiences.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
15. ability to create a climate for creative thinking among peers and subordinates.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
16. ability to think beyond set parameters.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
17. ability to encourage and promote innovation.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
18. ability to encourage and promote institutional change.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Part II: General Administration Functions

The administrative intern demonstrates:

19. ability to analyze staffing needs.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

20. ability to recruit and select qualified staff/faculty.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
21. ability to objectively evaluate staff/faculty.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
22. ability to design staff development programs.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
23. ability to interpret personnel policies and procedures.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
24. ability to plan effective use of facilities.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
25. ability to interpret and utilize research findings for institutional development.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
26. ability to prepare short-long range resource development plans.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
27. ability to prepare and monitor budgets and expenses.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
28. computer literacy and use of management information systems (M.I.S).	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
29. ability to analyze community and student needs.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

30. ability to raise funds for institutional development.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Part III: Professional Awareness

The administrative intern:

31. participates in professional organizations.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

32. practices professional code of ethics.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

33. develops and maintains an up-to-date professional vita.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

34. reads professional literature.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

35. maintains a personal professional development plan.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

36. develops a professional network system.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

37. participates in local and state educational/political affairs.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

38. participates in institutional service activities (works on committees, accreditation, curriculum, etc.).	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if
 low average high it does not apply or if you
 have not observed the
 behavior).

Part IV: Managerial (Persuasion/Influence/Control) Functions

The administrative intern demonstrates:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 39. ability to convince superiors to support his/her staff and programs. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. ability to convince others in goal setting and decision making. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. ability to persuade others to accept and cope with controversy and to mediate conflict among staff, students, and the broader academic community. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42. ability to use two-way communication skills between the college/institute and the community. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. ability to bring diverse groups together for a common purpose. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. ability to identify and use politically powerful groups and individuals to accomplish college/institute goals. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. ability to use authority of his/her office to accomplish tasks. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Rating Scale: 1 2 3 4 5 6 7 (Leave the item unanswered if it does not apply or if you have not observed the behavior).
 low average high

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 46. ability to influence faculty/
staff to work toward common
goals. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. ability to identify and
circumvent barriers to upward
mobility. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. ability to recognize and work
within formal and informal
governance structures. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. ability to utilize and benefit
from environmental scanning. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50. ability to promote and profit
from action research for
institutional improvement. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. ability to take safe and
calculated risks. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Part V: Instructional Administration:

The administrative intern demonstrates:

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 52. knowledge and mission of higher
educational administration. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. knowledge and effective
strategies and processes for
teaching, guiding, and following
up post secondary students. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Rating Scale: 1 2 3 4 5 6 7
 low average high

(Leave the item unanswered if it does not apply or if you have not observed the behavior).

54. ability to help faculty assess and guide post secondary student achievement by employing alternative teaching strategies.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
55. ability to assist faculty in maintaining a productive environment for post secondary study and research.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
56. knowledge of research design and credibility as a publishing researcher.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
57. ability to establish and maintain collaborative instruction and research activities with practitioners in the field.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
58. ability to develop, implement, and evaluate curriculum.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
59. ability to establish and maintain linkages with other educational, business, and industrial agencies.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
60. awareness of accreditation processes.	0	0	0	0	0	0	0
	1	2	3	4	5	6	7

APPENDIX B
STANDARDIZED INSTRUMENTS
Minnesota Importance Questionnaire (1975)
Minnesota Satisfaction Questionnaire (1977)
The Values Scale (1985)

Do not write on this booklet

MINNESOTA IMPORTANCE QUESTIONNAIRE

1975 Revision

RANKED FORM

Vocational Psychology Research

UNIVERSITY OF MINNESOTA

© Copyright, 1975

44

166

DIRECTIONS

The purpose of this questionnaire is to find out what you consider important in your ideal job, the kind of job you would most like to have.

On the following pages are groups of five statements about work.

- Read each group of statements carefully.
- Rank the five statements in each group in terms of their importance to you in your ideal job.
- Use the number "1" for the statement which is most important to you in your ideal job, the number "2" for the statement which is next most important to you, and so on.
- Use the number "5" for the statement least important to you in your ideal job.
- Write down your rankings in the correct spaces on the answer sheet.

Please turn to the next page for instructions on how to mark your answer sheet.

HOW TO MARK THE ANSWER SHEET

First of all

Print your name in the space provided and fill in the other information requested.

To fill in the answer sheet

- Start where it says "Page 1".
- There is a box for each of the statements in each group. The letters at the left side of the boxes stand for the statements in your booklet.
- For example, your ranking of a group of statements might look like this:

(booklet)

(answer sheet)

group 1

On my ideal job . . .

- a. I could be busy all the time.
- b. the job would provide for steady employment.
- c. I could do things for other people.
- d. I could try out some of my own ideas.
- e. my boss would train the workers well.

		group 1
begin page 1	a	1
	b	3
	c	5
	d	2
	e	4

This means that, of the five statements, you consider statement "a" (I could be busy all the time) the **most important** (ranked "1") to you in your ideal job; statement "d" (I could try out some of my own ideas) the **next most important** (ranked "2"); statement "b" (ranked "3") the **next most important**; statement "e" (ranked "4") the **next most important**; and statement "c" (ranked "5") the **least important** to you in your ideal job.

You will find some of the rankings more difficult to make than others, but it is important that you rank every statement in each group.

Be Sure Your Answers are Numbers, Not Letters.

On your answer sheet enter your rankings of statements for each group.

Remember: "1" = most important to you in your ideal job; "2" = next most important, and so on, to "5" for least important to you in your ideal job.

group
1

On my ideal job . . .

- a. I could be busy all the time.
 - b. I could do things for other people.
 - c. I could try out some of my own ideas.
 - d. my pay would compare well with that of other workers.
 - e. the job would provide an opportunity for advancement.
-

group
2

On my ideal job . . .

- a. I could do things for other people.
 - b. I could do something different every day.
 - c. the job could give me a feeling of accomplishment.
 - d. my boss would train the workers well.
 - e. the company would administer its policies fairly.
-

group
3

On my ideal job . . .

- a. I could do the work without feeling that it is morally wrong.
 - b. my boss would back up the workers (with top management).
 - c. I could do something different every day.
 - d. I could do something that makes use of my abilities.
 - e. I could be busy all the time.
-

group
4

On my ideal job . . .

- a. the company would administer its policies fairly.
 - b. I could try out some of my own ideas.
 - c. I could do something that makes use of my abilities.
 - d. my co-workers would be easy to make friends with.
 - e. I could be "somebody" in the community.
-

On your answer sheet enter your rankings of statements for each group.

Remember: "1" = most important to you in your ideal job; "2" = next most important, and so on, to "5" for least important to you in your ideal job.

group
5

On my ideal job . . .

- a. my boss would train the workers well.
 - b. I could plan my work with little supervision.
 - c. my boss would back up the workers (with top management).
 - d. I could try out some of my own ideas.
 - e. the job would have good working conditions.
-

group
6

On my ideal job . . .

- a. I could get recognition for the work I do.
 - b. I could do the work without feeling that it is morally wrong.
 - c. I could plan my work with little supervision.
 - d. I could do things for other people.
 - e. my co-workers would be easy to make friends with.
-

group
7

On my ideal job . . .

- a. my boss would back up the workers (with top management).
 - b. the company would administer its policies fairly.
 - c. my pay would compare well with that of other workers.
 - d. I could get recognition for the work I do.
 - e. I could tell people what to do.
-

group
8

On my ideal job . . .

- a. I could do something different every day.
 - b. my co-workers would be easy to make friends with.
 - c. I could make decisions on my own.
 - d. the job would have good working conditions.
 - e. my pay would compare well with that of other workers.
-

On your answer sheet enter your rankings of statements for each group.

Remember: "1" = most important to you in your ideal job; "2" = next most important, and so on, to "5" for least important to you in your ideal job.

group
9

On my ideal job . . .

- a. I could do something that makes use of my abilities.
 - b. I could tell people what to do.
 - c. the job would have good working conditions.
 - d. the job would provide for steady employment.
 - e. I could do things for other people.
-

group
10

On my ideal job . . .

- a. I could make decisions on my own.
 - b. I could be busy all the time.
 - c. the job would provide for steady employment.
 - d. the company would administer its policies fairly.
 - e. I could plan my work with little supervision.
-

group
11

On my ideal job . . .

- a. the job could give me a feeling of accomplishment.
 - b. I could make decisions on my own.
 - c. I could tell people what to do.
 - d. I could do the work without feeling that it is morally wrong.
 - e. I could try out some of my own ideas.
-

group
12

On my ideal job . . .

- a. my co-workers would be easy to make friends with.
 - b. the job would provide for steady employment.
 - c. the job would provide an opportunity for advancement.
 - d. my boss would back up the workers (with top management).
 - e. the job could give me a feeling of accomplishment.
-

On your answer sheet enter your rankings of statements for each group.

Remember: "1" = most important to you in your ideal job: "2" = next most important, and so on, to "5" for least important to you in your ideal job.

group
13

On my ideal job . . .

- a. I could plan my work with little supervision.
 - b. the job would provide an opportunity for advancement.
 - c. I could be "somebody" in the community.
 - d. I could tell people what to do.
 - e. I could do something different every day.
-

group
14

On my ideal job . . .

- a. my pay would compare well with that of other workers.
 - b. the job could give me a feeling of accomplishment.
 - c. I could work alone on the job.
 - d. I could plan my work with little supervision.
 - e. I could do something that makes use of my abilities.
-

group
15

On my ideal job . . .

- a. I could tell people what to do.
 - b. my boss would train the workers well.
 - c. my co-workers would be easy to make friends with.
 - d. I could be busy all the time.
 - e. I could work alone on the job.
-

group
16

On my ideal job . . .

- a. the job would provide for steady employment.
 - b. my pay would compare well with that of other workers.
 - c. my boss would train the workers well.
 - d. I could be "somebody" in the community.
 - e. I could do the work without feeling that it is morally wrong.
-

On our answer sheet enter your rankings of statements for each group.

Remember: "1" = most important to you in your ideal job; "2" = next most important, and so on, to "5" for least important to you in your ideal job.

group
17

On my ideal job . . .

- a. I could work alone on the job.
 - b. I could be "somebody" in the community.
 - c. I could do things for other people.
 - d. my boss would back up the workers (with top management).
 - e. I could make decisions on my own.
-

group
18

On my ideal job . . .

- a. I could try out some of my own ideas.
 - b. I could get recognition for the work I do.
 - c. I could do something different every day.
 - d. I could work alone on the job.
 - e. the job would provide for steady employment.
-

group
19

On my ideal job . . .

- a. the job would provide an opportunity for advancement.
 - b. I could do something that makes use of my abilities.
 - c. I could get recognition for the work I do.
 - d. I could make decisions on my own.
 - e. my boss would train the workers well.
-

group
20

On my ideal job . . .

- a. the job would have good working conditions.
 - b. I could work alone on the job.
 - c. the company would administer its policies fairly.
 - d. the job would provide an opportunity for advancement.
 - e. I could do the work without feeling that it is morally wrong.
-

On your answer sheet enter your rankings of statements for each group.

Remember: "1" = most important to you in your ideal job; "2" = next most important, and so on, to "5" for least important to you in your ideal job.

group
21

On my ideal job . . .

- a. I could be "somebody" in the community.
 - b. the job would have good working conditions.
 - c. I could be busy all the time.
 - d. the job could give me a feeling of accomplishment.
 - e. I could get recognition for the work I do.
-

Check your answer sheet to see that you have used the numbers 1 to 5 to rank every statement in each group. Then, continue on the next page.

On this page consider each statement and decide whether or not it is important to have in your ideal job.

- If you think that the statement is important for your ideal job, mark an X in the "Yes" box on your answer sheet.
- If you think that the statement is not important for your ideal job, mark an X in the "No" box on your answer sheet.

On my ideal job it is important that . . .

1. I could do something that makes use of my abilities.
2. The job could give me a feeling of accomplishment.
3. I could be busy all the time.
4. The job would provide an opportunity for advancement.
5. I could tell people what to do.
6. The company would administer its policies fairly.
7. My pay would compare well with that of other workers.
8. My co-workers would be easy to make friends with.
9. I could try out some of my own ideas.
10. I could work alone on the job.
11. I could do the work without feeling that it is morally wrong.
12. I could get recognition for the work I do.
13. I could make decisions on my own.
14. The job would provide for steady employment.
15. I could do things for other people.
16. I could be "somebody" in the community.
17. My boss would back up the workers (with top management).
18. My boss would train the workers well.
19. I could do something different every day.
20. The job would have good working conditions.
21. I could plan my work with little supervision.

Check your answer sheet to see that you have marked only one choice for each of the 21 statements.

minnesota satisfaction questionnaire



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

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54
176

Confidential

Your answers to the questions and all other information you give us will be held in strictest confidence.

Name _____ Today's Date _____ 19____
Please Print

1. Check one: Male Female

2. When were you born? _____ 19____

3. Circle the number of years of schooling you completed:

4 5 6 7 8

Grade School

9 10 11 12

High School

13 14 15 16

College

17 18 19 20

Graduate or
Professional School

4. What is your present job called? _____

5. What do you do on your present job? _____

6. How long have you been on your present job? _____ years _____ months

7. What would you call your **occupation**, your usual line of work? _____

8. How long have you been in this line of work? _____ years _____ months

minnesota satisfaction questionnaire

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

On the following pages you will find statements about your **present job**.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

- if you feel that your job gives you **more than you expected**, check the box under **"Very Sat."** (Very Satisfied);
- if you feel that your job gives you **what you expected**, check the box under **"Sat."** (Satisfied);
- if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);
- if you feel that your job gives you **less than you expected**, check the box under **"Dissat."** (Dissatisfied);
- if you feel that your job gives you **much less than you expected**, check the box under **"Very Dissat."** (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job**.
- Do this for **all** statements. Please answer **every** item.

Be frank and honest. Give a true picture of your feelings about your **present job**.

Ask yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .

	Very Dissat	Dissat.	N	Sat	Very Sat
1. The chance to be of service to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to try out some of my own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being able to do the job without feeling it is morally wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to work by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The variety in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The chance to have other workers look to me for direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The chance to do the kind of work that I do best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The social position in the community that goes with the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The policies and practices toward employees of this company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The way my supervisor and I understand each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My job security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The amount of pay for the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The working conditions (heating, lighting, ventilation, etc.) on this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The opportunities for advancement on this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The technical "know-how" of my supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The spirit of cooperation among my co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The chance to be responsible for planning my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way I am noticed when I do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Being able to see the results of the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The chance to be active much of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The chance to be of service to people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The chance to do new and original things on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Being able to do things that don't go against my religious beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The chance to work alone on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The chance to do different things from time to time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat	Dissat.	N	Sat.	Very Sat

Ask yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .

	Very Dissat.	Dissat	N	Sat	Very Sat
26. The chance to tell other workers how to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The chance to do work that is well suited to my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The chance to be "somebody" in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Company policies and the way in which they are administered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The way my boss handles his/her employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The way my job provides for a secure future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The chance to make as much money as my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The physical surroundings where I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The chances of getting ahead on this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The competence of my supervisor in making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. The chance to develop close friendships with my co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The chance to make decisions on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The way I get full credit for the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Being able to take pride in a job well done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Being able to do something much of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. The chance to help people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. The chance to try something different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Being able to do things that don't go against my conscience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. The chance to be alone on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. The routine in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. The chance to supervise other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. The chance to make use of my best abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. The chance to "rub elbows" with important people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. The way employees are informed about company policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. The way my boss backs up his/her employees (with top management).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat	Dissat	N	Sat	Very Sat

Ask yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .

	Very Dissat	Dissat	N	Sat.	Very Sat
51. The way my job provides for steady employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. How my pay compares with that for similar jobs in other companies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. The pleasantness of the working conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. The way promotions are given out on this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. The way my boss delegates work to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. The friendliness of my co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. The chance to be responsible for the work of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. The recognition I get for the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Being able to do something worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Being able to stay busy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. The chance to do things for other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. The chance to develop new and better ways to do the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. The chance to do things that don't harm other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. The chance to work independently of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. The chance to do something different every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. The chance to tell people what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. The chance to do something that makes use of my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. The chance to be important in the eyes of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. The way company policies are put into practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. The way my boss takes care of the complaints of his/her employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. How steady my job is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. My pay and the amount of work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. The physical working conditions of the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. The chances for advancement on this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. The way my boss provides help on hard problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ask yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .

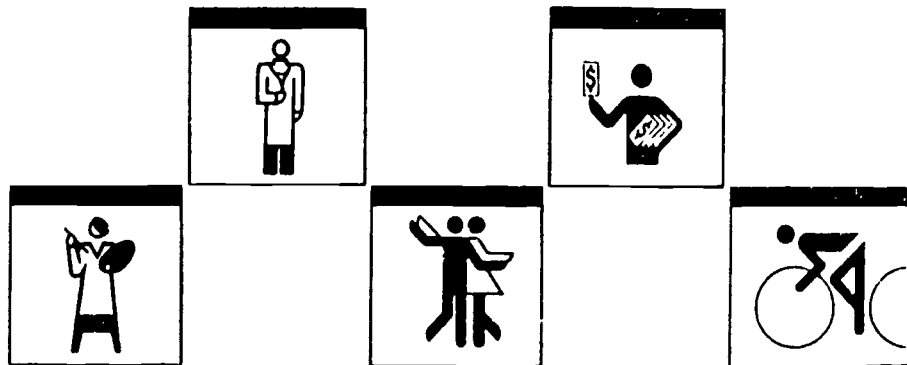
	Very Dissat	Dissat	N	Sat	Very Sat
76. The way my co-workers are easy to make friends with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. The freedom to use my own judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. The way they usually tell me when I do my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. The chance to do my best at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. The chance to be "on the go" all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. The chance to be of some small service to other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. The chance to try my own methods of doing the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. The chance to do the job without feeling I am cheating anyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. The chance to work away from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. The chance to do many different things on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. The chance to tell others what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. The chance to make use of my abilities and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. The chance to have a definite place in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. The way the company treats its employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. The personal relationship between my boss and his/her employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. The way layoffs and transfers are avoided in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. How my pay compares with that of other workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. The working conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. My chances for advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. The way my boss trains his/her employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. The way my co-workers get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. The responsibility of my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. The praise I get for doing a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. The feeling of accomplishment I get from the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Being able to keep busy all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Very
Dissat Dissat N Sat Very
Sat

The Values Scale

Donald E. Super, Ph.D., and Dorothy D. Nevill, Ph.D.
University of Florida

This inventory of values asks how important to you are the various values or satisfactions that most people seek in their lives. People differ in what is important to them, but to some extent most people want the same things. The question is, to what degree are they important to you? Please answer all the questions as well as you can. Do not skip any. Your answers will be helpful in understanding people better and in helping them.



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Directions

Please do not make any marks on this booklet—use the answer sheet as directed.

Fill out all the information on the front of the answer sheet. The information for filling in section 7B is on the back of this booklet. Once you have completed the personal information on the front of the answer sheet, turn the answer sheet over and start answering the questions below. Please answer every question. Work rapidly. If you are not sure, guess—your first thought is most likely to be the right answer for you.

How important to you are the values listed below? Please read each statement, then use the following scale to show how important that value is to you:

- 1 means of little or no importance
- 2 means of some importance
- 3 means important
- 4 means very important

Use a pencil to fill in the circle of the number on the response sheet that shows how important the value is to you. For example:

Have lots of fun

1 2 ● 4

Now please respond to all the questions, using the answer sheet.

It is now or will in the future be important for me to . . .

1. use all my skills and knowledge.
2. have results which show that I have done well.
3. get ahead.
4. make life more beautiful.
5. help people with problems.
6. tell others what to do.
7. act on my own.
8. discover, develop, or design new things.
9. have a high standard of living.
10. live according to my own ideas.
11. develop as a person.
12. get a lot of exercise.
13. be admired for my knowledge and skills.
14. do risky things.
15. do things with other people.
16. be with friends.
17. have every day be different in some way from the one before it.
18. have good space and light in which to work.
19. live where people of my religion and race are accepted.
20. work hard physically.
21. be where employment is regular and secure.
22. do work that takes advantage of my abilities.
23. know that my efforts will show.
24. get ahead quickly in my career.
25. find pleasure in the beauty of my work.
26. be involved in work in which the goal is helping people.
27. be able to be a leader at work.
28. make my own decisions at work.
29. create something new in my work.
30. have a good income.
31. live my life my way.
32. have ideas about what to do with my life.
33. take part in sports and other physical activities.
34. be recognized for my accomplishments.
35. feel that there is some risk or some danger in the work I do.
36. work in a group rather than by myself.
37. do things with people I like.
38. do a number of different things during the day.
39. have good sanitary facilities (e.g. washroom) at work.
40. work where people of my ethnic origin have good job possibilities.
41. use powerful machines.

Go on to next page.

42. have a regular income.
43. develop my abilities.
44. reach a high standard in my work.
45. be able to get promotions.
46. be concerned with beauty in my work.
47. work in a way that makes the world a better place.
48. be the one who manages things at work.
49. be free to get on with a job in my own way.
50. have a chance to try out new ideas at work.
51. be well paid for whatever work I might do.
52. work at what I want to when I want to.
53. find personal satisfaction in my work.
54. be physically active in my work.
55. be held in high esteem because of my work.
56. take on dangerous tasks if they interest me.
57. be with other people while I work.
58. be with my kind of people.
59. change work activities frequently.
60. be protected from the weather while I work.
61. feel accepted at work as a member of my race or ethnic group.
62. use my strength.
63. have a secure position.
64. keep on learning new things at work.
65. do something at which I am really good.
66. be able to think in terms of advancement.
67. be able to add to the beauty of the world.
68. improve the welfare and peace of the world.
69. make decisions that others follow.
70. be my own boss.
71. use new ideas and methods.
72. earn enough to live well.
73. decide what to do with my life.
74. cultivate my inner life.
75. make a real physical effort at work.
76. be viewed as a special person.
77. face the challenge of danger.
78. have people take time to chat.
79. have a job where I can easily make friends.
80. move around while doing things at work.
81. work in a place where I can really do my job.
82. work with people of my own background.
83. move big boxes and crates.
84. have a feeling of economic security.
85. have to think about what I am doing at work.
86. get the feeling I have really achieved something at work.
87. work where getting ahead is considered important.
88. be appreciated for the beauty of my work.
89. do work which improves things for other people.
90. have the authority to get things done.
91. set my own working hours.
92. be inventive in my job.
93. have all of the nice things I want.
94. plan my own work activities.
95. develop my own work life.
96. be able to be outdoors a great deal.
97. have people recognize the work I have done.
98. be able to run reasonable risks when there is something to gain.
99. deal with a variety of people at work.
100. work where there are friendly people.
101. be able to do my work in a variety of ways.
102. have a comfortable temperature at work.
103. be true to the values of my people.
104. carry heavy loads.
105. know that I can always make a living.
106. feel that I am treated fairly at work.

Occupational Group

The answer sheet asks you, "What kind of work do or did you do?" Select your occupational group from the table below. The table contains occupational group titles and examples of occupations in each group. Select the group that matches the work you do or have done. Each group is identified by a letter; mark the letter on the answer sheet of the group you have selected.

<p>Physical Science: Research</p> <p>Chemist Geologist Mathematician Physicist Statistician</p> <p style="text-align: center;">A</p>	<p>Physical Science: Applied</p> <p>Architect Engineer (all types) Geographer Industrial Engineer Systems Analyst</p> <p style="text-align: center;">B</p>	<p>Biological and Medical Science</p> <p>Dentist Medical Doctor Pharmacist Scientific Farmer Veterinarian</p> <p style="text-align: center;">C</p>	<p>Social Science: Research</p> <p>Anthropologist Economist Market Research Analyst Social Psychologist Sociologist</p> <p style="text-align: center;">D</p>	<p>Social Science: Teaching/Social Service</p> <p>Guidance Counselor Marriage Counselor School Psychologist School Teacher Social Worker</p> <p style="text-align: center;">E</p>
<p>Writing and Law</p> <p>Editor Lawyer Librarian Reporter Script Writer</p> <p style="text-align: center;">F</p>	<p>Art and Music</p> <p>Art Director Commercial Artist Dress Designer Interior Decorator Musician</p> <p style="text-align: center;">G</p>	<p>Public Performance</p> <p>Actor/Actress Announcer (Radio/TV) Dancer Musical Performer Professional Athlete</p> <p style="text-align: center;">H</p>	<p>Business: Financial</p> <p>Auditor Bursar/Comptroller Computer Analyst Cost Accountant Credit Analyst</p> <p style="text-align: center;">I</p>	<p>Business: Management</p> <p>Supt-Bldgs/Grounds Bank Manager Hotel Manager Personnel Manager Store Owner/Manager</p> <p style="text-align: center;">J</p>
<p>Business: Sales/Promotion</p> <p>Advertising Manager Broker/Acct. Executive Buyer Public Rel. Manager Sales Manager</p>	<p>Business: Office/Clerical</p> <p>Bank Teller Bookkeeper Clerk/Typist Postal Clerk Stenographer</p> <p style="text-align: center;">K</p>	<p>Business: Merchandising</p> <p>Car Rental Clerk Dept. Store Salesperson Life Insurance Agent Real Estate Agent Retail Salesperson</p> <p style="text-align: center;">L</p>	<p>Technical: Physical Science</p> <p>Air Traffic Controller Electronic Technician Photoengraver Surveyor Weather Analyst</p>	<p>Technical: Health Service</p> <p>Dental Hygienist Dietician Nurse (Registered) Occupational Therapist Optician</p>
<p>Technical: Crafts</p> <p>Auto Mechanic Bread Maker Electrician Jeweler Printer</p>	<p>Technical: Outdoor</p> <p>Dairy Farmer Fish/Crime Warden Flower Grower Grain Farmer Landscape Gardener</p> <p style="text-align: center;">M</p>	<p>Technical: Mechanical</p> <p>Appliance Repair Bulldozer Operator Bus Driver Dry Cleaner Sewing Machine Operator</p> <p style="text-align: center;">N</p>	<p>Personal Service</p> <p>Beautician Hospital Attendant Host/Hostess Receptionist Waiter/Waitress</p>	<p>Manual/Physical</p> <p>Gas Station Attendant Parking Lot Attendant Porter Radio Assembler Stevedore</p>

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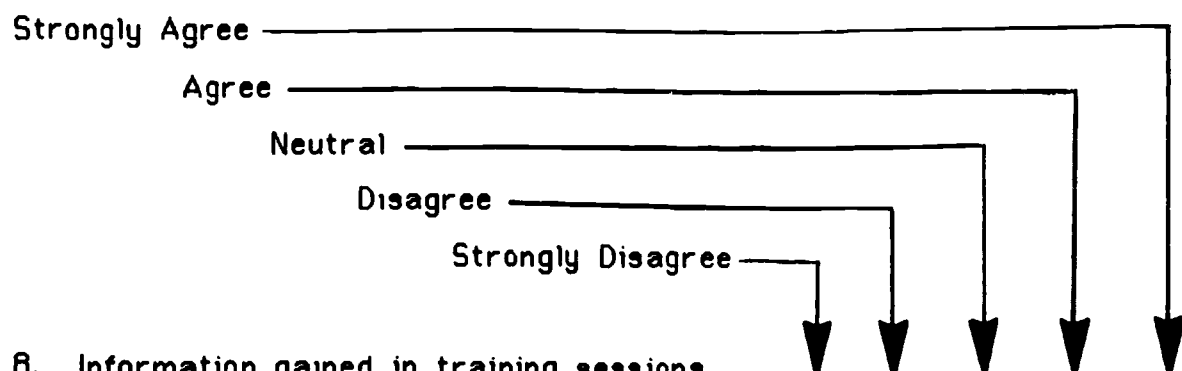
APPENDIX C
Summative Evaluation Instrument

Minority Leadership Development Project (MLDP) (Summative Evaluation)

Directions: This instrument is an anonymous summative evaluation designed to determine your perception of the efficiency and effectiveness of the activities in which you were engaged as a participant in the MLDP. Your responses will be used in two ways: (1) to determine the impact of the training activities on the attainment of your career goals, and (2) to make recommendations for improving the quality of the training activities in subsequent projects. Therefore, please be candid and accurate as possible when responding to each item. Respond to each item by blackening the appropriate space to the right of each statement. [Respondent N = 27; () = Mean Rating]

Strongly Agree					
Agree					
Neutral					
Disagree					
Strongly Disagree					
1. The MLDP training activities were realistic for developing leadership competencies needed for assuming greater career responsibilities.	0	0	0	0	0
	1****	2****	3****	4***	5
	(4.7)				
2. Self-assessment competency profiles were used to develop the training content of the MLDP.	0	0	0	0	0
	1****	2****	3****	4*	5
	(4.3)				

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
3.	MLDP training sessions included both minority and non-minority faculty and/or consultants.					0 0 0 0 0
						1****2*****3*****4*** 5
						(4.9)
4.	MLDP training activities significantly improved my leadership skills for assuming positions of greater leadership responsibility.					0 0 0 0 0
						1****2*****3*****4** 5
						(4.5)
5.	MLDP training sessions helped me to attain certain of my career goals.					0 0 0 0 0
						1****2*****3*****4* 5
						(4.3)
6.	I was satisfied with a majority of the training sessions and academic experiences which I received in the MLDP.					0 0 0 0 0
						1****2*****3*****4** 5
						(4.5)
7.	MLDP participants were given ample opportunity to recommend topics and content for training sessions.					0 0 0 0 0
						1****2*****3*****4*** 5
						(4.7)



8. Information gained in training sessions and academic courses was helpful and practical for CC/TI managers. 0 0 0 0 0
 1****2****3****4*** 5
 (4.6)

9. The internship phase of the MLDP represented significant positive growth experiences. 0 0 0 0 0
 1****2****3****4*** 5
 (4.6)

10. Interactions with my intern mentor(s)/ supervisor(s) were positive, rewarding, and professionally productive. 0 0 0 0 0
 1****2****3****4** 5
 (4.4)

11. Participation in the MLDP has significantly increased my chances of being promoted to a leadership position with greater responsibilities. 0 0 0 0 0
 1****2****3****4** 5
 (4.5)

12. MLDP staff, faculty, and consultants were aware of and sensitive to ethnic/cultural differences of project participants. 0 0 0 0 0
 1****2***3****4* 5
 (4.3)

Strongly Agree	_____				
Agree	_____				
Neutral	_____				
Disagree	_____				
Strongly Disagree	_____				
	↓	↓	↓	↓	↓
13. Communications from MLDP staff and administrators were adequate, explicit, and timely.	0	0	0	0	0
	1****	2*****	3****	4	5
	(3.9)				
14. Summer institutes were designed to accommodate both group and individual professional growth needs.	0	0	0	0	0
	1****	2*****	3*****	4****	5
	(4.6)				
15. The overall quality of the MLDP (i.e. its staff, training sessions, informal experiences, faculty, and consultants) was excellent.	0	0	0	0	0
	1****	2*****	3*****	4****	5
	(4.6)				
16. The MLDP enabled me to establish a number of important professional networks and linkages that could enhance my career goals.	0	0	0	0	0
	1****	2*****	3*****	4****	5
	(4.6)				

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. Meeting facilities, parking and sleeping accommodations were adequate at MLDP summer institutes, training sessions, and conferences.	0	0	0	0	0
	1****	2*****	3*****	4	5
	(4.0)				
18. I would recommend the MLDP to other minority candidates who are interested in moving into leadership positions with greater responsibility.	0	0	0	0	0
	1****	2*****	3*****	4***	5
	(4.8)				
19. If I had an opportunity to continue participating in the MLDP, I would do so without reservations.	0	0	0	0	0
	1****	2*****	3*****	4***	5
	(4.7)				
20. Given the opportunity, I would recommend major changes in the MLDP.	0	0	0	0	0
	1****	2*	3	4	5
	(2.3)				

21. In your opinion what are the major strengths of the MLDP?

<u>Response N</u>	<u>Participant Response</u>
13	Terrific training/content activities
10	Great networking opportunities
11	Professional MLDP official and staff support
8	Outstanding resource persons & peers
4	MLDP concept is outstanding and innovative
4	Excellent professional development experience
3	Rewarding contacts with CC/TI leaders

22. What are the major weaknesses of the MLDP?

<u>Response N</u>	<u>Participant Response</u>
7	The Project needs more organization
6	Classroom/living facilities need improvement
4	Internship program needs more structure
4	Lack of support from certain MLDP officials
4	Improve communication channels among MLDP officials and Project participants
4	

23. Specifically, what recommendations would you make for improving the quality of the MLDP?

<u>Response N</u>	<u>Participant Response</u>
4	Include CC/TI presidents more in MLDP to ease local tension
3	Eliminate cultural bias that favor Blacks

Response N

Participant Response

- | | |
|---|--|
| 3 | Eliminate obvious internal strife among MLDP officials |
| 3 | Assess more carefully the competence of resource personnel and consultants |
| 3 | Consider using participants as resource persons and/or instructors |
| 2 | Require professional accountability from certain (not all) MLDP officials |
| 2 | Consider using current participants as mentors in subsequent projects |

24. Other comments or observations are: (Use the reverse side of this page if necessary.).

Response N

Participant Response

- | | |
|----|--|
| 11 | Thanks for the opportunity to have been involved |
| 10 | Program officials and the staff are the best |
| 2 | Consultants and resource persons were excellent |
| 1 | Plan some after hour, hands-on activities |

Appendix L

**Texas A&M Community College and Technical Institute Leadership
Development Program**

Participants' Resumes



Dr. Elva Allie is Faculty Chair and Associate Professor at Tarrant County Junior College in Forth Worth. She earned her bachelor's and master's degree from North Texas State University and went on to receive her doctorate from the same institution. Dr. Herman Crow served as mentor.



Ms. Virginia Belew is Coordinator of the Private Industry Council Program at Howard College in Big Spring. She earned her bachelor's degree in sociology from the University of Texas at El Paso. Ms. Donna Harrison served as mentor.



Mr. Richard Coronado is Director of Personnel Services at McLennan Community College in Waco. He earned his bachelor's degree from the University of Texas and went on to pursue graduate studies at the American Technological University. Dr. Richard Drum served as mentor.



Dr. Rose Austin is Division Chair of Academic Skills and Mathematics at North Harris Community College in Kingwood. She received her bachelor's and master's degree from Jackson State University. She went on to earn her doctorate from the University of Houston. Dr. Nellie Thorogood served as mentor.



Dr. Vanneise Collins is Assistant to the President at the College of the Mainland in Texas City. She earned her bachelor's degree in sociology and her master's degree in reading education from the State University of New York at Buffalo and went on to pursue her doctorate in educational administration from the same institution. Mr. Larry Stanley served as mentor.



Mr. Richard Delgado is Acting Associate Dean at San Antonio College. He earned his bachelor's degree in engineering from the University of Houston and went on to pursue his master's degree in Urban Planning from the University of Texas at San Antonio. Mr. Homer Hayes served as mentor.



Mr. Rod Fluker is the Campus Manager at Austin Community College. He earned his bachelor's degree from Wiley College and went on to pursue his master's degree from Prairie View A&M. Dr. Nancy Glass served as mentor.



Ms. Orfelina "Fena" Garza is Campus Coordinator of Houston Community College. She earned her bachelor's degree in health and physical education from Texas Women's College and went on to pursue her master's in guidance and counseling from Texas Southern University. Dr. Frank Thornton served as mentor.



Ms. Helen Harric is an Instructor at Blinn College in Brenham. She earned her bachelor's degree from East Texas State University and went on to pursue her master's degree from Towson State University. Dr. Charles Cottingham served as mentor.



Ms. Blanca "Rosie" Garcia is Chairperson and Associate Professor at Del Mar College in Corpus Christi. She earned her bachelor's degree in nursing from Incarnate Word College and went on to pursue her master's degree in nursing and education. Dr. Arlene Kostoch served as mentor.



Ms. Cora Govan-Jackson is Director of Admission & School Relations at Trinity Valley Community College in Athens. She earned her bachelor's in psychology from the University of Texas at Arlington, and went on to pursue a master's in student personnel & guidance from East Texas State University. Ms. Collette Hillard served as mentor.



Ms. Pricilla Hayter-Hall is a Career Planning/Placement Specialist at Richland College in Dallas. She earned her bachelor's degree from Florida A&M University and went on to pursue her master's in sociology from the University of Florida. Dr. Deana Graham served as mentor.



Dr. Charles Hebert, Jr. is Division Chair of Public Service Careers at Houston Community College. He earned his bachelor's degree from Texas Southern University, and went on to pursue his master's degree in education from the University of Missouri. Mrs. Penny McLeakey served as mentor.



Ms. Astra Jackson is a Biology Instructor at McLennan Community College in Waco. She earned her bachelor's degree from Langston University and went on to pursue her master's degree from Prairie View A&M University. Dr. Richard Drum served as mentor.



Ms. Marilyn Lee is Campus Manager at Austin Community College. She earned her bachelor's and master's degree from Prairie View A&M University. Dr. Nancy Glass served as mentor.



Ms. Raquel Henry is a Counselor at Lee College in Baytown. She earned her bachelor's degree from the University of Michigan and went on to pursue her master's degree of education from the University of Houston. Dr. Carol Raney served as mentor.



Mrs. Chris Lucio is Assistant to the President at Texas State Technical Institute in Harlingen. She earned her bachelor's and master's degree from Pan American University. Dr. J. Gilbert Leal served as mentor.

Dr. Micheal Jackson is Director of Counseling Services and Division Chair of Human Development at El Centro Community College in Dallas. He earned his bachelor's degree from Langston University and went on to pursue his doctorate in psychology from Ohio State University. Dr. Wright Lassiter, Jr. served as mentor.



Ms. Gloria Mallett is a Counselor at North Harris County Community College in Houston. Dr. Stephen Head served as mentor.



Mr. Daniel Munguia is a Program Specialist with the Houston Community College District. Mr. John Brown served as mentor.



Mr. Alvin Pollard is Dean of Technical Education at McLennan Community College in Waco. He earned his bachelor's and master's degree from Tennessee State University. Mr. Dennis Michaelis served as mentor.



Mr. Andres Montez is Campus Director for Westbury Campus, Houston Community College District. He earned his bachelor's degree from Pan American University and went on to pursue his master's degree from Texas A&I University. Mr. Les Coats served as mentor.



Ms. Norma Perez is a Counseling & Guidance Officer at Houston Community College. She earned her bachelor's degree from the Dominican College and went on to pursue her master's degree in education from the University of Houston. Mr. Ramon Martinez served as mentor.

Ms. Irene Porcarello is Campus Director with the Houston Community College District. She earned her bachelor's and master's degree from the University of Houston. Dr. Manuel Perry served as mentor.



Mr. Arnold Ramirez is a Counselor at Brazosport College in Houston. Dr. Morris Paschall served as mentor.



Ms. Sylvia Rodriguez is Campus Coordinator with the Houston Community College District. Ms. Lee Ellwood served as mentor.



Dr. Judy Traylor is Director of Developmental & Adult Education at Northeast Texas Community College in Mt. Pleasant. She earned her bachelor's and master's degree from East Texas State University and went on to pursue her doctorate from the same institution. Dr. Susan McBride served as mentor.



Mr. Sammy Rhodes is an Instructor at Texas State Technical Institute in Waco. He earned his bachelor's degree from Texas A&M University in Technical Education. Ms. Francis Malanga served as mentor.



Mr. Rudy Soliz is a Career Counselor with the Houston Community College District. He earned his bachelor's degree from Sam Houston State University and went on to pursue a master's degree from Ball State University. Ms. Lee Ellwood served as mentor.

Ms. Carrie Jean Tunson is an Instructor and Retention Coordinator at Tarrant County Jr. College in Fort Worth. She earned her bachelor's degree in business education from Bishop College and went on to pursue her master's degree from Central Connecticut State College. Dr. Judith Carrier served as mentor.



Mr. Ramon Vela is a Counselor at Lee College in Baytown. He earned his bachelor's degree from the University of Houston and went on to pursue his master's degree in social work from the University of Michigan. He has completed his coursework toward his doctorate at Texas Southern University. Mr. Earl Wright served as mentor.



Ms. Joselle Williams is a Computer Lab Administrator at Richland College in Dallas. She earned her bachelor's degree from the University of Texas at Austin. Ms. Jackie Claunch served as mentor.



Mr. Fred Woolridge is a Supervisor with the Houston Community College District. He earned his bachelor's degree in Technology, and his master's degree in higher Education from the University of Houston. Mr. John Brown served as mentor.



Ms. Martha Villarreal is Division Chair and Instructor at Bee County College in Beeville. She earned her bachelor's and master's degree from Corpus Christi State University. Dr. Neal McBryde served as mentor.



Ms. Marilyn Woods is a Placement Coordinator at Paris Junior College in Paris. She earned her bachelor's degree in Speech Communication from the University of North Texas. Dr. Mary Griffith served as mentor.



Ms. Margarita Zamora is an Assistant Professor and Retention Coordinator at Tarrant County Jr. College in Fort Worth. Dr. Judith Carrier served as mentor.