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Leader Performance Evaluations and Role Congruity Expectations

in a Community College Setting

A dissertation submitted in partial satisfaction of the requirements for the degree

Doctor of Education

in

Educational Leadership

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2011

The Dissertation of Edward Trickey is approved, and it is acceptable in quality and

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2011

DEDICATION

This dissertation is dedicated to Barbara Hamilton, whose steadfast belief,

support, and counsel made the completion of the study and the success of the journey

possible. My gratitude to you knows no bounds. Tu eres el amor de mi vida.

EPIGRAPH

Contemporary women still face many challenges, especially in relation to male-dominated leadership roles. They must be brave, resourceful, creative, and smart to be successful, because they can face the most elaborate of labyrinths on their path to leadership. The women who find their way are the pathbreakers of social change, and they usually have figured out how to negotiate the labyrinth more or less on their own.

Alice H. Eagly and Linda L. Carli

Well I won't back down, no I won't back down.
You can stand me up at the gates of hell, but I won't back down.
Gonna stand my ground, won't be turned around,
and I'll keep this world from draggin' me down.
Gonna stand my ground and I won't back down.

Tom Petty and Jeff Lynne

A dream you dream alone is only a dream. A dream you dream together is reality.

John Lennon

Change is the law of life. And those who look only to the past or present
are certain to miss the future.

John F. Kennedy

One sunny mornin' we'll rise I know,
and I'll meet you further on up the road.

Bruce Springsteen

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Finally, I forever will be thankful for being provided the honor of membership in University of California, San Diego-California State University, San Marcos Joint Doctoral Program Cohort 3.

Each of you inspires me.

VITA

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ABSTRACT OF THE DISSERTATION

Leader Performance Evaluations and Role Congruity Expectations

in a Community College Setting

by

Edward Trickey

Doctor of Education in Educational Leadership

University of California, San Diego, 2011

California State University, San Marcos, 2011

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To investigate the relationships among evaluator attitudes, the role congruity biases many people consciously and unconsciously maintain, evaluation practices, perceptions of leader efficacy and success, and leader persistence in two community college settings, a mixed-methods study was conducted. Leaders are the products of their experiences, environments, the greater society within which they live, their

personal attitudes and biases, and the attitudes and role biases of others. Over time, a corpus of multi-disciplinary research into the complex web of societal, professional-organizational, and institutional attitudes, expectations, and behaviors that impact career choice decisions and career advancement opportunities for leaders, and how leaders are evaluated, has waxed and waned. A review of theoretical literature and past research relevant for application in the community college context is provided. Literature exploring four distinct research areas was analyzed, with emphasis on the latter three: (1) leadership style; (2) the functions attitudes and attributions play in leader evaluations; (3) the relevance of role congruity expectations on evaluations of leaders; and (4) the variables directly influencing leader performance evaluation process outcomes. In the past several decades, women have gained increased access to middle management and some supervisory positions, yet they remain a relative rarity in positions of elite leadership and as chief executives. A role congruity bias explanation for this phenomenon in the community college setting was examined.

The study employed the use of both quantitative and qualitative methods to examine questions regarding the functions of evaluator attitudes, attributions, and role congruity expectations in leader performance evaluation processes. The study consisted of an embedded two-case-study comparison, conducted in two phases.

The results of this study support the assertion that gender-role attitudes, as explained by a role congruity theory of prejudice toward female leaders, negatively impact the professional advancement aspirations, opportunities, and persistence rates of female community college leaders.

CHAPTER 1: INTRODUCTION

Context of the Problem

A review of leadership styles, barriers, evaluation biases and leader success research in the higher education, business, and other fields yielded a wealth of empirical scholarship examining leadership styles, as well as a growing body of empirical research examining women who have attained top leadership positions. A smaller body of empirical scholarship exists examining leader access to preparation opportunities and access to leadership roles. There is a poverty of empirical research examining differences in how top male and female leaders (chief executive officers and presidents) are perceived and evaluated by both followers and superiors, and how these variables impact perceptions of leader success and leader persistence. While this paucity of empirical research examining top leader evaluation differences exists across disciplines and settings, it is more pronounced in the higher education arena, and the community college setting in particular.

In the past several decades, women have gained increased access to middle management and some supervisory positions, yet they remain a relative rarity in positions of elite leadership and as chief executives (Catalyst, 2006a; Catalyst, 2006b; Eagly & Karau, 2002). Recent empirical scholarship supports the assertion that persisting role congruity prejudices toward female leaders in the United States and abroad provide a compelling explanation for this phenomenon (Eagly, 2005; Eagly, 2007; Eagly & Carli, 2003; Eagly, Johannesen-Schmidt, & van Engen, 2003; Eagly & Karau, 2002; Killeen, López-Zafra, & Eagly, 2006).

Leaders are the products of, among other factors, their experiences, organizational environments, the greater societies within which they live, their personal biases and the role biases of others (Banaji & Hardin, 1996; Bartol, 1999; Becker, Ayman, & Korabik, 2002; Biddle, 1979; Carless, 1998; Eagly & Johannesen-Schmidt, 2001; Eagly, Johannesen-Schmidt, & van Egen, 2003; Eagly & Mladinic, 1989; Foschi, 1996; Kolb, 1999; Lueptow, Garovich, & Lueptow, 1995). Recent research has explored assertions that a web of societal, professional-organizational, and institutional attitudes, expectations, and behaviors impact career advancement opportunities for aspiring leaders (Bain & Cummings, 2000; Eagly & Johnson, 1990; Eagly & Mladinic, 1989) as well as how leaders are evaluated (Eagly & Karau, 2002; Eagly, Karau, & Makhijani, 1995; Eagly, Makhijani, & Klonsky, 1992; Weyer, 2007). These beliefs and assertions focus attention on the factors determining a given leader's style (Eagly, Johannesen-Schmidt, & van Egen, 2003; Eagly & Johnson, 1990; Paternoster, 2006; Runkle, 2004; Stoeckel & Davies, 2007), the perceptions, access challenges, and barriers leaders face (Brown, 2000; Clark, 2006; Eagly and Mladinic, 1989; Gatteau, 2000; Heilman, 2001; Leatherwood, 2007; Lester, 2006; Petterson, 2003; Rodriguez, 2006; Vanhook-Morrissey, 2003; Weyer, 2007; Wilson, 2003), and these variables' effects on leader efficacy, persistence, and overall success (Eagly & Karau, 2002; Eagly, Karau, & Makhijani, 1995; Eagly, Makhijani, & Klonsky, 1992; Foschi, 1996; Foschi, 2000; Harrison, 2000; Hua, 2005; Stout-Stewart, 2004; Stout-Stewart, 2005).

Rationale for the Study

The rationale for this study is investigation of a phenomenon at a time when there is a unique opportunity to address the problem. With the escalating rate of

retirements of vast numbers of community college presidents nationwide, affected

institutions are facing the challenge of filling these vacancies with effective leaders who

will advance the colleges' goals and visions (Shults, 2001). Despite the fact that there

are as many, or even more, qualified women as there are qualified men, today,

dramatically fewer women than men serve as community college presidents and district

chief executive officers (CEOs). Over time, community colleges have served as

important mobility-enabling institutions, where women in particular have risen "through

the ranks" to become leaders (Giannini, 2001, p. 201).

Determining whether the gender-role attitudes of evaluators, formal and

informal performance evaluation processes, and organizational barriers are negatively

impacting the professional advancement opportunities and persistence rates (as

measured by years in current position) of female community college leaders remains a

challenging, but important pursuit (VanDerLinden, 2004). Nationwide, community

college presidents serve in their current positions an average of seven years (Weisman

& Vaughan, 2007; Vaughan & Weisman, 1998). The seven-year persistence average

for community college presidents has held relatively constant since the mid-1980s.

Also since the mid-1980s, the persistence rate for female community college presidents

has been less than half the persistence rate for male community college presidents

(Vaughan & Weisman, 1998; Weisman & Vaughan, 2007). Paternoster (2006), Shults

(2001), and other scholars noted that with 45 percent of sitting community college

presidents nationwide expected to retire in the last few years of the most recently past

decade alone, dramatic changes in the ranks of community college leaders are

transpiring before our very eyes. The relevance and importance of a study of this focus

and scope at this transitional juncture are great. Rather than maintaining the status quo and observing as these continuously opening positions are filled with men in numbers consistent with historical trends, a unique opportunity exists for this study to support the promotion to and maintenance of women leaders in these important positions of authority and influence.

Greater Societal Attitudes and Attributions

In the United States, the acceptance rate for female leaders lags the acceptance rate for male leaders. Although recent Gallup Poll data established that a growing number of Americans (43%) indicate no preference when asked whether they favor having a female or male boss, over one-third (37%) of Americans surveyed in 2006 indicated a preference for male bosses (Carroll, 2006). This response represented an *increase* from the male-boss-preference rate of 31% that Gallup reported in 2002 (Moore, 2002). Since the Gallup organization first began collecting male-female-boss-preference data in 1953, national polls consistently have exposed favoritism for male over female leaders—in 2006, 19% of Gallup Poll respondents preferred female over male bosses (Carroll, 2006). In the political leadership preference arena, in 2006, while 92% of people surveyed indicate that they *could* vote for a woman for president, only 55% agreed that our country is "ready for a woman president" (CBS News/New York Times, 2006). In direct counterpoint to this majority, 38% of people surveyed in 2006 indicated that America is *not ready* for a woman president (CBS News/New York Times, 2006).

Recent empirical research supports the assertion that women must deal with top leadership role access barriers and evaluation biases that men typically do not face

(Catalyst, 2006a, p. 4). In approaching this topic, it is important to recognize that women are not the only victims and men are not the only perpetrators of disparate treatment of leaders and aspiring leaders based on gender. Whether in the business or educational leadership arenas, or simply in society in general, when any qualified person faces unfair access barriers and must overcome persisting, unwarranted evaluation biases, everyone suffers, in part, because everyone benefits from a diversity of perspective, ability and style (Bhatnagar, 1988; Catalyst, 2006a; Catalyst, 2006b; Nuri Robins, Lindsey, Terrell, & Lindsey, 2007). Embracing, promoting, and celebrating diversity promotes greater opportunities and provides more real choices for everyone.

The consequences of supervisors and other power-wielding stakeholders actively or passively, overtly or covertly, purposefully or inadvertently limiting women's access to top leadership roles, coupled with supervisors, peers, subordinates, and other stakeholders knowingly or unwittingly falling prey to unfair, gender-based role biases in their evaluations of the limited number of top women leaders who overcome access barriers are many—all are extremely subversive to the success of business and educational institutions worldwide, as well as the greater societies in which these institutions flourish or flounder (Eagly, 2007; Eagly & Karau, 2002; Heilman, 2001; Legraine, 2007; Maume, 2004; Oakley, 2000; Ottaviano & Peri, 2004; Skolits & Graybeal, 2007; van Vianen & Fischer, 2002; Weyer, 2007).

This researcher maintains that while determinations about and classifications of a person's style or styles of leadership are interesting, empirically testing and ascertaining a leader's management style fails to explain the instant problem. That is,

why is the number of women serving as community college presidents so low compared to the number of men serving in these leadership positions?   In an attempt to answer this question, this study empirically explored the functions of primary evaluator attitudes and attributions, stereotypes, biases, and role congruity expectations in leader performance evaluation processes and based on the data collected, this researcher maintains that the relationships among these factors directly impact leader performance evaluations in community college settings. Based on his life experiences and the results of this study, the researcher believes that the answer to the question posed above is in part found in the attitudes, attributions, stereotypes, biases, and role congruity expectations maintained by the men and women who evaluate the men and women who serve as community college presidents.

Stereotypes, Biases, and Role Congruity Expectations

As more women have achieved elite leadership positions, incongruities between leadership style and role expectations, based on gender, have been exposed. Gender roles have disparate implications for female and male leaders, because an "inconsistency often exists between the predominantly *communal* qualities that perceivers associate with women (e.g., friendly, kind, unselfish) and the predominantly *agentic* qualities that they generally believe are necessary to succeed as a leader (e.g., assertive, masterful, instrumentally competent)" (Eagly, et al., 2003, p. 572). In essence, common perceptions concerning leadership and what qualities make successful leaders are more closely associated with what most people believe are predominantly male traits and characteristics. When women leaders adopt more agentic qualities, either on situational or regular bases, supervisors and followers alike have a tendency to

perceive role incongruities that can and do lead to prejudice toward female leaders (Eagly & Karau, 2002; Heilman, 2001).

Recent disciplined, empirical research has indicated that women leaders continue to face a series of career ascension and evaluation barriers—obstacles that white males and even a growing number of men of color, rarely face (Burgess & Borgida, 1999; Heilman, 2001; Maume, 2004; Oakley, 2000; van Vianen & Fischer, 2002). "These obstacles combine to restrain women from top positions by pigeonholing their talents, restricting access to essential information, and discouraging their ambitions" (Catalyst, 2006a, p. 4; Catalyst, 2006b). Based on recent empirical research and national poll data, it appears that a large percentage of Americans still are not prepared to fully accept women as top leaders. Although attitudes in the United States have changed since Gallup-boss-preference data first were collected in 1953, many Americans, including an increasing number of women proportionally, continue to be biased against female leaders (Moore, 2002). The effectiveness, both actual and perceived, of a given leader is directly related to whether subordinates, peers, and supervisor evaluators attribute leader-like qualities to the focus leader and to the gender-role stereotypes that subordinates, peers, and supervisors consciously and unconsciously maintain (Butterfield & Powell, 1977; Carli & Eagly, 2001; Cohen-Kaner, 1995; Eagly & Chaiken, 2007; Eagly & Mladinic, 1989; Ferris, Judge, & Fitzgibbons, 1994).

Eagly and Johnson (1990) prepared a research synthesis, in which they analyzed leadership-style studies conducted between 1961 and 1987. The results of this and later meta-analyses indicated that women leaders "adopted a somewhat more democratic style than men" (Eagly, et al., 2003, p. 570). After conducting another meta-analysis,

Eagly, Makhijani, and Klonsky (1992) determined that people reacted more negatively to women who adopted directive and autocratic leadership styles than these same people reacted toward men who adopted the same leadership styles (Eagly, et al., 1992, p. 18; Eagly, et al., 2003, p. 570). These conclusions support the contention that a web of biases impacting women leader performance evaluations continues to exist. Eagly (2007) has noted that "a leader cannot be effective unless others accept his or her leadership" (p. 6).

Purpose of the Study

This study examined leadership-related issues impacting California community colleges. The following areas were explored: leader evaluation practices and procedures; the role that evaluator perceptions, attributions, and attitudes play in performance evaluations; and role-bias impacts on evaluations of leaders. The purpose of the study was to provide greater understanding of how California community college presidents are evaluated and the role that evaluators' attitudes and any role congruity biases evaluators may possess play in performance evaluation processes.

Research Questions

Informed by Creswell (2005), Miles and Huberman (1994), and Yin (2003), the overarching question driving the study was:

In what ways do performance evaluation processes and procedures support or constrain the success and persistence of female community college presidents and district CEOs?

The research questions were:

1. What formal and informal processes and procedures guide performance evaluations of community college presidents and district CEOs?

2. To what extent are there differences in how community college presidents and district CEOs are evaluated, related to each president's and each CEO's gender or other immutable characteristics?

3. What is the relationship between evaluators' perceptions of individual community college presidents' and district CEOs' performance and each evaluation subject's gender?

Methodology Overview

This study explored how community college presidents are evaluated and the function of evaluator attitudes and role biases in leader evaluation processes. An imbedded two-case-study comparison was pursued. Yin (2003) defined a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). A case study approach is most appropriate when the phenomenon of interest has a level of complexity that requires multiple data sources and methods to gain an in-depth understanding (Yin, 2003). No matter the setting, exploring leader performance evaluation processes is a highly complex endeavor. This study employed mixed-methods, incorporating survey administration, interviews, and document review. The study was conducted in two phases. Phase one consisted of the administration of a survey, complemented by a comprehensive review of all available documents from each district concerning campus president and district CEO

performance evaluation standards, guidelines, and procedures. Phase two consisted of the conduct of interviews.

Because the 112-campus California community college system is organized into 72 separate districts, each led by a chancellor or superintendent (CEO), with many districts comprised of more than one community college, each led by a separate president, an embedded multiple-case-study approach, that was flexible rather than closed in its design, was pursued (Yin, pp. 39-55). This design approach allowed for appropriate description and analysis of a cohort of leaders who are currently serving as California community college presidents and district CEOs, as well as their evaluators.

The sample for quantitative and qualitative data collection and analyses purposes was two California community college districts. The two districts were selected employing a purposeful sampling strategy (Creswell, 2005: Miles & Huberman, 1994). The primary unit of analysis was the chancellors and board of trustee members who evaluate each president, as well as the presidents themselves. In addition, the districts themselves were analyzed and compared to one another. One district consisted of nine colleges, each administered by a president, overseen by a chancellor, and a seven-voting-member board of trustees. The other district consisted of three primary colleges and a continuing education enterprise, each administered by a president, overseen by a chancellor, and a five-member board of trustees.

Demographic data for all study participants, presidents, and their primary evaluators were collected, including gender, age, education level, current position title, years in current position, immediate past position title, and years in immediate past position. The collection of basic demographic data was important to this study. The

scholars who produced the performance evaluation processes studies discussed later in this study and from which the model guiding this study was developed all collected and used demographic data in their analyses of evaluation processes (DeNisi, Cafferty, & Meglino, 1984; Judge & Ferris, 1993; Ferris, Judge, Rowland, & Fitzgibbons, 1994). A modified attitudes survey, based on the Attitudes Toward Women Scale (Spence, Helmreich, & Stapp, 1973), an existing, already tested for validity and reliability survey instrument that measures gender-role attitudes, was administered to each president, chancellor, and board of trustees member serving within the two focus districts who agreed to participate in the study.

Significance of the Study

The results of this study contribute to educational research in several ways: by illuminating how community college presidents and district CEOs are evaluated; exploring differences in how California community college presidents and district CEOs are evaluated, related to each president's or district CEOs' gender or other immutable characteristics; exploring persistence (defined as length of tenure in current position) and evaluator perceptions of success differences between male and female community college presidents and district CEOs; and examining evidence that supports attributing these differences to evaluation practices and/or evaluator biases and role congruity expectations. This study also examined the functions that various social and cognitive context variables play in leader performance evaluation processes in community college settings.

It was determined that concrete evaluation policies and guidelines have been developed and adopted and are applied in each district, but despite the existence of

these formalized processes, implicit evaluation biases continue to exist. While the potentially negative impacts of not having formal evaluation practices in place have been positively ameliorated through codification of evaluation practices in each district, this study revealed that implicit biases among evaluators continue to exist. The potential for these implicit biases, related to gender and role congruity expectations, implicit biases that most members of our society harbor, impacting evaluators' perceptions in top leader performance evaluations in the two settings studied remains.

The implementation of a formal, obligatory implicit bias recognition and acceptance professional development workshop or training component to the formal top leader performance evaluation processes would serve as a positive step toward mitigating the effects of these implicit biases in top leader performance evaluation processes in the settings studied. Dedicated sensitivity and awareness training for human relations process participants is a widely accepted and effective professional development process improvement tool for all primary evaluators (Feldman, 1981).

The greatest contribution of the study is provided in the documentation and preservation of the voices of the elite informant leaders who agreed to participate in the data-rich, insight-filled, and critically important interview portion of the study (Welch, Marschan-Piekkari, Penttinen, & Tahvanainen, 2002; Thomas, 1993; Hertz & Imber, 1993). Each of these community college leaders was exceptionally articulate and knowledgeable and each shared a wealth of experience-based perceptions and assessments concerning leader performance evaluation processes and the roles that gender and role congruity expectations play in these processes. Although the purpose of the study was not to create an oral history, and, because the identities of the quoted

interviewees forever will remain undisclosed to consumers of this study and the complete transcripts of the interviews will not be available to future researchers (see Appendix E concerning the highly sensitive nature of the study focus and the importance of and commitment to maintaining study participant anonymity), due to the specialized knowledge of the elite interviewees, and the vital, equity-related nature of the inquiry, extensive interview quotes are provided (Ritchie, 2003). Among them, these leaders brought to the study over 600 years of life experience, over 300 years of which has been in community college leadership.

CHAPTER 2: LITERATURE REVIEW

This chapter provides a review of the literature of the major theoretical constructs from which this study was approached. First, literature developing and examining leadership style and that concept's utility in explaining why there are markedly fewer women than men serving and persisting as community college presidents is explored. Second, relevant theories and leadership studies focusing on the roles primary evaluator attitudes and attributions play in performance evaluations is reviewed. Third, the construct of role congruity expectations is explored from the perspective of how this phenomenon affects evaluations of male and female leaders. Finally, literature examining performance evaluation processes is explored for utility of application in community college settings, particularly in the context of community college president and district CEO evaluations. The fundamental proposition for this study is that a nexus of primary evaluator attitudes and attributions about leadership traits, and the various interacting variables involved in performance evaluation processes, serve to affect evaluator perceptions of leader efficacy, which in turn suppresses the numbers of women serving, persisting and succeeding as community college presidents and district CEOs.

Leadership Style

Research on leadership style, in general, and explorations of leadership style differences between women and men, in particular, has evolved significantly from the 1950s to the present. Prior to the late 1970s, most research into leadership styles focused on two approaches to styles of leadership. The first, *task-oriented*, style, was identified as being displayed by leaders concerned with task completion through

organization of task-relevant activities. The second, *interpersonally oriented*, style, was

identified as being pursued by leaders concerned with interpersonal relationship

maintenance and the morale and welfare of others (Eagly, Johannesen-Schmidt, & van

Engen, 2003, p. 570). This leadership style paradigm first was articulated by Bales

(1950) and further developed by Hemphill and Coons (1957) and Likert (1961).

Beginning in the 1980s, a new paradigm for the study of leadership styles

surfaced and has been widely adopted by researchers studying leadership. The

transactional-transformational leadership (TTL) conceptualization derived from Burns

(1978) and most thoroughly elaborated initially by Bass (1985), focused attention on

how effective leaders endeavor to inspire followers and nurture and positively enable

followers to contribute to organizational growth and success.

Bass and Avolio (1989) developed the following basic TTL definitions:

(1) "*Transactional* leadership occurs when followers are moved to enact their

roles as agreed upon with the leader in exchange for reward or the avoidance

of punishment";

(2) "*Transformational* leadership occurs when followers are moved to an

increased awareness about what is important," "… and to a transcendence of

their own self interests for the good of the group, organization, or society"

(Bass & Avolio, 1989, p. 510). This future-oriented, follower-empowering

transformational leadership style also sometimes is referred to as

charismatic leadership (Bass, 1985; Bennis & Nanus, 1985; Conger, 1999;

Conger & Kanungo, 1998; Conger, Kanungo, & Menon, 2000; Hunt &

Conger, 1999; Kouzes & Posner, 1987); and

(3) *Laissez-faire* leadership is characterized by a "general failure to take responsibility for managing" (Eagly, et al., 2003, p. 571) . Generally, considered as representing the "absence of a transaction of sorts," laissez-faire leadership is exercised by leaders who elect to abstain from decisionmaking, abdicate responsibility, and avoid taking action—it is the "most passive and ineffective form of leadership" (Antonakis, Avolio, & Sivasubramaniam, 2003, p. 265).

Today, many leadership-style researchers embrace Bass' and Avolio's (1989) argument that for optimal effectiveness, the ideal leader should be both transactional *and* transformational (p. 511).

Common to most modern TTL research is the use of the Multifactor Leadership Questionnaire (MLQ) developed by Bass (1985), Bass and Avolio (1989), Bycio, Hackett and Allen (1995), Avolio, Bass and Jung (1999), Jung and Avolio (2000), and Heinitz, Liepmann and Felfe (2005). Although several versions of the MLQ instrument exist, the most popular is the Form 5X (Eagly, Johannesen-Schmidt, & van Engen, 2003, p. 571). Table 1.1 below delineates and defines the levels of the current iteration of the instrument's three scales and subscales (Antonakis, et al., 2003, p. 278; Eagly, et al., 2003, p. 571; Eagly & Carli, 2003, p. 816).

Table 2.1: *Definitions of Transformational, Transactional, and Laissez-faire Leadership Styles*

Scales and Subscales	Leadership Style Descriptions
Transformational Idealized Influence (attribute)	Demonstrates qualities that motivate respect and pride from association with leader
Idealized Influence (behavior)	Communicates values, purpose, and importance of organization's mission
Inspirational Motivation	Exhibits optimism and excitement about goals and future states
Intellectual Stimulation	Examines new perspectives for solving problems and completing tasks
Individualized Consideration	Focuses on development and mentoring of followers and attends to their individual needs
Transactional Contingent Reward	Provides rewards for satisfactory performance by followers
Management by Exception (active)	Attends to followers' mistakes and failures to meet standards
Management by Exception (passive)	Waits until problems become severe before attending to them and intervening
Laissez-faire	Exhibits frequent absence and lack of involvement during critical junctures

In terms of leadership style, transformational leaders have been determined to be more effective than transactional leaders (Antonakis, Avolio, & Sivasubramaniam, 2003; Carless, 1998; Eagly & Carli, 2003; Eagly, Johannesen-Schmidt, & van Engen, 2003). Although more female leaders exhibit higher levels of transformational leadership characteristics than their male counterparts (Carless, 1998; Eagly, 2007; Eagly & Carli, 2003; Eagly & Johannesen-Schmidt, 2001; Maher, 1997), women hold

less than a third of of community college presidencies nationally (Amey &

VanDerLinden, 2002).   Both the raw numbers and percentage of women in community

college presidencies have increased since the early 1990s, but the rate of increase

stagnated over the course of the most recently studied ten-year period (Weisman &

Vaughn, 2007).

Despite the fact that community colleges serve as upward-mobility vehicles for

millions of women students each year, as well as thousands of women faculty, hundreds

of women serving as deans, and scores more serving as community college vice

presidents, as recently as 2006, only 29% of community college presidencies

nationwide were filled by women (Weisman and Vaughn, 2007). In 1991, only 11% of

U.S. community college presidents were female. By 2001, this representation had risen

to 28%, but, as illustrated in Figure 2.1 below, the percentage of female community

college presidents leveled off from 2001 to 2006 (Weisman & Vaughn, 2007, p. 3).

This leveling trend is both perplexing and worrisome. Why is the number of women

serving as community college presidents in California and nationally so much lower

than the number of men serving in these important leadership positions? Perhaps of

even greater interest and concern is the plateau phenomenon that has set in with the

number of females serving as community college presidents. The literature examining

attitudes, attributions, stereotypes, biases, and role congruity expectations, which is

explored later in this review, provides possible explanations for this vexing problem.
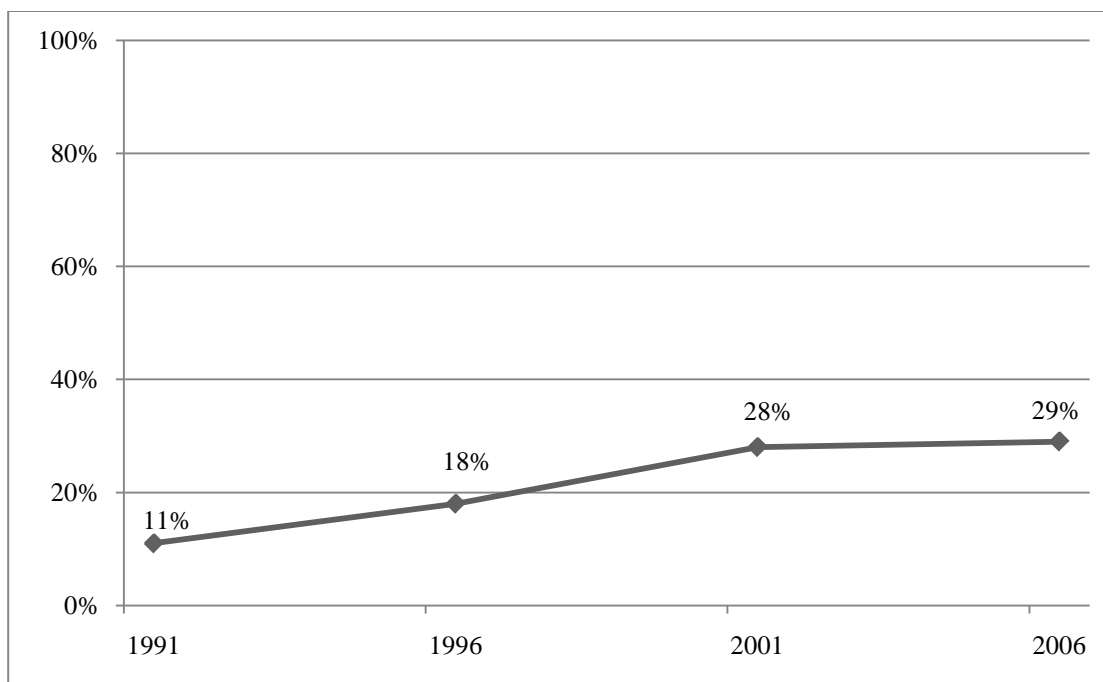
Figure 2.1: *Percentage of Female U.S. Community College Presidents, 1991-2006*

Although community colleges are the most diverse post-secondary institutions

in the United States, the number of women serving as community college presidents

remains low compared to the overall number of women in the greater national

population, as well as in the community college student population and the overall

community college workforce. Fifty-five percent of full-time and 59% of part-time

community college students are women, and about half of community college faculty

are women (Townsend & Twombly, 2007, p. 208).

In the California community college system, there is a great deal of movement

and volatility in the tenures of women serving in top community college leadership

positions. In the California system, the numbers of women serving as campus

presidents and district CEOs actually have increased since 2007. In 2007, only 27% of

California community college presidencies were held by women (Foundation for

California Community Colleges, 2007). By the end of 2010, that figure had risen to over 40%, while the number of women serving as California community college district CEOs (leaders who carried the title of superintendent or chancellor) stood at 32% (Foundation for California Community Colleges, 2010). Currently, not counting non-voting student members, 38% of elected California community college district board of trustees members are women (Foundation for California Community Colleges, 2010).

In recent years, several scholars have examined the role of leadership style in community college leader efficacy (Harrison, 2000; Hua, 2005; Leatherwood, 2007; Lester, 2006; Paternoster, 2006; Petterson, 2003; Rodriguez, 2006; Runkle, 2004; Stewart, 2006; Stout-Stewart, 2004; Vankook-Morrissey, 2003; Wilson, 2003). The results of these empirical studies examining leadership style indicate that simple identification and comparison of the leadership styles of male and female community college presidents do not explain why women continue to be underrepresented at the community college president leadership level. Findings from these studies also do not explain why a previously promising upward trend in the number of women serving as community college presidents has flattened in the last half decade. It is therefore important to consider a more comprehensive array of factors that may explain the underrepresentation of women in the community college president ranks. Literature examining the roles and functions of attitudes, attributions, stereotypes, biases, and role congruity expectations and the interplay of these variables in leader performance evaluation processes is explored below.

Attitudes, Attributions, Stereotypes, and Biases in Performance Evaluations

To navigate the complexities of life, at some time or another all people adopt varying attitudes and biases (Eagly & Mladinic, 1989; Eagly & Chaiken, 2007). Like stereotypes, which are "beliefs about the characteristics, attributes, and behaviors of members of certain groups" (Hilton & von Hippel, 1996, p. 240), attributing particular qualities to individuals based on their membership in an identifiable larger group (e.g., women) is an enduring albeit challenging way to address the phenomenon (Powell, Butterfield, & Parent, 2002). Attribution theorists seek to explain the process of how people view other people and make sense of the behaviors they observe (Cohen-Kaner, 1992; Feldman, 1981). To understand what is happening around them in their organizations, both subordinates and supervisors make summary judgments (attributions) about what is suitable for leadership. These judgments are based on observations of "prototypical attributes," which lead to "attributions of causality and responsibility for [group] performance…, [leaving perceptions of] leadership effectiveness [dependent] on whether subordinates attribute leader-like characteristics and qualities to the leader" (Cohen-Kaner, 1995, p. 139). Attribution research suggests that causal attributions for performance can play a crucial role in employment-related decisions, including performance evaluations (Luthar, 1996).

In one of the earliest studies of its kind, Rosen and Jerdee (1973) determined that sex-role stereotypes have direct negative effects on attributions about the leadership effectiveness of women. Three decades later, Powell, Butterfield, and Parent (2002) noted that stereotypes concerning leadership have changed since Rosen's and Jerdee's first studies of the phenomenon were conducted, but found that "think manager—think

male" attributions continue to persist worldwide in environments where the majority of

leaders are men (see also, Schein, 2001, p. 683), which allows leadership positions to be

classified as masculine in nature, "calling for personal attributes thought to be more

characteristic of men than women" (Powell, Butterfield, & Parent, 2002, p. 179). As

noted above, gender-role-related biases and attitudes persist to this day. Eagly and

Chaiken (2007) defined attitude as a 'psychological tendency that is expressed by

evaluating a particular entity with some degree of favor or disfavor' (p. 585). More

often than not, the attitudes that all evaluators bring to every evaluation process

unwittingly are carried into practice to the detriment of women leaders (Heilman,

Martell, & Simon, 1988; Lewis & Fagenson-Eland, 1998; Sümer, 2006).

In a study conducted to expand previous research examining the extent to which

leadership behavior evaluations are a function of sex of the leader being evaluated and

the sex of the evaluator, Butterfield and Powell (1977) found that while there was little

difference in the way male and female leaders behave, there were "differences in the

way their behavior [was] evaluated" (p. 3). In research conducted in the late 1970s and

early 1980s, Isaacs (1981) found evidence of changing trends, and noted prejudice

against women leaders appeared to be becoming less pervasive in some settings, while

women in certain "masculine" fields continued to receive biased evaluations of their

work by male evaluators in particular (p. 187). More recent research has begun to

examine the negative effect workplace-based sex-role "spillover" has on both women

and men, particularly for men who wish to adopt patterns of behavior that are sex-role-

free (Bhatnagar, 1988, p. 349). Sex-role spillover is a 'carryover into the workplace of

gender-based expectations for behavior that are irrelevant or inappropriate to work'

(Luthar, 1996, p. 342). A growing body of research examining a backlash toward agentic women leaders—that is, women leaders who are perceived by evaluators as having violated prescription of "feminine niceness" is being compiled that supports the proposition that women leaders are penalized with negative performance evaluations when they move between communal and agentic forms of behavior (Rudman & Glick, 2001).

As this second decade of the 21st century progresses, in tandem with evaluator attributions, attitudes, and perceptions that impact leader performance evaluations, a nexus of evaluator age, gender, ethnicity, and the subjectivity of traditional evaluation processes continues to impact the conduct and outcomes of performance evaluations (Jacobson & Koch, 1977; Luthar, 1996; Moers, 2005; Prendergast & Topel, 1993; Pulakos, White, Oppler, & Borman, 1989; Wexley & Pulakos, 1982). These decision-maker characteristics, combined with characteristics of the environments in which evaluators operate constitute the social contexts within which all performance evaluation processes are conducted and directly impact their outcomes (Ferris, Judge, Chachere, & Liden, 1991; Judge & Ferris, 1993).

Impact of Meta-analyses on Studying Attitudes, Attributes, and Stereotypes

In tandem with preference biases, in many leadership roles within our society and abroad, "women face [other] obstacles that men do not" (Eagly, 2007, p. 7; Killeen, López-Zafra, & Eagly, 2006). Over time, researchers have provided many explanations for why women have not risen to and remained in top leadership positions in business and higher education at the same rate as men (Oakley, 2000; Weyer, 2007). The most prominent, compelling, and enduring among these explications are:

1. The *glass ceiling metaphor* (Bain & Cummings, 2000; Heilman, 2001; Maher, 1997; Maume, 2004; Oakley, 2000; van Vianen & Fischer, 2002; and Weyer, 2007);

2. *Gender stereotypes and attitudes* (Banaji & Hardin, 1996; Carli & Eagly, 2007; Duehr & Bono, 2006; Eagly & Diekman, 2006; Eagly, Johannesen-Schmidt, & van Engen, 2003; Eagly & Mladinic, 1989; Diekman & Eagly, 2008: Foschi, 2000; Heilman, 2001; Kolb, 1999; Lueptow, Garovich, & Lueptow, 1995; Meyerson, Ely, & Wernick, 2007; Mohr & Wolfram, 2008; Moss & Kent, 1996; Ridgeway, 2001; and Sczesny, Bosak, Neff, & Schyns, 2004);

3. The persistence of intractable *double standards in evaluation* (Bosak & Sczesny, 2008; Brannon, Tagler, & Eagly, 2007; Burgess & Borgida, 1999; Carpenter, 2000; Eagly, 2007; Eagly & Karau, 2002; Eagly, Karau, & Makhijani, 1995; Eagly, Makhijani, & Klonsky, 1992; Eagly, Johannesen-Schmidt, & van Engen, 2003; Sümer, 2006; Swim, 1988; Swim, Borgida, Maruyama, & Myers, 1989); and

4. The most recently articulated, comprehensive, and compelling metaphor to date, a *labyrinth* of attribution biases, role perceptions, and attitudes affecting access and persistence (Eagly & Carli, 2007a; Eagly & Carli, 2007b; Klenke, 1997).

Eagly and Johnson (1990) prepared a research synthesis, in which they analyzed leadership-style studies conducted between 1961 and 1987. The results of this and later meta-analyses indicated that women leaders "adopted a somewhat more democratic

style than men" (Eagly, et al., 2003, p. 570). After conducting another meta-analysis, Eagly, Makhijani, and Klonsky (1992) determined that people reacted more negatively to women who adopted directive and autocratic leadership styles than these same people reacted toward men who adopted the same leadership styles (Eagly, et al., 1992, p. 18; Eagly, et al., 2003, p. 570). This finding underscores the existence and persistence of a complex web of latent, typically unseen, often unsuspected, and intractable perception biases that serve to adversely impact women leader performance evaluations and, thereby, the success and persistence rates of these same leaders. Indeed, according to Eagly, Makhijani, and Klonksy, "women in leadership roles were devalued relative to their male counterparts when leadership or management was carried out in stereotypically masculine styles" (Eagly, et al., 1992, p. 18). Eagly, et al., found that this devaluation of women leaders was greater when these leaders "occupied male-dominated roles and when evaluators were men" (p. 18).

It has been argued that in business, academe, and elsewhere in society, a system of "unstated norms and distorted expectations" serve to hinder women from reaching positions of top leadership (Bain & Cummings, 2000, p. 493; Maume, 2004; Oakley, 2000; van Vianen & Fischer, 2002; Weyer, 2007). For over two decades, this barrier has been described as the glass ceiling (Weyer, 2007, p. 483). Oakley (2000) argued that the glass ceiling is supported by three categories of barriers: organizational practices, such as recruitment, retention, and promotion; behavioral and cultural biases, such as stereotyping, and a preference for agentic (predominantly attributed to men) leadership styles; and structural and cultural attitudes related to power acquisition and maintenance of the status quo. Oakley's explanation of the glass-ceiling paradigm is

consistent with the examinations and findings of other researchers (Heilman, 2001; Lueptow, Garovich, & Lueptow, 1995; Maume, 2004; van Vianen & Fischer, 2002; Weyer, 2007) who have focused on biological, socialization, and structural/cultural explanations.

Ongoing research exploring the glass ceiling concept suggests that elements of our greater social structure are the primary causes for the persistence of the phenomenon (Weyer, 2007, p. 493). The glass ceiling barrier metaphor is based on *social-role* theory and *expectation-states* theory. According to social-role theorists, men and women are perceived as possessing "qualities that ideally predispose them for the different roles they occupy" (Weyer, 2007, p. 484). Expectation-states theory expands on social-role theory by implying that "it is the status element of gender stereotypes that cause such stereotypes to act as distinctively powerful barriers to women's achievement of positions of authority, leadership, and power" (Weyer, 2007, p. 484).

Social-role theory and expectation-states theory both support the argument that inequalities between women and men are caused by the greater social significance and greater general competence attributed to men over women. These theories also directly support the assertion that the lower perceived status of women directly leads to biases in evaluations of female leaders (Weyer, 2007, p. 494; Eagly, et al., 1992; Foschi, 2000; Heilman, 2001).

In part, Title VII of the federal Civil Rights Act of 1964 was established to prohibit discrimination by employers based on gender. Today, over 40 years after Title VII was enacted, nine out of 10 corporate chief executive officers are White males

(Maume, 2004, p. 252) and only eight Fortune 500 companies are led by women chief executive officers (Catalyst, 2006b, p. 2). Research indicates that the glass ceiling metaphor was first definitively described in 1986 (Weyer, 2007, p. 483). A quarter of a century later, the glass ceiling persists as a barrier for women leaders. In addition to the glass ceiling, other gender stereotypes and attitudes continue to breathe life into seemingly intractable gender disparities in the elite leadership realm.

Recent research supports the assertion that "stereotyped beliefs about the attributes of men and women [remain] pervasive and widely shared" (Heilman, 2001, p. 658; Eagly, Johannesen-Schmidt, & van Engen, 2003; Eagly & Mladinic, 1989; Lueptow, Garovich, & Lueptow, 1995). In line with the *descriptive* agentic and communal traits or attributes discussed above (Eagly & Karau, 2002; Eagly, et al., 2003; Oakley, 2000), gender stereotypes also are *prescriptive*. That is "they denote not only differences in how women and men actually are, but also norms about behaviors that are suitable for each" (Heilman, 2001, p. 659; Burgess & Borgida, 1999). Based on these prescriptive, stereotypical norms, behavioral *shoulds* and *should nots* are established, which encourage and reinforce deep-seated attitudinal biases that serve to devalue agentic behaviors by women leaders (Heilman, 2001; Burgess & Borgida, 1999). The practical results of these descriptions and prescriptions are evaluation biases against female leaders. Empirical evidence supports this assertion. "Consistent findings indicate that a good manager is described predominantly by *masculine* attributes" (Heilman, 2001, p. 659).

The negative consequences of gender-stereotypic descriptions and prescriptions in leadership settings are many. Among the results of these biases are: the devaluation

of women leaders' performance; the denial of credit to women leaders for their

successes; the penalization and active dislike of women leaders for being competent,

through personal derogation, by assigning terms like "bitch," etc., to women leaders

who behave in an agentic manner (Heilman, 2001, pp. 661-670); and the overall

diminution of women's attitudes and abilities, both in the workplace and the greater

society (Eagly & Diekman, 2006). Quoting Irving Kristol, from an article published in

the *Wall Street Journal* in 1996, Eagly and Diekman (2006) noted that bias-laden,

mainstream stereotypical characterizations of women remain pervasive in American

society. According to Kristol, 'Women tend to be more sentimental, more risk-averse

and less competitive than men—yes, it's Mars vs. Venus…' (Eagly & Diekman, 2006,

p. 26). In addition to the attitudinal biases identified and discussed above, perhaps the

most complex and intractable biases that top women leaders face are double standards

in evaluations. These biases are considered below, under a recently articulated role

congruity theory of prejudice toward female leaders (Eagly & Karau, 2002).

<div align="center">Role Congruity Expectations in Performance Evaluations</div>

A recently developed theory of prejudice toward female leaders has surfaced as

a consistent and logical extension of earlier theories developed and tested to explain

many of the barriers and biases women leaders face (Eagly & Karau, 2002). In an

attempt to explain attitudinal biases against female leaders and performance evaluation

differences between male and female leaders in particular, Eagly and Karau (2002)

proposed and tested a role congruity theory of prejudice toward women leaders.

Eagly first began empirically exploring the gender-based stereotypes, role biases

and attitudes underlying the role congruity theory of prejudice in an article co-authored

with Mladinic (1989), and within the context of a series of meta-analyses she co-authored with Johnson (1990), Makhijani and Klonsky (1992), and Karau and Makhijani (1995). Building on research conducted with Johnson (1990), Eagly first overtly discussed the congruity of leader roles and gender roles in an article co-authored with Johannesen-Schmidt (2001), but the role congruity theory itself was not fully articulated until Eagly's and Karau's (2002) seminal work was published. The role congruity theory of prejudice toward female leaders proposes that perceptions of incongruities between expected female gender roles and leadership roles lead to two primary forms of prejudice against women leaders: "less favorable evaluation of women's (than men's) potential for leadership because leadership ability is more stereotypical of men than women" and "less favorable evaluation of the actual leadership behavior of women than men because such behavior is perceived as less desirable in women than men" (Eagly & Karau, 2002, p. 576).

In addition to its appeal and utility as a mechanism for explaining inequities between attitudes toward male and female leaders and access differences to top leadership roles between women and men, the role congruity theory's greatest contribution to leadership research may be its forward-looking, positivist focus on leader success and effectiveness (Eagly & Karau, 2002, p. 586). As noted, a large body of research exists exploring leadership styles and access barriers in business and educational settings, but little empirical research exists exploring biases impacting top leader evaluations, leader persistence, leader efficacy, and resulting institutional effectiveness. Eagly and Karau (2002) discussed the paucity of top leader efficacy research, noting that at the time Eagly, et al., (1995) conducted their last meta-analysis,

"only one study in the sample examined leadership at a level higher than middle management" (Eagly & Karau, 2002, p. 587).

In 1992, Eagly, et al., published a meta-analysis in which the results of a series of experiments conducted to explore participants' biases concerning leadership behaviors and gender were examined (Eagly, et al., 1992). Consistent with the role congruity theory, Eagly, et al., found that when the focus leadership roles were male-dominated, participants devalued female leaders to a greater extent than male leaders. Eagly, et al., also found that this devaluation was greater when men served as evaluators (Eagly, et al., 2002, p. 587).

The style of leadership different leaders adopt works in dynamic tandem with the roles that leaders occupy (Eagly, et al., 2003). Biddle (1979) and other social-role theorists have argued that leaders adopt roles that are specifically defined by each leader's position in a hierarchy, and each leader "simultaneously function[s] under the constraints of [her or his] gender role" (Eagly, et al., 2003, p. 572). This social-role overlay is critically important to how other people perceive and evaluate leaders and the organization-focused behavioral expectations that leaders have for themselves. Gender roles influence organizational behavior. Eagly, et al. (2003) eloquently argued that "as a consequence of the differing social identities that result [from internalized gender roles], women and men tend to differ in their expectations for their own behavior in organizational settings" (Eagly, et al., 2003, p. 572).

Skeptics have argued that the prejudicial effects of role biases against women are small, inconsequential, and do not explain the low numbers of women successfully serving in elite leadership roles over time (Browne, 1995; Powell & Butterfield, 1994).

The impact of the continuing application of role biases against women leaders is not inconsequential. Research indicates that "small biases when repeated over individuals and occasions, can produce large consequences" (Eagly & Karau, 2002, p. 589). In the end, "slight prejudice that is consistently acted on greatly reduces women's chances of rising to high-level positions in organizations" and actually serves to hinder organizational progress and effectiveness, by limiting access for an entire class of well-qualified leaders (Eagly & Karau, 2002, p. 589). Backed by empirical research conducted in the business realm, Eagly and her colleagues compellingly argued that as a result of role congruity biases, women leaders continue to be disadvantaged to this day in three primary ways: performance evaluators, especially men, hold less favorable attitudes toward female than male leaders; women face greater difficulties than men in the attainment of leadership roles; and it is more difficult for women than men to be recognized as effective and successful leaders (Eagly & Karau, 2002, p. 589).

In the community college context, which was the setting for this study, several scholars have explored statistical and overt equity issues for women leaders of color and gender differences in the career advancement profiles of community college leaders. One researcher recently found that while the representation of women serving in senior community college leadership positions has increased significantly since the mid-1980s, women community college leaders are "disproportionately represented in middle-level administrative positions, rather than senior-level positions" (VanDerLinden, 2004, p. 14). Recent scholarship has established that there are no statistically significant differences in mentoring activities or *internally* available professional development pursuits between female and male community college administrators. However, female

community college leaders exhibit much lower participation rates in highly selective, prestigious *external* professional development activities than did the male community college leaders she studied (VanDerLinden, 2004, p. 14). This difference may be the result of female community college leaders being unaware of such opportunities, they may lack appropriate qualifications, or they may not have the same nomination opportunities that their male peers enjoy (VanDerLinden, 2004, p. 14).

Performance Evaluation Processes

Performance evaluation is an important, multifaceted, and widely studied organizational process (Ferris, Judge, Rowland, & Ftizgibbons, 1994). Judge and Ferris (1993) argued that there is no more important human resource system in an organization than the performance evaluation process. Building on the focuses on the functions of attitudes, attributions, stereotypes, biases, and role congruity expectations in performance evaluation processes provided above, the examination below primarily is dedicated to what researchers in the field have labeled the "process approach" (Ilgen & Favero, 1985). While noting that at their core most performance evaluation processes involve the interaction of a primary evaluator (or evaluators) and an evaluation subject in a work setting, in an examination of the subject published in 1985, Ilgen and Favero cautioned that the process approach carries with it potential limitations in generalizability across disciplines. They argued that process approach studies often downplay the roles played by future interactions between evaluators and evaluation subjects, evaluator and evaluation subject interdependence, and evaluator behaviors and the consequences of those behaviors (Ilgen & Favero, 1985, p. 313). In response to these admonitions, each of the performance evaluation processes studies that have been

included in the examination below paid particular attention to the multi-layered and time-staggered relational interactions and interdependence of evaluators and evaluation subjects, as well as a variety of other variables impacting performance evaluation outcomes.

In aggregate, the performance evaluation processes studies considered in this literature review can be categorized under three related theories that incorporate the pivotal role of perceptions—the perceptions of subordinates, superiors, evaluators and evaluation subjects. These theories are: attribution theory, implicit personality theory, and social cognition theory (Feldman, 1981; Ilgen & Favero, 1985). Each of these theories complements the bodies of literature examined earlier in the literature review. As noted earlier in this literature review, attribution theory is founded on the premise that people interpret behavior in terms of perceived causes, which directly affect evaluations. Implicit personality theory concerns people's perceptions of observable traits and how these traits relate and covary with one another (Ilgen & Favero, 1985). At its core, social cognition theory involves people's perceptions. For application in performance evaluation processes, the characteristics of social cognition that are most important are information "encoding, representation, and retrieval" (gathering, storing, and retrieving information) for purposes of an evaluator's ultimate evaluation of an evaluation subject (Ilgen & Favero, 1985, p. 318). More recently, these core performance evaluation process operations were re-labeled as information acquisition, information organization and storage, and information retrieval and integration, all for the purpose of making a performance evaluation determination (Ilgen, Barnes-Farrell, & McKellin, 1993, p. 323).

In a seminal meta-analysis of performance evaluation processes research, Ilgen, Barnes-Farrell, and McKellin (1993) summarized and classified a comprehensive series of studies under three process phases: attention and observation; storage and memory; and recall/evaluation (pp. 330-331). Under this basic typology, each of the dozens of empirical studies Ilgen, et al., considered in their meta-analysis also were clustered under four categories for comparison and analysis purposes: raters (evaluators); ratees (evaluation subjects); the scales (survey instruments) used to conduct performance evaluations; and the appraisal setting (Ilgen, et al., 1993). Ilgen, et al.'s examination and conclusions support the focus of this study. They noted that evaluator cognition processes and rigorous empirical examinations of these processes contribute to the understanding of social cognition and its functions in evaluation processes. They also noted that performance evaluation processes research focused on variables affecting evaluators' perceptions provides information that "suggest[s] ways to improve performance appraisal systems in organizations" (Ilgen, et al., 1993, p. 322).

In a social-cognition-focused study published in the 1980s, DeNisi, Cafferty, and Meglino (1984) proposed a model of the performance evaluation process that emphasized the importance of social perception and cognition as these variables are embedded in each organization's context. DeNisi, et al., maintained that the primary input to the performance evaluation process is the behavior of the evaluation subject, as perceived by the evaluator, which requires the application of both formal and implicit judgments. Included in this performance evaluation process model were the following elements (DeNisi, et al., 1984, p. 362): observation of the evaluation subject's behavior by the evaluator; formation of some cognitive representation of the evaluation subject's

behavior by the evaluator; storage of this representation in memory; retrieval of the stored information for formal evaluation; reconsideration and integration of the retrieved information with other available information; and assignment of a formal evaluation to the evaluation subject by the evaluator, using an already defined evaluation instrument. DeNisi, et al.'s model is represented in Figure 2.2 below.

The core processes captured in DeNisi, et al.'s iterated performance evaluation model that are most directly influenced by social factors are bounded by a bold-line box in Figure 2.2 below. These core social factors are the focuses of the performance evaluation models represented in Figures 2.3, 2.4 and 2.5 below. Developed directly from the work of other researchers, the hypothesized model represented in Figure 2.5 below maintains many of the variables of the model developed by Judge and Ferris (1993) and further refined by Ferris, Judge, Rowland, & Fitzgibbons (1994). The resulting hypothesized model builds upon all three earlier models by expanding existing variables and adding variables and relationships as a direct result of the findings published in the empirical studies considered in this literature review.
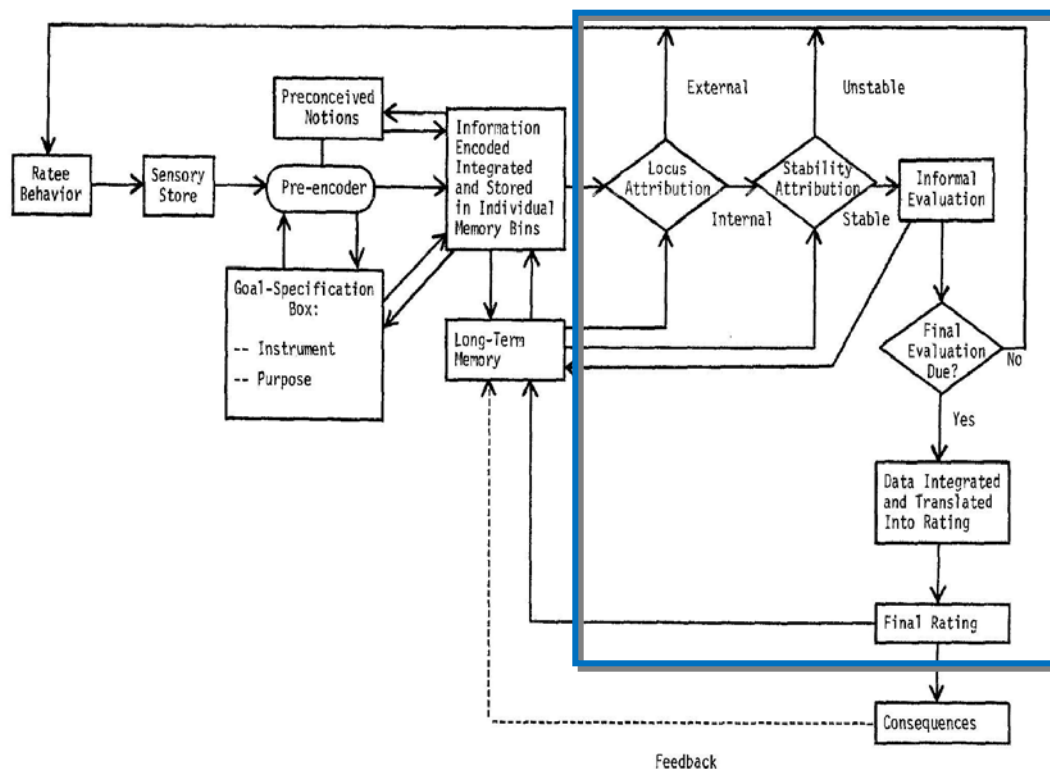
Figure 2.2: *DeNisi's Cafferty's, and Meglino's Complete Performance Evaluation*

Process Model (1984)

As part of an ongoing effort to explain and better understand the elements that interact in the performance evaluation process, Judge and Ferris (1993) proposed a model of social influence in the performance evaluation process (pp. 81-88) that they constructed to represent what they believed were the key social context variables at play in standard performance evaluation processes. Included in this hypothesized performance evaluation process model were the following elements (Judge & Ferris, 1993, p. 83): supervisor-subordinate demographic similarities; supervisor-subordinate work relationship; and a series of five supervisor experiential and affective characteristics. Judge and Ferris conducted a study to test their model. They found that supervisor experience and supervisor span of control did not significantly influence

supervisor's rating of subordinate job performance (Judge & Ferris, 1993, pp. 98-99),

while supervisor-subordinate demographic similarity and supervisor-subordinate work

relationship exerted significant effects on supervisor affect toward subordinate, and

supervisor affect toward subordinate, supervisor opportunity to directly observe

subordinate job performance, and supervisor inference of subordinate self-rating of job

performance all exerted significant effects on supervisor's rating of subordinate job

performance. Judge's and Ferris' hypothesized model is represented in Figure 2.3

below.
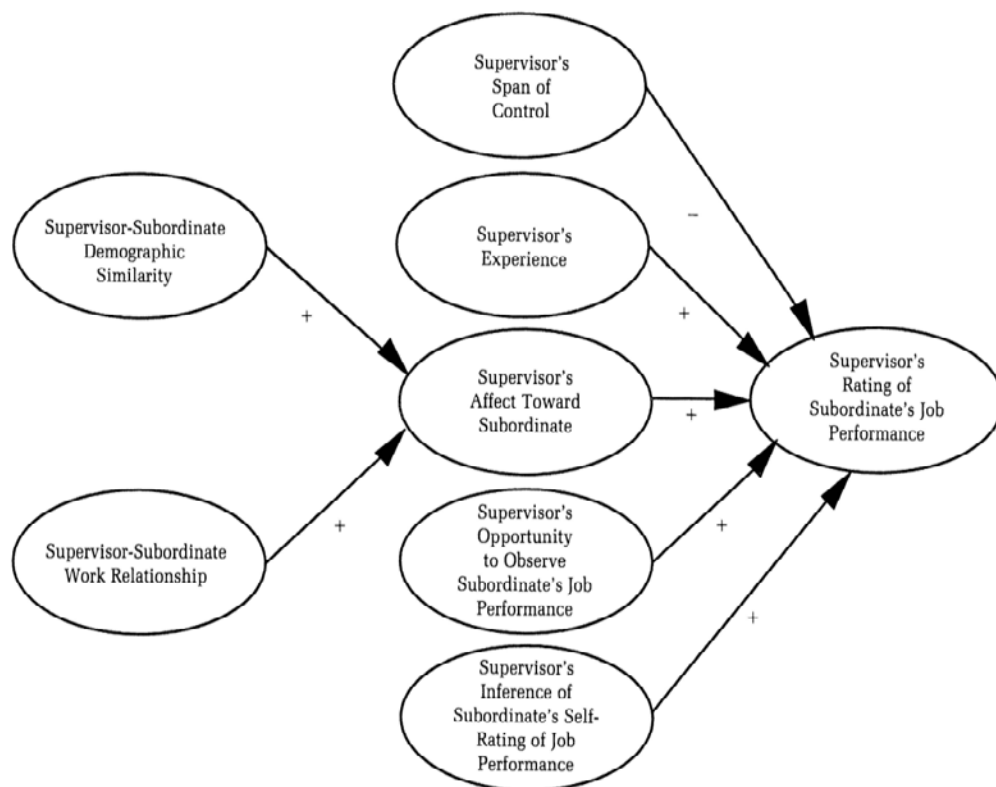
Figure 2.3: *Judge's and Ferris' Social Influence in the Performance Evaluation Process*

Model (1993)

In 1994, in partnership with two other researchers, Judge and Ferris published another study examining the performance evaluation process (Ferris, Judge, Rowland, & Fitzgibbons, 1994), in which they focused on the function of subordinate influence in the process. In their 1994 study, Ferris, et al. (1994) proposed a very different "model of subordinate influence in the performance evaluation process" (pp. 109-114) that they constructed to represent what they believed were the key variables influencing supervisor rating of subordinate performance, operating through affective processes. This new, affective performance evaluation process model contained the following elements (Ferris, Judge, Rowland, & Fitzgibbons, 1994, p. 110): spatial distance; supervisor-focused tactics; job-focused tactics; demographic similarities; supervisor affect toward subordinate; supervisor provision of resources to subordinate; and supervisor experience.

Ferris, et al., conducted a study to test their model. They found that spatial distance was significantly associated with supervisor-focused tactics, but not with supervisor affect toward subordinate (Ferris, Judge, Rowland, & Fitzgibbons, 1994, pp. 118-123), while supervisor-focused tactics, job-focused tactics, and demographic similarity all exerted significant effects on supervisor affect toward subordinate. Supervisor affect toward subordinate in turn significantly influenced supervisor provision of resources to subordinate and supervisor rating of subordinate performance. Supervisor experience positively impacted supervisor rating of subordinate performance, which in turn strongly influenced supervisor provision of resources to subordinate. Overall, the model provided an adequate fit to the phenomenon. Ferris', et al., causal model is represented in Figure 2.4 below.
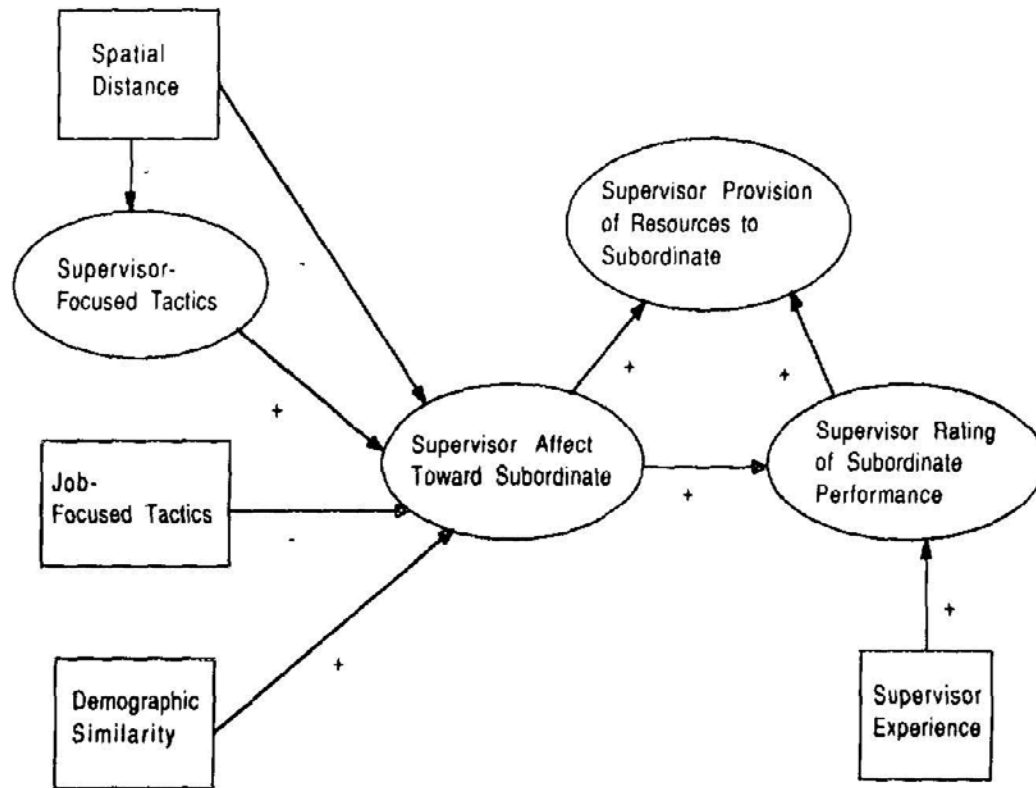
Figure 2.4: *Ferris', et al.'s Social Influence in the Performance Evaluation Process Model (1994)*

Based primarily on Judge's and Ferris' 1993 model, Ferris', Judge's, Rowland's, and Fitzgibbons' 1994 model, and the various demographic, discretion, and bias effects on performance evaluation processes examined by Ferris, Judge, Chachere, and Liden (1991), Jacobson and Koch (1977), Luthar (1996), Moers (2005), Prendergast and Topel (1993), Pulakos, White, Oppler, and Borman (1989), and Wexley and Pulakos (1982), a new leader performance evaluation process model was hypothesized for this study. In addition to elements developed by other researchers, included in this new model are the elements: existence of formal evaluation procedures and guidelines; evaluator-evaluation subject demographic similarities; evaluator attributions concerning

gender roles; a process to assure equitable application of formal evaluation procedures;

a series of three evaluator experiential and affective characteristics; two additional

evaluator affect variables; and the resulting evaluator rating of evaluation subject

performance and efficacy. This model is represented in Figure 2.5 below. Based on the

literature, additional variable descriptions in the model displayed in Figure 2.5 have

been added to variables identified by other researchers. These additional descriptions

are displayed in italics and offset with parentheses within the eight pre-existing variable

symbols. Also based on the literature, six new variables have been added to the model.

These new variables are displayed as filled symbols containing italicized variable

descriptions. Each of the relationships between variables developed in the existing

model is displayed with solid-line arrows, while each of the additional nine

relationships between variables (both existing and new) assumed in the new model is

displayed with dashed-line arrows.

Figure 2.5: *Hypothesized Model of Social Influence, Gender Attributions, and Role Congruity Expectations in the Leader Performance Evaluation Process (2009)*

As with any disciplined empirical inquiry, it was assumed that the initial hypothesized conceptual model developed to guide this study would be iterated over time as data were collected and analyzed, and as the recursive process that is the hallmark of high quality research progresses. For example, it was presumed that none of the initially identified variables in the hypothesized model are truly independent from other influences and that the flow between some or all of the identified variables, except perhaps for the ultimate dependent variable (evaluator's rating of evaluation subject performance and perceptions of leadership efficacy) would be found to be reciprocal.

This was indeed the case. It also was expected that other variables would be added and/or existing variables would be re-conceptualized as the model was tested and further refined. Nevertheless, although the study's results supported the utility of five of the six additional variables in the hypothesized model, no other variables were identified or added during the course of the research (see Figure 5.1). Consistent with other scholars, Feldman noted that performance evaluations are characterized by "a combination of interacting processes" (1981, p. 128). Causal model building is a complex process, particularly in the performance evaluation realm, where cognitive, affective, social, and unique context-based variables are at play (Ferris, et. al., 1994). However, for purposes of this research, the initial hypothesized model captured all of the variables that came to light during the course of data collection and analysis.

A thorough review of relevant literature supports the assertion that primary evaluator attitudes and attributions, and role congruity expectations are important factors in leader performance evaluation processes. The literature reviewed also supports the proposition that an inextricably linked set of community college president and district CEO evaluator attitudes and attributions about leadership traits, and a series of interacting evaluator and evaluation subject input variables involved in performance evaluation processes serve to affect evaluator perceptions of leader efficacy, which in turn suppresses the numbers of women serving, persisting and succeeding as community college presidents and district CEOs.

The results of this literature review indicate that conceptual codification of leadership styles and determinations concerning which gender is more likely to display which leadership style do not explain why women continue to be underrepresented at

the community college president and district CEO leadership levels. In an attempt to
explain these phenomena, the study explored the functions of other non-leadership-style
variables in community college president and district CEO performance evaluation
processes.

CHAPTER 3: METHODOLOGY

This study explored how community college presidents are evaluated and the function of evaluator attitudes and role biases in leader evaluation processes. An embedded multiple-case-study comparison was conducted (Yin, 2003). A case study approach was appropriate, because of the high level of complexity of the problem studied and the need to employ multiple data sources and methods to gain an in-depth understanding of the phenomenon (Yin, 2003). Because the evidence from multiple cases often is considered more compelling and multiple-case studies are regarded as being more robust, a multiple-case design is desirable (Yin, 2003). This study employed mixed-methods, incorporating survey administration, interviews, and document review. The study was conducted in two phases. Phase one consisted of the administration of a survey, complemented by a comprehensive review of all available documents from each district concerning campus president and district CEO performance evaluation standards, guidelines, and procedures, while phase two consisted of the conduct of interviews.

Research Questions

The overarching question driving the study were (Creswell, 2005: Miles & Huberman, 1994; Yin, 2003):

In what ways do performance evaluation processes and procedures support or constrain the success and persistence of female community college presidents and district CEOs?

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The research questions were:

1. What formal and informal processes and procedures guide performance

    evaluations of community college presidents and district CEOs?

2. To what extent are there differences in how community college presidents

    and district CEOs are evaluated, related to each president's and each CEO's

    gender or other immutable characteristics?

3. What is the relationship between evaluators' perceptions of individual

    community college presidents' and district CEOs' performance and each

    evaluation subject's gender?

Research Design

Sampling

To develop a detailed understanding of the president performance evaluation

process in a community college setting, a purposeful (also referred to as purposive)

sampling was used, employing a typical sampling strategy (Creswell, 2005; Miles &

Huberman, 1994). The sample for data collection and analysis purposes was two

California community college districts. The two districts were intentionally selected

because they were "information-rich" settings, each overseen by "elite" informants,

both of whom possessed extensive experience working in the setting and unique

knowledge of the problem studied (Patton, 1990; Dexter, 2006). Since the data for the

study were collected from the leaders who served as the presidents within the two

districts and the respective chancellors and board of trustee members who evaluate each

president within the two districts, these individuals were the unit of analysis. In

addition, the districts themselves were analyzed and compared to one another. The two

districts selected as research sites represented the two largest and most diverse districts in their respective geographic areas. The embedded multiple-case study design, versus a less robust single-case study approach, added complexity and richness to the study that enhanced the researcher's ability to analyze data within each setting and compare and contrast data and findings across the two settings. The literature indicated that evidence collected from embedded, multiple-case studies is considered to be more compelling and the studies themselves more robust than single-case designs (Yin, 2003).

Based on the literature reviewed, and as expected by the researcher, the study of the primary, elite, actors involved in president and district CEO performance evaluation processes in the two focus districts provided data that described what is normal and what is typical of community college president and district CEO performance evaluation processes. This supports the ability to generalize the study's findings to other community college settings, both in California and elsewhere in the United States (Welch, Marschan-Piekkari, Penttinen, & Tahvanainen, 2002; Thomas, 1993; Hertz & Imber, 1993). However, this also represents a limitation to the study (Berry, 2002). Other possible limitations of the study will be discussed later in this section. Access to research subjects is another issue that supports purposive sampling in general and the selection of the two focus districts in particular (Creswell, 2005). Access to the two districts and 27 primary research subjects was pursued through agreement and coordination with each district's chancellor, complemented by direct contact with each president and each elected voting board of trustees member (Goldstein, 2002).

Research Sites

Ultimately, research was conducted in person at nine separate sites and via one telephone interview: at seven college campuses and two district offices. One of the districts studied consists of nine colleges, each administered by a president, overseen by a chancellor, and a seven-voting-member board of trustees. The other district consists of three primary colleges and a continuing education enterprise, each administered by a president, overseen by a chancellor, and a five-member board of trustees. Each college is characterized by a unique context and history. As they were compared and contrasted, these contexts and histories enriched and added to the depth and breadth of the study.

Survey Administration and Interviewing

Demographic data for all study participants, presidents and their primary evaluators, were collected, including gender, age, education level, current position title, years in current position, immediate past position title, and years in immediate past position. In their studies of variables at play in performance evaluation processes, DeNisi, et al. (1984), Ilgen and Favero (1985), Ilgen, et al. (1993), Judge and Ferris (1993), and Ferris, et al. (1994) all emphasized the important of collecting and considering evaluation process participant demographic data. Full iteration and testing of the performance evaluation process models each of these scholars developed over time required the collection and application of these data.

Appendix A represents a modified attitudes survey, based on the Attitudes Toward Women Scale, an existing, already tested for validity and reliability survey instrument that measures gender-role attitudes (Daugherty & Dambrot, 1986; Spence &

Hahn, 1997), which was administered to each president, chancellor, and board of

trustees member serving within the two focus districts who agreed to participate in the

study. In all, 14 leaders participated in the survey administration portion of the study.

Initially, the researcher proposed that interviews, under a protocol set forward in

Appendix C below, and the survey instrument would be co-administered with a female

principal investigator, who also was a student in the Joint Doctoral Program in

Educational Leadership at the University of California, San Diego and California State

University, San Marcos. Particularly in the context of the attitudes, attributions, and

role-bias focus of this study, based on a review of the literature and life experience, the

researcher was cognizant of the potential influence of the researcher's gender on

research subjects' candor and responses to survey and interview questions.

Incorporation of a female principal investigator in the data collection process would

have been a strategy to mitigate this tendency. Ultimately, the survey was administered

online, through Survey Monkey, and interviews were conducted by the researcher only.

Ten interviews were conducted in person and one was conducted via telephone.

District-and college-based documents and other written artifacts establishing hiring and

evaluation policies and procedures were produced by each district in response to

California Public Record Act (PRA) requests prepared and submitted by the researcher

(see Appendix F). These documents were carefully examined under a protocol set

forward in Appendix B.

Pilot Study

        The modified survey instrument was administered to six adult leader evaluators:

three females and three males. Pilot interviews were conducted with several colleagues

who are leaders in their respective professional fields, as well as with two elected board of trustees members serving in a community college district that was not one of the study focus districts. Interview questions were tested and revised as appropriate for clarity and effectiveness. The interviewer also asked each pilot interviewee to provide feedback regarding any of the questions that they found confusing or problematic. Pilot interviews were transcribed and analyzed to develop a preliminary coding scheme of possible themes and categories from the interviewees' responses.

Research Subject Sensitivities and the Importance of Triangulation

Given the sensitive and volatile nature of people's deeply held attitudes, attributions, stereotypes, biases, and role congruity expectations, the collection of candid, unfiltered data from community college president and district CEO evaluators was challenging (Hertz & Imber, 1993; Thomas, 1993). Goldstein noted that "'getting the interview' is more art than science'" (2002, p. 669). In an attempt to address this challenge, multiple data collection methods were employed in a triangulation design, conducted in two phases (Creswell, 2005; Maxwell, 2005). In addition to the application of multiple methods for data collection, data also were collected from multiple human sources, including evaluators and evaluation subjects. Maxwell (2005) argued that triangulation reduces the risk that a study's "conclusions will reflect only the systematic biases or limitations of a specific source or method" (p. 93).

Three primary research methods were used to collect data for the study: survey administration; document review; and interviewing (Seidman, 2006). The first phase of data collection began with the administration of the survey to 14 study participants followed by review of the documents produced by each district. The second phase of

data collection involved in-person interviews with 10 study participants and one

telephone-based interview. Table 3.1 provides a summary of the data collection

methods applied in the study. Data were collected over a six-month period of time.

The data analysis protocols followed in the study are provided in Appendices B and C.

Table 3.1: *Summary of Data Collection Methods*

Overarching Question: In what ways do performance evaluation processes and procedures support or constrain the success and persistence of female community college presidents and district CEOs?

Research Questions	Methods	Data Collection Foci	Analyses
What formal and informal processes and procedures guide performance evaluations of community college presidents and district CEOs?	Interviewing Document Review	Evaluators and Evaluations Subjects Districts and Colleges	Lofland & Lofland, 1995 Miles & Huberman, 1994 Seidman, 2006 Creswell, 2005
To what extent are there differences in how community college presidents and district CEOs are evaluated, related to each president's and each district CEO's gender or other immutable characteristics?	Interviewing Survey Administration Document Review	Evaluators and Evaluation Subjects Evaluators and Evaluation Subjects Districts and Colleges	Lofland & Lofland, 1995 Miles & Huberman, 1994 Seidman, 2006 Yin, 2003 Creswell, 2005 Creswell, 2005
What is the relationship between evaluators' perceptions of individual community college presidents' and district CEOs' performance and each evaluation subject's gender?	Interviewing Survey Administration	Evaluators and Evaluation Subjects Evaluators and Evaluation Subjects	Lofland & Lofland, 1995 Miles & Huberman, 1994 Seidman, 2006 Yin, 2003 Creswell, 2005

Quantitative Data Collection

The quantitative component of the study involved survey data. In the first phase of the study, the gender-role-related attitudes of each study participant were collected through administration of the survey instrument provided in Appendix A. Specifically, the researcher was interested in ascertaining whether any of the research subjects harbored and/or would expose explicit gender-related biases or role congruity expectations in their survey responses. As noted in Appendix E, the researcher planned to collect and analyze responses to the Implicit Association Test also (Greenwald, McGhee, & Schwartz, 1998). Unfortunately, too few study participants agreed to participate in this phase of data collection to make the analysis or discussion of those data useful.

Qualitative Data Collection

As discussed below, the primary data collection component of this study, the qualitative component, involved interview data collected from the study participants who agreed to be interviewed, as well as the college president and district CEO performance evaluation process documents produced by the two districts.

Data Sources and Analyses

Interviewing

The researcher conducted interviews with each college president, each chancellor, and each board of trustees member who agreed to be interviewed. The researcher interviewed these actors using a semi-structured interview protocol (Patton, 1990; Spradley, 1980). The interview protocol defined in Appendix C was focused on understanding the procedures and guidelines that dictate the conduct of the focus

districts' CEO and colleges' president performance evaluation processes and
encouraging interviewees to explore the roles that biases and gender play in these
processes. Interviewees were asked to describe and explain the overall structure of the
president and district CEO performance evaluation process from their perspectives and
what suggestions they might offer to improve the existing processes. It was assumed
that not every board of trustees member would perceive that she or he has an equal
voice in each respective district CEO and college president performance evaluation
process. This assumption was tested with each interviewee. It was expected that
carefully examining the responses of the interviewees who believe they have more or
less influence would provide further insight into the variables at work and the
relationships among the variables in the hypothesized performance evaluation process
model and would inform and require further iteration of the model.

Documents and Artifacts Review

Documents and artifacts play a unique role in the exploration of any problem
and the development of solutions to problems. The researcher examined all existing
district-level and individual college-based president and district CEO performance
evaluation process documents that were produced by the two districts. These data
allowed the researcher to more fully define and enumerate the formal president and
district CEO evaluation procedures and guidelines that each district and each college
has in place, and also compare and contrast these written artifacts with one another and
with the research subjects' process perceptions resulting from the interviews. These
data then were considered in aggregate, in an attempt to assess whether espoused
process values were being honored in practice.

Data Analyses

Responses to the Modified Roles and Attitudes Survey Scale provided in Appendix A were analyzed. Interviews were organized, coded, and analyzed, using NVivo research software, and following protocols recommended by Yin (2003), Miles and Huberman (1994), and Seidman (2006). Document analyses entailed development of a robust coding schema, once the documents produced by each district had been reviewed. Survey response data and document review preceded and informed the interviews. The data analysis protocols applied in this study are provided in Appendices B and C.

Interview data were audio-recorded and transcribed verbatim. The first review of interview data was an inductive analysis that allowed important themes to emerge "out of the data rather than being imposed on them prior to data collection and analysis" (Patton, 1990, p. 390). The researcher analyzed the qualitative data using a constant comparative analysis method (Boeije, 2002; Glaser & Strauss, 1967) through checking and re-checking emerging themes (Miles & Huberman, 1994). This process of constant comparison "stimulates thought that leads to both descriptive and explanatory categories" (Lincoln & Guba, 1985, p. 341) and provides a deeper, more nuanced understanding of the data. In order to ensure the trustworthiness of interpretations, member-checking procedures were carried out as emerging themes developed and were shared with participants (Miles & Huberman, 1994). The researcher re-grouped responses and compared the different perspectives of presidents, the chancellor, and board of trustees members in each district and, ultimately compared these data between districts. The researcher identified themes that arise from these analyses, then re-

examined the data for patterns within the districts and between the districts. Themes

and patterns that emerged were examined through the lenses of the role congruity

theory of prejudice toward female leaders and the role of social influence in the

performance evaluation process. As noted, NVivo qualitative research software was

used to assist in the coding and sorting of data.

In addition, the researcher conducted content analysis using a thematic approach

toward the document-based and other data collected, to examine both patterns and

deviations from those patterns as a way to triangulate data from social network and

interview data (Trochim, 2001). The researcher conducted a cross-case analysis both

within and between the two districts, using a series of matrices (within the two districts)

and a meta-matrix (between the two districts). These analyses were conducted to

identify significant themes and regularities, patterns, and dissimilarities, resulting in a

series of propositions (Miles & Huberman, 1994).

Limitations

Although it was an exploratory study (Creswell, 2005), this study was intended

to identify patterns of evaluation behaviors that exist within the focus districts and

determine if correlations exist among the variables identified in the hypothesized

evaluation process model represented in Figure 2.5 above, with particular focus on

whether correlations exist between evaluator attributions and perceptions of leader

performance and leader efficacy. One of the limitations of the study is in the design of

the hypothesized model and the variables identified as composing the model. Ideally, a

unique, new instrument, that poses questions directly crafted to solicit responses

dedicated to testing the relationships among the hypothesized model's variables and the

constructs that underlie each variable should be created and tested. This is one of the recommendations for future research arising from this study.

The purposive nature of the sample and the sample size also limit the study. The generalizability to other California community college districts and other states' community colleges is limited, due to varying social contexts and disparate district-by-district informal performance evaluation processes and formal performance evaluation procedures and guidelines (Berry, 2002). Although the researcher believes the theoretical framework and newly hypothesized conceptual model of the leader performance evaluation process presented in this study explain differences, other, as-yet unaddressed, theories may offer greater explanatory power for the problem than the role congruity theory of prejudice toward women leaders (Eagly & Karau, 2002).

<div align="center">Significance of the Study</div>

The results of this study contribute to educational research by describing how community college presidents and district CEOs are evaluated, exploring differences in how California community college presidents and district CEOs are evaluated related to gender, and examining evaluator perceptions of success differences between male and female community college presidents and district CEOs. This study confirmed the existence and exposed the persistence of gender-role-related evaluation biases that affect leader performance evaluation processes. The study also supports contentions that standardization of leader performance evaluation processes and the provision of regularized process training to all primary evaluators can and do serve to partially, if not entirely, mitigate gender-based role congruity expectations in community college leader performance evaluations. Over time, if these processes are faithfully followed and

purposefully, critically, and regularly reviewed and revitalized, they should facilitate the

expansion of opportunities for women who aspire to serve as community college

presidents and district CEOs.

CHAPTER 4: RESULTS

The purpose of this study was to provide greater understanding of how California community college presidents and district CEOs are evaluated and the role that evaluators' attitudes and any role congruity biases evaluators may possess play in these performance evaluation processes.

Quantitative Data Results and Analysis

The quantitative portion of the study was designed to provide context for the following research questions:

1. To what extent are there differences in how community college presidents and district CEOs are evaluated, related to each president's and each CEO's gender or other immutable characteristics?

2. What is the relationship between evaluators' perceptions of individual community college presidents' and district CEOs' performance and each evaluation subject's gender?

To provide context for these questions, a modified attitudes survey, based on the Attitudes Toward Women Scale was administered to one chancellor, six presidents, and seven trustees within the two focus districts (see Appendix A). The survey included nine demographic data collection elements and 25 statements (see Appendix A) describing attitudes toward the roles of men and women in society that different people may possess. Each survey respondent was asked to anonymously express her or his position concerning each statement by indicating whether she or he agreed strongly (A), agreed mildly (B), disagreed mildly (C), or disagreed strongly (D) with each statement.

Descriptive Statistics

To gain a complete understanding of the participant sample, descriptive analyses were performed using the data collected from the nine demographic survey questions. Frequencies were obtained to study the characteristics of each variable in the study sample. The sample population surveyed between April 2010 and September 2010 included 27 possible respondents, of whom 14 completed the survey. These 14 participants held top leadership positions (chancellor, president, and board of trustees member) in the two focus districts. The 14 participants represented 52% of the original sample population contacted.

Of the 13 solicited leaders who did not participate in the study, representing 48% of the original sample population, eight people cited various reasons for being unable to participate, including retirement (three), career advancement to another district (two), workload (two), and illness (one), while the remaining five members of the original sample population did not reply whatsoever. Of the 14 survey participants, nine (64%) represented one district and five (36%) represented the other (see Table 4.1). The 14-leader participant pool was comprised of one chancellor (7% of the participant pool) out of two possible in the study, six presidents (43% of the participant pool) out of 11 possible in the study, and seven board of trustees members (50% of the participant pool) out of 14 possible in the study (see Table 4.1). As displayed in Table 4.1, the participant pool consisted of nine women (64%) and five men (36%). Seven (50%) of the study participants held earned doctorates, five (36%) held a Master's degree as her or his highest earned formal degree, and two (14%) held a Bachelor's degree as her or his highest earned formal degree (see Table 4.1). Nine (64%) of the

study participants were White and the remaining five (36%) were non-White (see Table

4.1).

Table 4.1: *Frequency of Survey Participants by District, Current Position Title, Gender,*

Highest Formal Degree Earned, and Race

Independent Variable	Frequency	Percent
District A	9	64%
District B	5	36%
Trustee	7	50%
President	6	43%
Chancellor	1	7%
Female	9	64%
Male	5	36%
Doctorate	7	50%
Master's degree	5	36%
Bachelor's degree	2	14%
White	9	64%
Non-White	5	36%

Ten (71%) of the study participants were 55 years of age or older and four (29%) were

50 years of age or younger. The full range of study participant age groupings is

provided in Table 4.2.

Table 4.2: *Frequency of Survey Participants by Age*

Independent Variable	Frequency	Percent
Age: 30-34	1	7%
Age: 40-44	1	7%
Age: 45-49	1	7%
Age: 50-54	1	7%
Age: 55-59	3	21%
Age: 60-64	4	29%
Age: 65-69	2	14%
Age: 70-wiser	1	7%

Years-in-current-position (persistence) numbers for the 14-respondent sample were tabulated, and the mean, median, and mode values of these data are provided in Table 4.3. Because years-in-current-position data were solicited from and provided by respondents in three-year ranges (see Appendix A and Appendix B), the mid-point of each reported range was used to calculate mean, median, and mode values. For presidents, the male mean years in current position was more than twice the female mean years in current position (seven years versus three years). For trustees, the male mean was 9.5 years and the female mean was 6.8 years. Because there was not a male district CEO (chancellor) serving in either district at the time the study was conducted, and only one of the two serving female chancellors agreed to participate in the study, the statistics for that variable cannot be compared. Based on the sample of California community college leaders studied, the data indicate that male community college

presidents have higher persistence rates than female community college presidents (see

Table 4.3).

Table 4.3: *Survey Respondents' Years in Current Position (Persistence) by Gender*

Independent Variable	Mean	Median	Mode
Female Presidents	3	2	2
Male Presidents	7	5	5
Female Chancellors	5	5	NA
Male Chancellors	NA	NA	NA
Female Trustees	6.8	7.4	2 / 11
Male Trustees	9.5	9.5	NA

The purpose of the modified roles and attitudes survey was to ascertain how

egalitarian and gender-role-neutral or gender-role-biased a respondent's attitudes may

be. A high score on the survey indicates a gender-role-neutral attitude, while a low

score indicates a more gender-role biased attitude. The lowest survey score possible is

zero and the highest survey score possible is 75. The summed 25-statement scores of

the 14 survey respondents ranged from a low of 63 to a high of 75 (see Appendix D).

The mean survey score was 69.8, the median value was 69.5 and the mode was 69. The

highest survey score, a 75, representing the most gender-role neutral attitude possible in

response to the survey, was earned by the youngest study participant, who was female.

The lowest survey score, a 63, representing a study-relative more gender-role-biased

attitude, was earned by the youngest male study participant. Average survey response

values by gender are displayed in Table 4.4. For female respondents, the mean survey

score was 71.2, the median value was 72, and the mode 73. For male respondents, the

mean survey score was 67.2, the median value was 69, and the mode was 69.

Table 4.4: *Survey Response Values by Gender*

Independent Variable	Mean	Median	Mode
Female	71.2	72	73
Male	67.2	69	69

Based on summed, respondent-by-respondent individual statement values, eight

statements emerged as the most controversial statements presented in the survey. Based

on these values and the feedback received from study participants through the

comments solicitation section at the end of the survey and during the post-survey-

administration interviews that were conducted, it is clear that these eight statements

created the most dissonance for the respondents, among the 25 presented in the survey

(see Table 4.5).

Table 4.5: *Survey Statements Receiving the Lowest Summed Scores*

Statement	Number of Responses	Summed Score
Statement 1: Swearing and obscenity are more repulsive in the speech of a woman than of a man.	14	24
Statement 11: Women earning as much as their dates should bear equally the expense when they go out together.	14	28
Statement 17: Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.	14	35
Statement 5: Intoxication among women is worse than intoxication among men.	14	36
Statement 8: There should be a strict merit system in job appointment and promotion without regard to gender.	14	36
Statement 21: Economic and social freedom is worth far more to women than acceptance of the ideal of femininity, which has been set up by men.	14	37
Statement 4: Telling off-color jokes should be mostly a masculine prerogative.	14	39
Statement 13: A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.	14	39

These eight statements earned summed scores ranging from a low of 24 to a high of 39, out of a possible summed score low of zero and a possible high of 42. Statement one received a summed score of 24, statement 11 received a summed score of 28, statement 17 received a summed score of 35, statements five and eight received summed scores of 36, statement 21 received a summed score

of 37, and statements four and 13 received summed scores of 39. The mean

across respondents summed statement score was 39.1, the median value was 41,

and the mode was 42—the highest summed statement value possible (see Table

4.6).

Table 4.6: *Survey Statements Summed Scores Statistics*

Respondents	Mean	Median	Mode
All	39.1	41	42

Qualitative Data Results and Analysis

The qualitative portion of the study was designed to answer the following

research questions:

1. What formal and informal processes and procedures guide

   performance evaluations of community college presidents and

   district CEOs?

2. To what extent are there differences in how community college

   presidents and district CEOs are evaluated, related to each

   president's and each CEO's gender or other immutable

   characteristics?

3. What is the relationship between evaluators' perceptions of

   individual community college presidents' and district CEOs'

   performance and each evaluation subject's gender?

Document Production and Analysis

As described in Chapter 3 and following the protocol defined in Appendix B, under the California Public Records Act, requests for the production of all non-confidential district forms, policies, regulations, procedures, and all other public records related to college president and district CEO performance evaluation processes were submitted to both districts (see Appendix F). In response to these requests, each district produced hardcopy documents. One district produced 26 pages of documentation and the other produced 18 pages of documentation. Each district produced documentation confirming that a formal performance evaluation of each district chancellor is conducted annually, while each district's presidents receive formal performance evaluations annually for the first three years of their respective tenures as president, followed by formal performance evaluations every three years thereafter.

As a part of each chancellor's and each president's formal performance evaluations, both districts solicit and consider input from a prescribed universe of district stakeholders, including community members, students, faculty members, staff, administrators, and leader peers. Representatives from both districts refer to this form of stakeholder-inclusive performance evaluation as a 360-degree or "360" process. Both districts solicit and consider multi-rater feedback from multiple sources in the conduct of formal chancellor and president performance evaluations. Each district provides chancellor and president performance evaluation process participants with anonymity and confidentiality through the use of online data collection instruments (surveys). Hard copies of each district's online survey were provided in response to the PRA request submitted to each district.

Each district also produced copies of performance review cycle diagrams. Each district's written performance evaluation policies and procedures espouse a commitment to a plan-act-check-improve cycle that is directly linked to each district's strategic planning process, administered by the district's top administrative staff members, and monitored by the members of each district's elected board of trustees. As part of each district's formal leader performance evaluation process, in addition to the 360 process, each district's chancellor and presidents participate in formalized written self evaluations (self assessments) using question-based instruments that each chancellor and president is obliged to complete. Hard copies of the latest iterations of each district's chancellor and president self evaluation question response instrument were produced in response to the PRA request submitted to each.

The documents produced in response to the PRA requests indicate that each of the two districts studied has developed, conducts, and espouses the importance of adhering to a highly formalized performance evaluation process for chancellors and presidents. As defined in Appendix B, the documents each district produced in response to the PRA request were coded as prescribing: (1) acts, (2) activities, (3) meanings, (4) participation, (5) relationships, and (6) setting. A thorough analysis of the two districts' written mission, vision and values statements, strategic plans, and the documents each district produced, revealed major commonalities between each district's espoused formal chancellor and president performance evaluation process. No major espoused formal chancellor and president performance evaluation process differences across the two district sites were exposed in seven identified areas (see Table 4.7).

Table 4.7: *Across Districts Document Identification and Analysis*

Analysis Area	Major Commonalities	Major Differences
1. Composition of authorship group and committee structures.	Yes	No
2. Mission statements.	Yes	No
3. Values and philosophies articulated.	Yes	No
4. Structural elements.	Yes	No
5. Constituent group (process participant) identification.	Yes	No
6. Programmatic (process) elements.	Yes	No
7. Organizational elements.	Yes	No

Semi-structured Interviews and Analysis

Each survey respondent was encouraged to participate in a one-on-one semi-structured interview session using the methods described in Chapter 3 and applying the protocol defined in Appendix C. Ultimately, 11 of the 14 survey respondents participated in the interview phase of the study. Of the 11 interviewees, seven (64%) represented one district and four (36%) represented the other (see Table 4.8). Seven (64%) of the interviewees were female and four (36%) were male (see Table 4.8). Seven (64%) of the interviewees were trustees, three (27%) were presidents, and one (9%) was a chancellor (see Table 4.8). Five (45%) interviewees held Master's degrees

as their highest earned degree, four (36%) held doctorates, and two (18%) held

Bachelor's degrees (see Table 4.8). Eight (73%) of the interviewees were White and

the remaining three (27%) were non-White (see Table 4.8).

Table 4.8: *Frequency of Interview Participants by District, Gender, Current Position Title, Highest Formal Degree Earned, and Race*

Independent Variable	Frequency	Percent
District A	7	64%
District B	4	36%
Female	7	64%
Male	4	36%
Trustee	7	64%
President	3	27%
Chancellor	1	9%
Master's degree	5	45%
Doctorate	4	36%
Bachelor's degree	2	18%
White	8	73%
Non-White	3	27%

Nine (82%) interviewees were 55 years of age or older and two (18%) were 44 years of

age or younger (see Table 4.9).

Table 4.9: *Frequency of Interview Participants by Age*

Independent Variable	Frequency	Percent
Age: 30-34	1	9%
Age: 40-44	1	9%
Age: 55-59	3	27%
Age: 60-64	4	36%
Age: 65-69	2	18%

Research Questions and Primary Connecting Interview Response Themes

As described in Chapter 3 and following the protocol defined in Appendix D, each of the 11 interviewees responded to the eight interview questions listed in Appendix D. Ten interviewees consented to having their interviews audio recorded. Ten interviewees agreed to sit for in-person interviews and one was interviewed via telephone. The interviews ranged from 30 minutes to one and a half hours in duration. As described in Chapter 3, interviews were transcribed, then organized, coded, and analyzed, using NVivo research software.

In-depth analysis of the interview data revealed 10 primary interview response themes. These themes were matched with the three research questions driving the study, which underlay the interview questions that provoked the responses (see Table 4.10).

Table 4.10: *Research Questions Matched with Primary Interview Response Themes*

Overarching Question: In what ways do performance evaluation processes and procedures support or constrain the success and persistence of female community college presidents and district CEOs?

Research Questions	Interview Response Themes
What formal and informal processes and procedures guide performance evaluations of community college presidents and district CEOs?	Formal Evaluation Outstanding Process Success Supporting Patterns/Processes Success Constraining Patterns/Processes Process Improvement
To what extent are there differences in how community college presidents and district CEOs are evaluated, related to each president's and each CEO's gender or other immutable characteristics?	Success Supporting Attitudes Success Constraining Attitudes Function of Evaluator Attitudes Function of Role Congruity Expectations Function of Gender
What is the relationship between evaluators' perceptions of individual community college presidents' and district CEOs' performance and each evaluation subject's gender?	Success Supporting Attitudes Success Constraining Attitudes Function of Evaluator Attitudes Function of Role Congruity Expectations Function of Gender

Research Question 1

To answer the research question focused on discerning the formal and informal processes guiding community college president and district CEO performance evaluations, four interview questions/prompts were posed to each of the 11 interviewees:

1. Formal Evaluation: Please describe how presidents and the chancellor are evaluated in your district.

2. Outstanding Process: Describe a circumstance in your experience as an evaluator or evaluation focus where you felt the administration of a performance evaluation process was outstanding.

3. Success Supporting or Constraining Patterns and/or Processes: During your career as a community college leader evaluator or evaluation focus, have you ever perceived or experienced any patterns that you believe may have supported or constrained a leader's success?

4. Process Improvement: If you could suggest one change to the leader performance evaluation process, what might that change be?

Interview Response Theme: Formal Evaluation

As espoused in the documents that were produced in response to the PRA requests, in each of the focus districts, chancellors and presidents are evaluated using a 360-degree process, which incorporates forms completion, survey completion, and self evaluation. One experienced interviewee, who is both an evaluator and an evaluation focus, and who played a key role in developing the top leader performance evaluation

process that currently is used in one of the districts studied, succinctly explained the

formal evaluation process:

> The presidents are evaluated by the chancellor. However, the results of their evaluation are shared with our board. Our board does not play a role other than to be advised of the presidents' performance. The evaluations have several elements to them. They have a statement of goals and objectives that had been reviewed and approved at the start of the year…. It also includes a management feedback instrument, which goes to a number of people. This is something we do for every member of management, including the chancellor. The feedback instrument is a list of questions with room for comments that are all done by survey monkey to assure anonymity for all of the people who report directly to the manager, as well as to a selected group of peers that must include faculty and classified staff. So in the case of the presidents, the presidents' instrument includes everyone who reports directly to them, their vice presidents, usually their deans as well, the executive officers of their academic senates, classified senates, and the like, and also their fellow members of the chancellor's cabinet. So, there's a sort of cross look and then a linear look.

As delineated in the documents that were produced by this district and

confirmed by this same interviewee, self evaluation also is prescribed:

> Evaluations also include a self-evaluation component, which is optional. Most people do write a self evaluation. In the case of the presidents, they all do. Then using this information, observation over the course of the year, the chancellor then has an evaluation conference with each president to discuss the evaluation and that leads to a final evaluation document that is reviewed at a conference that is held between each president and the chancellor. It includes recommendations for the coming year that are to be addressed in each president's forthcoming goals and objectives. The chancellor signs this, the president signs this, and the finished product goes to the president's personnel file. Each president receives a copy, and the members of the board of trustees also see a copy. So it's a very formalized process, with good room for high quality discussion and interaction.

The chancellor's performance evaluation process in this interviewee's district is

directly overseen by a subcommittee of the district's elected board of trustees:

> The chancellor's evaluation is the same, except that it does not include a

form. The presidents have an evaluation form with checks that we use for all management. The chancellor's evaluation follows the same process, except that it proceeds from a chancellor's self evaluation and management feedback instrument directly to the board. The board has a subcommittee for the chancellor's evaluation. All board members receive everything, but they as the subcommittee spend special time going over the chancellor's self-evaluation, going over the results of the management feedback instrument, going over the chancellor's proposed goals and objectives… [The chancellor's proposed goals and objectives are refined through this process], so that when we start off again in the new academic year, the board and chancellor have all agreed that these are the major things that the district's top leaders want to see accomplished. This is what the chancellor is being held accountable to and will provide the basis for the chancellor's evaluation in the subsequent year. It works. It works well.

This leader highlighted the importance of having a formalized process in place and strictly adhering to that process, especially given the demographic diversity among the presidents and the varying degrees of familiarity between the chancellor and each president:

Our presidents are very diverse in terms of their ethnicity, age, everything else…. And so the process, the formalization of the process, forces the chancellor to give everyone the same look and evaluate the same material for each one.

As espoused in the formal process prescribed in the documents produced by the other district, one president described the formal leader performance evaluation process as follows:

I have a role in my own performance evaluation, the evaluations of other presidents in our district and in the evaluation of the chancellor. There are two ways each president is evaluated. One, every other year, from the president to the chancellor, the president does a self-analysis/self-assessment, the chancellor then remarks on the self-assessment and gives feedback and that is it for that form of evaluation. This is done using a form that has been used for several years in our district. There are seven questions among which to choose to answer—we are obliged to select four and provide answers to those four.

> Then, two, there is a comprehensive review, which is every other year. It is a 360-process. You identify all of your direct-report staff and 10 to 12 other folks, from the community, external, wherever it may be, for interviews. I remember with my last comprehensive performance evaluation, I included not only direct staff, I included all of the faculty department chairs, other faculty, four or five community members—so it was quite broad-based…. We had a consultant who managed the process and also used focus groups. The focus groups were comprised of students, faculty, and classified staff. I also completed a self-assessment, as with the first process, but I also did an additional self-assessment. I put that all in a packet, which was submitted to the chancellor. There were discussions regarding that afterwards. There are no direct contacts with any members of the board of trustees during the process.

In addition to confirming the formalized use of a 360-degree process in each president's performance evaluation, of particular note in the passage above, the referenced seven-question form, which obliges presidents to select and provide answers to four questions was not produced in response to the PRA request submitted to this president's district. That seven-question form ended up being referred to and produced during the administration of an earlier interview that was conducted in that district. This was an indication that not all non-confidential documents and other materials related to that district's chancellor and president performance evaluation processes were considered relevant by the district representatives who were responsible for responding to the original PRA request. This is an excellent example supporting the importance of triangulation in an empirical study. Although this process-relevant and important document was not produced or reviewed under the overarching data collection methods (see Table 3.1) and initial document analysis process, as followed in the protocol defined in Appendix I, the interview component of this study captured this important data source.

The elected board of trustees members who were interviewed in each district

confirmed that trustees directly evaluate their respective chancellors, but do not directly

evaluate presidents. This trustee, who also confirmed the use of a 360 process,

explained that there is freedom for trustees to consider other information in the

chancellor evaluation process, noting:

> The board evaluates the chancellor. We don't evaluate the presidents.
> The chancellor evaluates each president and makes recommendations to
> us. We conduct a written evaluation of the chancellor. There is room in
> the process to bring in issues that are not necessarily related to the
> formally structured questions that are part of the performance evaluation
> process. Then we discuss the evaluation amongst ourselves as a board of
> trustees and to the extent we can distill an agreement on the individual
> components of the evaluation we reach consensus. There is an
> individual component and a collective component to the process. We
> reach agreement based on the existing criteria, for example,
> commendable, exceeds expectations, whatever the criteria are that are
> listed in the current version of the performance evaluation guidelines we
> use… on our questionnaires. You know, needs improvement, etc. We
> just completed a performance evaluation for our chancellor within the
> last two weeks. We use a 360 process—it is anonymous. We also
> evaluate ourselves as board members.

Another trustee, who serves as a member of her district board's chancellor

performance evaluation subcommittee, described the formal performance evaluation

process as follows:

> We are involved as primary evaluators with the chancellor and we are
> provided with the chancellor's evaluations of the presidents. The
> chancellor makes recommendations to us concerning the presidents and
> we have an opportunity to speak with the chancellor about each president
> evaluation. As our sole direct-report, we actually construct the
> performance evaluation of the chancellor.

Although trustees do not directly conduct performance evaluations of presidents in

either of the districts studied, this trustee described less-formalized opportunities taken

to observe and assess presidents' performance:

I see the presidents at every board meeting and we hold board meetings on each campus at least once a year. I also make sure I visit each campus and meet with each president twice a year. For me, this is important—I am a learning junkie, so it is just fun for me, like a kid in a candy store when I visit the campuses and the presidents have an opportunity to tell me about whatever they choose to tell me about. We also are shifting to assure that we as trustees see the presidents more often. We are in the process of having them participate in one of our two annual retreats. It is such a big district, that for me, it would be great to spend more time with them.

This trustee emphasized the importance of observation, confirmed the use of self evaluation, a survey, and the 360-nature of the formal process:

One of the criteria we use to evaluate the chancellor is observation—in terms of the chancellor's interaction with others, with management, with trustees, in terms of her leadership, and the chancellor's selection of vice chancellors and presidents, though we have a say in the hiring of presidents.

The chancellor also prepares and provides us with a written self evaluation… the self evaluation is very valuable.

There also is a management feedback survey. This is distributed to a combination of faculty, staff, and administrators—board staff are included, academic senate presidents are included, and others…. The survey consists of both Likert Scale and open-ended questions. I know the chancellor has some input into who provides survey feedback. The chancellor does not know who said what or how a given person responded, but the chancellor and the vice chancellors have input into who participates in the feedback process during each evaluation cycle. Some of the entities participating are predetermined based on the roles or functions the people perform, such as the academic senate presidents. Community member input also is solicited. The chancellor's performance evaluation involves data collected through all three sources. It is a 360 process and this occurs once a year.

One of the presidents interviewed discussed the statute-based and regulatory body provoked genesis for the formal performance evaluation process currently in place in her district and how that process complies with regulatory requirements:

[In a previous leadership role in my district], one of my tasks at that moment in time was to help develop a formal president evaluation process, and for other senior executives as well. This came out of, actually, the ACCJC [Accrediting Commission for Community and Junior Colleges] accreditation cycle, which all of our colleges go through, where one of the standards requires that you have a formal presidential evaluation process, along with other things… Basically, there is a cycle and each year the president does a self-evaluation… and there are a series of about a half a dozen questions and then we are asked to set some goals that relate to the strategic plan of the district and the board… But that is the annual process...

In terms of the formal comprehensive evaluation, it's a three year cycle, so at the conclusion of every three years… [presidents] go through a comprehensive evaluation, which I would describe in a nutshell as what they call a 360 process. And it will include a committee of a variety of individuals, you know, community members and constituent group members from across the spectrum. I have to say that I feel that I have confidence in the method that we use as president. And so I do personally believe in the concept of self-evaluation, and I'm glad that that's part of the process that we use.

While confirming the formal, 360, stakeholder-inclusive nature of the process in his district and the use of a survey instrument, one president also focused on the prescribed role of goal setting in the formal performance evaluation process, and how trustee input can factor into the formal evaluation process, explaining:

Among other data collection sources, anonymous surveys are used. Presidents are evaluated individually by the chancellor. Initially, presidents are evaluated annually. After the first three years of service, full 360 reviews are conducted once every three years. Presidents submit annual goals to the chancellor, then each of us sits down with the chancellor to discuss our goals and add possible extra goals. The chancellor sometimes suggests added goals, but to date has not rejected any of the goals I have come up with independently. The chancellor once added a goal that came directly from a concern expressed by a member of our board of trustees related to a perceived lack of diversity in our management ranks here at my college. We were looking at several retirements coming up in our management ranks and ended up listing a goal to seize the opportunities offered by the pending retirements to increase management level diversity. During my leadership tenure here, we have enjoyed great success in achieving that

goal—over the last ten years. I am a big proponent of diversifying the workforce.

This president also discussed the reflective focus and constructive nature of his district's formal performance evaluation process, noting:

> We also reflect on our prior year goals and provide written feedback concerning how we believe we performed in achieving those goals. Survey monkey is used. Data are collected from all stakeholders. Our human resources area contracts with an outside company to collect and aggregate data, prepare a summary report, which identifies responses by category, from faculty, managers, etc. The responses always remain anonymous. The actual face-to-face evaluation that I receive with the chancellor is quite informal. We sit down and go over what has been written, the goals that we have agreed I will and have pursued and we discuss all of it. It is a very improvement-focused, very constructive and helpful process.

The documents produced by each of the districts studied and the interviews that were conducted with top leaders representing each district indicate that there is very high convergence between the top leader performance evaluation process espoused by each district and each district's practices. That is, based on the interview responses received from the key informants who participated in this study, each district's application and use of the written policies and guidelines created to guide top leader performance evaluations comport with each district's espoused policies. In addition, interview data confirm that in practice, the two districts studied carefully follow commonly espoused leader performance evaluation processes (see Table 4.11).

Table 4.11: *Across Districts Espoused and In Use Formal Process Comparison*

Analysis Area	Major Commonalities	Major Differences
1. Espoused formal performance evaluation process comparison based on document review.	Yes	No
2. In use formal performance evaluation process comparison based on interviews.	Yes	No
3. Triangulated espoused and in use formal performance evaluation process comparison.	Yes	No

Interview Response Theme: Outstanding Process

When asked to identify an example of an evaluation process that is particularly outstanding, or excellent, many of the interview subjects described the process currently in place in their own district. Emerging from these interview responses were several key elements that the interviewees found contributed to an outstanding performance evaluation process:

1. Well-structured and formalized protocol for evaluations, as opposed to informal, ad hoc processes;

2. Participants taking the process seriously/commitment to the process;

3. Broad base of stakeholders included in the evaluation process;

4. Comprehensive "360" process;

5. Opportunity for anonymous feedback; and

6. Constructive purpose and focus.

One highly experienced leader, who is both an evaluator and an evaluation focus, noted the importance and impact of a well-structured, formalized process. Weighing the utility of informal and formal processes, and considering the values driving and the focus of this study, she noted:

> The evaluation process that we follow, because it's formalized and based on a number of criteria and preapproved goals and objectives, forces me as the evaluator to almost follow a checklist [and to cover] points which I might miss, depending upon the nature of my informal relationship with the evaluee. Because, just as in a family, you are inevitably closer to some people than others, and so as a result you know more about some people than others, and that colors your perception. Whereas the formalized process… forces me to go through some prescribed criteria in order to evaluate the person and take into consideration things that I would probably miss in an informal process.

One of the trustees interviewed believed the performance evaluation process followed in her district is outstanding, particularly when an entity external to her district has been brought in to conduct the performance evaluation process:

> I think when we have brought in an external, more objective person or firm to do that… it is a lot more objective—we eliminate some of the emotional issues that come from various stakeholders. We can almost tell when we are reading the confidential evaluations where they are coming from and why people are not happy or whatever. I think objectivity is a challenge.

The same trustee emphasized the importance of being committed to the process and the goals sought to be achieved by performance evaluations:

> I am very proud of the way we do it. We take it seriously—we don't let it slip. We are constantly advocating for greater evaluation for our supervisors and dean—all of our employees. Evaluation is an issue we keep really focusing on as a board—the evaluation process, again the goal is to improve. To clarify and improve—we do a good job.

Another trustee, who primarily focused on exploring the possibilities for process improvement during the course of the interview, was challenged to identify an outstanding performance evaluation process, noting:

> I don't remember a process where I said, wow, this is really outstanding. I've participated in evaluations of institutions that I thought were creative and unique—deeper than your average performance evaluation. We were able to step back and actually look at the nature of organizations—to explore the dynamics of organizations on both a practical and on a philosophical level. How they function…, taking a couple of steps back and looking at the nature of organizations themselves. But, I can't think of an individual leader performance evaluation process that I have considered to be outstanding.

Yet another trustee suggested that the outstanding process prompt might best be reworded to solicit feedback on what an outstanding process should look like, noting:

> I would reword your question to say what *would* be an outstanding process, and I may or may not have experienced it. I just don't know… It would include a combination of the leadership of the campus, meaning… the governance leadership—the union, the senate, the other unions, classified, whatever…, a sampling of the top management, etc. It would include that. It would include the community in some way, although that's hard, because they live in a whole other world, but… I would think you would want local Kiwanis, Rotary, business people, foundation boards, etc., involved.

A trustee from the other district studied asserted that the chancellor performance evaluation process followed in his district is outstanding. He also emphasized the importance of evaluator engagement in and commitment to the process and praised the equity and fairness aspects of a formal versus less formal performance evaluation process, noting:

> I think the process with our current chancellor is outstanding. Our chancellor is very forthcoming and complete with the self evaluation… We have trustees who are very thorough and very committed to the

process. They also bring a great deal of experience to the performance evaluation process here. Over time, our trustees have brought up controversial and deep questions during the evaluation process.

For me, two keys to an excellent evaluation are, one, whether the person being evaluated is forthright and up front in suggesting what they think is good and what they think is bad and, two, you really need people involved who are willing to take the time to really delve into the issues. This has been a great learning experience for me to see how leaders are evaluated in a large organization. Professionally, I have always been involved in smaller organizations, where the evaluation process was less developed and less formalized. Our district follows the most formalized process I've ever seen. I think the more formalized the leader performance evaluation process, the more equitable and more fair it is. However, if the evaluators are not fully engaged and committed and reflective, if it is just a good old boy system, it is not effective.

Providing somewhat less support for her district's current chancellor performance evaluation process, one of the district trustee peers of the trustee quoted directly above focused more on possibilities for current process improvement, including the desirability of assuring that process participants participate meaningfully and actually have knowledge of what the chancellor does, noting:

I think ours is a good process, but I would not call it outstanding. I don't definitively know what outstanding would look like, but it would have more respondents. Ours is a very good process. I believe representatives from our Citizen's Bond Oversight Committee and our Trustee Advisory Committee provide feedback. We have a phenomenal bond oversight committee in our district and great community member participation. Not only would I solicit feedback from more people, but I would try to come up with a system to assure that more people respond and do so meaningfully. So, a few more people solicited and a few more people responding. You don't want to ask people to participate who don't actually have knowledge of what the chancellor is doing—people who can provide relevant and meaningful feedback.

Further supporting the notion that including as many engaged and knowledgeable stakeholders as possible in the process is desirable, one president also

provided a warning concerning the role that evaluee personality can play in some

performance evaluation processes, noting:

> One of the issues that adversely impacts leader performance reviews is
> the role of personality, which sometimes turns the process into a
> popularity contest, as opposed to really conducting a critical analysis.
> You try to invalidate that and you try to get through it, but sometimes
> you just can't. I find this arises more with faculty evaluations than with
> administrator evaluations. [In an effort to mitigate this phenomenon,] we
> made sure feedback was provided anonymously.

Finally, one experienced president maintained that the positive, future-focused

nature of the top leader performance evaluation process followed in his district made it

outstanding, noting:

> Our current system is outstanding. The evaluation process for the next
> level down also is very good. I like to assure that my vice presidents
> focus on their noteworthy accomplishments and goals not yet achieved.
> Constructive criticism is important. Looking forward and focusing on
> continuous improvement is important to me and a hallmark of an
> outstanding performance evaluation process.

While four of the top leaders interviewed referenced their district's current

leader performance evaluation process as outstanding, the consensus among the 11 top

leaders who were interviewed was that every process can be improved. The possible

improvements discussed by these interviewees will be presented below. Table 4.12

summarizes the aggregate positions of the 11 interviewees concerning the current

existence of an outstanding leader performance evaluation in their respective districts.

Table 4.12: *Outstanding Process Already In Place by District*

Interview Source	Frequency in District	Percent of District Interviewees
District A	1	14%
District B	3	75%

Interview Response Theme: Success Supporting Patterns and/or Processes

One president asserted that in practice his district's top leader performance evaluation process supports leader success, because of the values underlying the process, as well as the structure of the process itself, noting: "Our process supports leader success, by valuing candor, because it is comprehensive, it is constructive, and it is formal. The 360 process we employ here in our district is very useful and supportive of success."

While finding the concept of success supporting patterns and/or processes a productive, but challenging line of inquiry, one of the trustees from this president's district argued that having a formal process in place is in and of itself supportive of leader success:

> We have a formal process in place and that process is followed. When people do not participate, that is by not responding to the survey, to me that means they are not unhappy—they are content with the leadership. It is a positive to me that we have a process in place that is consistent for every evaluation. However, that does not make me feel any better when 25 survey responses are requested and not all 25 surveys come back completed. If people are pleased, I'd rather they take the time to just put that in writing by completing the survey. That we have a performance evaluation process in place… that people know there is a process, that the process is consistent and clear has been positive for our system over all. It is positive for the chancellor, it is positive for the district, it is clear for the board.

One president believed the anonymous nature of his district's leader

performance evaluation process and the use of outside or specially dedicated and

insulated internal staff to collect and compile data is supportive of leader success:

> We make sure feedback is provided anonymously. I don't touch the
> feedback that is received. At [one of my previous colleges] we used
> scantrons and these were submitted directly to the research office and
> that office compiled the results. At [another institution I led] we sent
> evaluation feedback to an outside group, which compiled the results.
> Here, an anonymous online survey instrument is used.

In response to this prompt, one trustee discussed the importance of openness,

both process related and on the part of the person being evaluated. Exploring attitudes

toward the process and the process itself, he emphasized the importance of "trust,"

noting:

> I think for most leaders, it is hard to stay open and willingly focus on
> weaknesses and self improvement. How much you are willing to open
> up depends on how much you trust the process. As I noted, our current
> chancellor is very much a person who trusts the process and is dedicated
> to process. Our current chancellor holds process in very high regard. I
> think this means you end up with better processes in place.

While each of the 11 top leaders interviewed discussed the importance of having

a fair, equitable and open process in place to guide top leader performance evaluations

in their districts, each had more to say about success constraining patterns and processes

than they did about success supporting patterns and processes. Table 4.13 summarizes

the aggregate positions of the 11 interviewees concerning the existence of leader

success supporting patterns and processes in their respective districts.

Table 4.13: *Perceptions of Success Supporting Patterns and Processes by District*

Interview Source	Frequency in District	Percent of District Interviewees
District A	1	14%
District B	3	75%

Interview Response Theme: Success Constraining Patterns and/or Processes

Patterns and processes that the interview subjects viewed as tending to constrain leader success include:

1. Lack of sincerity/lack of commitment to the evaluation process;

2. Negative feedback and input overshadowing positive reviews;

3. Failure to follow established chains of authority;

4. Micromanaging leaders; and

5. Manipulating the process.

Several interviewees discussed their belief that a lack of sincerity and full engagement in the leader performance evaluation process on the part of process participants served to constrain leader success. One president noted:

> One pattern that I think hurts the evaluation process and constrains leader success is lack of sincerity and critical analysis on the part of stakeholders who participate in the evaluation process. Nevertheless, the good news is that of the performance evaluations that I have been involved in as a president, 90% to 95% of the results have been accurate. People did not pull any punches. I think if you were to [statistically] validate the responses, they probably would come out very high.

Expounding on the sincerity and engagement patterns presented above, one of the trustee interviewees noted:

During my tenure there has been turnover among my board colleagues, so the varying degrees of participating in the process, meaning doing your own evaluation—the self evaluation—this has been received by younger, more independent members of the board as something…, well, not taking it as seriously. That has been a frustration—and again I am pounding away at the biggest, the most important thing we do as board members and that is to evaluate and clarify the role of and expectations for your key leader, your chancellor. Commitment to the process is not as serious as it might be with people who are newer, younger, or have a different attitude about their responsibilities as board members—as elected members of the board. That would be the only thing I have found is that some take it a lot more seriously than others.

In particular, this trustee found that the evaluation process tends to be invoked when evaluators are dissatisfied but not when the evaluation subject is performing satisfactorily:

When you hear from the stakeholders in the system, the people who are the most disgruntled, those are the ones you hear from more, more than from the people who are fine—they don't tend to give you in-depth responses. It is just ok, ok, ok, ok—you don't get the same depth of information on the positive end... We hear from the disgruntled—I think that's just human nature.

The "human nature" aspect of the process and the pattern of how complaints can play a more prominent role in leader performance evaluation processes than positive feedback, simply because stakeholders who have concerns tend to provide more input in the process than people who are content, were referenced by several interviewees. Another trustee connected this tendency to focus on complaints to the way many people navigate their professional and private lives, noting:

The devil is more interesting than god. There is a tendency to focus on the dark rather than on the light. In traditional evaluation, you tend to look for the problems, because the problems are what surface all the time. The problems are what you hear about at board meetings, in contacts from community members and in the media.

I guess there are different types of people…, some who have attempted

to almost be friends with members of the board. I don't know if that is the function of a given person's need to have friends or if it is a political calculation. I see this pattern as a potential constraint and sometimes a supporting factor. I personally see my role as one where I should not become too friendly with district administrators, so I see this pattern as a constraint. I have seen some chancellors who have seemed to want to develop more of a personal relationship with some board members. I question the propriety of that. I think we should strive to be friendly, but not be friends. It is all a balance I suppose. We all are human beings and the lines get crossed sometimes. There are times when you like someone and you are friendly with them and things happen and you have to make decisions that are difficult and messy.

One president described manipulation of the system and churning the rumor mill as an intractable success-constraining pattern:

I have discovered—and this shouldn't be a discovery, because it happened even when I was vice president and it happens everywhere—sometimes I will have someone come into me and say, "well So-And-So said you said…" and I'm amazed how often that happens. And I also hear that's said as a way for other people to get something to go their way when in fact I haven't even talked to them. So that's troubling. I really try to be absolutely as straightforward and above board as I can with every interaction with every person here. And when I hear those kinds of things, I get… it just is not pleasant, but... But it's part of the position. It doesn't matter that it's me, it's part of the position. And so that's me learning how to cope with that. I mean, it's the way it is.

Another pattern that several interviewees discussed involves the importance of following appropriate chain of responsibility and authority lines when trustees receive feedback from community members, in order to ensure those concerns are appropriately considered and investigated. In some settings, elected board of trustees members sometimes bypass their district CEOs and reach directly down to share concerns with campus presidents or their subordinates. Several of the leaders interviewed saw this as a success constraining pattern. One trustee noted:

I think if a board member hears feedback in a community, they should turn it immediately over... to a chancellor, and even if it's about a

campus, to a chancellor to talk to a president… I think that's an issue—that really to me you can either support leadership by making sure things go through the proper procedure if you do get a gripe from any source, really, or you can harm or constrain their ability to lead if you don't follow those procedures.

A related issue discussed by several interviewees involved participants' understanding of the purpose of performance evaluation processes—should they be improvement-focused or punitive? Are participants fully invested and engaged in the process, or are they just participating in a rote or perfunctory rather than a sincere way? One experienced leader noted:

> Evaluation is one of the poorest executed activities in management that I have seen. It's just not taken seriously by many people. A lot of people including my colleagues in other districts view it either as a gift or a punishment. You know, sort of "Hey, you're great, here it is," or, "Here is the instrument of torture that we are going to use to start forcing you out," with very little in between.

This leader emphasized the necessity of anonymity for participants providing feedback as part of the 360 performance evaluation process, as well as the importance of every participant taking the process seriously and focusing on performance improvement:

> [Earlier in my leadership tenure in this district] there was a form that was filled out, but there was no input instrument. And… not everybody likes this kind of feedback but I think it's important. Otherwise the rumor mill will dictate to people a sort of distorted view of how they may be regarded. And having a good feedback instrument with a lot of anonymous input really levels the playing field. So [previously] I was evaluated by a form, but with no other input other than my own self evaluation. And the evaluation was never very satisfying to me, because I think my predecessor—who is a wonderful person—would have been in the category where his evaluation was a gift: "Here's your perfect evaluation, now let's talk about something else," as opposed to really having a thoughtful, serious conversation about areas in which one could grow and develop and change, or even things to accomplish.

Highlighting the utility of fostering a leader performance evaluation process that

encourages evaluation subjects to step back and reflect on their accomplishments as well as on areas where they believe they could improve, this leader noted:

> And I think that's the heart of the evaluation process, where the evaluator takes the evaluees seriously and talks about their accomplishments, their goals, where they could improve, accolades… the whole picture. And that never really happened [for me previously in this district] but it's always been a process that I prefer to follow. And I know from my feedback instruments that it is something that people look forward to and value. Top administrators—presidents, vice chancellors and the like—almost never have the opportunity to talk about themselves. And if nothing else happens, then their boss—their supervisor—gives them that oasis—even if it's just one oasis in a year— in which they are taken seriously as a professional, someone in progress, someone in development. It's, to me, the most important element in the whole activity. I don't know that [omitting this type of input in the process] impedes success, but it certainly undermines it.

Every one of the 11 top leaders interviewed expressed concerns about success constraining patterns and processes and the majority offered suggestions for process improvements to mitigate some of those patterns and processes. Those suggestions for process improvements are presented below. Table 4.14 summarizes the aggregate positions of the 11 interviewees concerning the existence of leader success constraining patterns and processes in their respective districts.

Table 4.14: *Perceptions of Success Constraining Patterns and Processes by District*

Interview Source	Frequency in District	Percent of District Interviewees
District A	7	100%
District B	4	100%

Interview Response Theme: Process Improvement

Every top leader who was interviewed provided suggestions for process

improvement, even the leaders who characterized their current leader performance

evaluation process as outstanding. Some of the suggestions for change involve

technical adjustments, while others involve significant changes to the process itself.

Some would be easier to adopt and implement than others. One example of a

suggestion for a technical change follows:

> I would change the form that's used. The form is a negotiated form,
> and… I wouldn't change the process a bit, but I would change some
> questions in the form and some other sort of technical aspects of the
> form. We have a management association, and we work with that
> association on forms and surveys, and there are some questions that I
> think are not the best. There are probably some missing questions. But
> they did not want to see too much that got into the area of values. So,
> yes, I would change some minor technical points, but not the process
> itself.

In line with the observations of several other interviewees, one trustee suggested

that the ideal process would be organized by an outside professional, noting:

> This would be like the ideal, because obviously everything is tied to
> budget, but if the process could be done through the use of a
> professional, external facilitator to guide the evaluation process…
> Because the process is so dependent on individual members of a board
> continually reminding and pushing—we have to do a lot of our own
> work in the area and a lot of the work is technical/clerical. The process
> requires that someone on the board actually must compile the evaluation
> information, and again, we are lucky to have the board we have, but I
> worry that without a couple of us on the board now, that could slip in the
> future. So, the ideal situation would be to have someone on contract so
> that each year the evaluation process is guided in a very clear and
> consistent way by an external source. Budget-wise that is a challenge.
> An internal operational change that assured that the process occurred in a
> consistent, clear, and accurate way each year—that would be my hope.
> We have had good experiences doing this. It is not like I think it would
> work—I know it works! It has worked very effectively. Consistency is
> important—this also assures greater objectivity and the rote, more

mundane aspects of the process can be handled more efficiently than having the policy makers handle that aspect of the evaluation process.

Focusing on a perceived need for more regularized evaluations and more overt focus on performance improvement, another trustee suggested:

> I would like to see more frequent—more regular, more constant—performance evaluations at all levels. A major problem that I see in our process is there is reluctance to critique for improvement. Evaluations often end up as all positive—which does not help us improve. Self critiques are valuable. Any process can be improved. I would change the self-evaluation questions, because the questions we have right now just don't get to how well people are doing. There is not enough follow-up in our process. I think our basic self evaluation questions continue to miss the point. When I read the evaluation summaries, I still don't know how the presidents are tackling some of the concerns we have in the district—I'd like to see us dig more deeply into that area.

Several interviewees reinforced their belief in a 360-degree performance evaluation process and using the data received from the process to make changes that improve districts and the products they deliver to the members of their service communities: to students, businesses, alumni, donors, and beyond. For example, one president, reinforced themes addressed above, noting:

> I would assure that every performance evaluation process includes a 360 review. The interesting thing for me is you can do an evaluation, and you can analyze the evaluation, but my question is, what do you do with that? What is the tie-in between what you do and what has been reported? I think oftentimes there is not a link between the performance evaluation and any changes in practice. If there is an issue that is identified, how do you go about addressing that and how is that reported back to your supervisor—be it the board or the chancellor? Where is the accountability? Also, when you conduct a performance evaluation there are two key elements. First of all, you need to establish that the purpose of the evaluation is not punitive but rather it is developmental. Secondly, the process has to be taken seriously. Let's just not pass people on so they can go higher in step and column, or wherever it might be.

Several of the interviewees expressed great interest in reading this study, hoping

to learn from it. One trustee noted "I am more interested in hearing from you—reading your results—to see what you glean." Every district leader who agreed to be interviewed for this study shared sentiments along the lines of "the results of your dissertation will be very interesting to us." As one trustee explained:

> I remain intrigued about the question concerning what an outstanding performance evaluation would look like. Perhaps it is just my sense of opening up processes, but I'd like to learn more about what other organizations are doing in this realm—in the leader performance evaluation realm. I'd like to explore issues that don't get dealt with in the current highly formalized processes.

This primary evaluator discussed his interest in spending more in-depth time learning about and understanding just what exactly community college presidents and district CEOs do on a day-to-day basis:

> I'd like to see more time focused on clearly understanding what a chancellor does… I'd like to know what they feel their job description is—what their perspective on what they are supposed to be doing each day is. Similarly, what is it that our presidents do on a day-to-day basis that is significant for the functioning of the organization? Is it evaluation? Is it leadership? Is it curriculum development? Is it scheduling? What is the main function of the president that should be evaluated?

> I think spending more time talking to the chancellor about what she or he does, thinks, how she or he approaches things psychologically… We don't take enough time to do that. We follow the formal, questionnaire-driven process, but we do not share a good creative conversation about what the chancellor is doing and what issues she or he sees as important. How do chancellors evaluate themselves? What is our chancellor's view of what she or he is doing? We have the chancellor complete a self evaluation and list goals, but I think really digging into that would be helpful—doing more than what we have done and do now.

> The best evaluators I have seen are people like Marshall Ganz at Harvard and Ernie Cortez with One LA. These are people who have spent their lives looking at organizations and dealing with issues of power and responsibility. Ganz teaches classes at Harvard on leader development. His latest book, "Why David Sometimes Wins: Leadership,

Organization, and Strategy in the California Farm Worker Movement,"
focuses on building strategic capacity. I wonder whether Ganz' focus
can apply to the work we are doing here in our district—I like to think it
can—and whether having people working here who think that way, who
orient their world that way, would be helpful.

Touching on the themes explored above, this same trustee also ruminated about

the almost perfunctory nature of his district's mature leader performance evaluation

process, referencing the impact of legal constraints on the process:

> This relates directly to what I was saying about whether I've ever
> participated in what I considered to be an outstanding performance
> evaluation process. I have not really looked into the history and
> background of formal performance evaluation processes—sort of the
> legal evolution of the process… I would imagine there is a whole
> structure of caution that surrounds these things.
>
> For me, the methodology reduces the scope of what you're studying. In
> other words, methodological restriction constrains the nature of
> knowledge… I would think if you really wanted to get creative with
> performance evaluations, you would be flying in the face of legal
> restrictions and constrictions that simply don't allow you to do anything
> that would get you in trouble. So, everything has to be precise, it has to
> be clear, it has to be focused on what is considered germane to the job
> description or other written responsibilities—I mean, we are a very
> litigious society. I don't know whether they do it differently in Japan or
> other places… I suspect that is in the back of people's minds.
> Whenever we are doing interviews, making comments about people, and
> their performance, it is almost Pavlovian, we've been trained to consider
> legal issues and the boundaries of those issues when we are engaged in
> the performance evaluation process.
>
> More creative time could be taken with our current process. The process
> seems kind of perfunctory. Maybe it is because people are time
> constrained. I am sure there are other ways of evaluating people that
> don't just involve a little bit of a written answer to set questions and a
> perfunctory conversation with the person being evaluated. I would like
> to see a process where you can actually get into exploring more
> interesting issues of management style—things that end up being
> overlooked.

In the context of process improvement, several other interviewees also

expressed concern about rote participation in performance evaluation processes, which

they fear may be an unanticipated product of having a formal, consistent, reliable,

regularly administered performance evaluation process in place over the long run. One

trustee discussed the risk of "evaluation apathy," noting:

> There is a risk that people perceive the process as rote and don't respond
> due to that perception. I guess this is why I worry when someone
> doesn't respond…
>
> Again, I think our process is outstanding. If people are checking out of
> the process, it could be because they are seeing the same process used at
> the same time each cycle and it has developed a rote feel for them. It
> could be dynamics with the district itself. It could be dynamics between
> individuals. This is a tough question and I wish I had something more
> useful to offer.

In line with the suggestions for improvement that other interviewees offered,

this trustee also emphasized the desirability of building more overt evaluation subject

reflection into her district's formal leader performance evaluation process:

> I would add an explicit self reflection component to our process that
> would allow our trustees to play a role in the leadership/professional
> development process that I know our current chancellor undertakes to
> self improve. That is after "mistakes" or miscalculations have been
> identified in the self evaluation, the chancellor—or any of our district
> leaders—would be obliged to share with us and reflect on what was
> learned by having made that choice. This would be important to have in
> place for the next chancellor.

One of the most unexpected and thought-provoking responses to this prompt

was provided by a leader who was instrumental in creating her district's current formal

leader evaluation process and many of the tools used in that process. This leader shared

her questioning of the utility of having a formal, written evaluation system in place at

all. After many years of practice and thought, this leader had developed a theory, which

she characterized as relatively radical:

I have a theory. Let me share this with you, because there probably are not too many people in this world who are even interested in this subject, and you are. I really question in my own thinking whether or not formal written evaluations have any value. This is pretty radical.

Let me just say that what I think is good leadership and what I attempt to do is to compliment people and correct people—compliment in public, correct in private—on an ongoing basis. And certainly if there is a disciplinary issue and it has to be written up, you know, I've got years of experience doing that. But the formal evaluation process, where once a year you sit down and you check off boxes or you write responses and you give a rating, especially when it's not related to salary, which is most of what we do, and I'm talking every level of the organization. I know it's in the Ed Code, I know it's in board rules, I know we have to do it for accreditation, but to be honest with you, my experience is that by and large, most of it is just a ritual and it really isn't taken seriously, and I don't know if it has any value. And I mean this is like, you know, after all these decades of doing it and also being so immersed in it and believing in it, I've really come to question this. And I have a hard time with it, actually, at this stage in my career, mainly because I'm doing a lot more evaluating than getting evaluated. And I just don't know… I just feel like there ought to be a better way.

Based on years of experience, this president puts theory in practice and works with her

direct-report and other colleagues to encourage ongoing improvement as the goal of

every performance evaluation in which she plays a role:

And I did come up with a model that I try and share with my vice presidents and deans to help them do this… Rather than evaluate the person, the way I think that tends to be most helpful is if you say to someone, "When we have a person in the job that you have, this is the level of performance and this is what we expect from that person." Then, in your evaluation, my assessment is that you are here on this item, here on this item, here on this item… you know, at level A, B and C or 1, 2 and 3. So our goal together is going to be to figure out how to get you closer to what is the ideal performance for that job. So to me that is a little more helpful and it depersonalizes it, takes some of the emotion out of it and makes it a constructive, we're on the same side of the table, working together to do this to make better performance for the organization and for the individual. That feels a little bit better than a lot of what we do.

Another theme that emerged during the interview with this evaluator and evaluee is her

steadfast belief in the importance of sincerity and commitment to each and every

performance evaluation process, coupled with the personal frustration that conviction

provokes:

> And the problem is with doing the—like the questions I just gave you—
> is, it's like, so what?   I mean, it really bothers me, and, you know I…
> I'm just really struggling with this. So obviously we'll [continue
> conducting formal performance evaluations] because we have to, but,
> you know, I just hate to do anything just as a rote exercise.
>
> And the other part of this world that is, I don't know how to explain it
> better, but it's something that I encounter a lot is when you have a job
> and you have a person who has talents but they don't quite fit the job,
> then sometimes at certain levels—like vice president or dean or
> whatever—you can start to modify the position to fit the person. In other
> places you cannot, and so there's always that quandary as well. So how
> much do you allow, you know, the individual characteristics to influence
> what the work is that is getting done, which you then would ultimately
> evaluate in terms of because we have to do it.
>
> And so, you know, it's just not precise and never will be… what
> frustrates me is when because of these overriding edicts that we try and
> make it something that it really isn't. And so the more I am involved
> with this over all these years, I feel like the less I understand it.

Every one of the 11 top leaders interviewed offered suggestions for process

improvement. One suggestion for change was focused on what the leader characterized

as a technical change, but the majority of the other suggestions for process improvement

were substantive. While acknowledging the practical and legal hurdles constraining

such a call for reform, two of the leaders suggested that a complete rethinking and

retooling of the entire leader performance evaluation paradigm would be desirable.

Table 4.15 summarizes the aggregate positions of the 11 interviewees

concerning the existence of leader success constraining patterns and processes in their

respective districts.

Table 4.15: *Suggestions for Substantive Process Improvement by District*

Interview Source	Frequency in District	Percent of District Interviewees
District A	7	100%
District B	3	75%

Research Questions 2 and 3

To explore whether there are differences in how community college presidents and district CEOs are evaluated, related to each leader's gender or other immutable characteristics, and to explore the relationship between evaluators' perceptions of these leaders' performance and each evaluation subject's gender, three interview questions were posed to each of the 11 interviewees:

1. Success Supporting or Constraining Attitudes: During your career as a community college leader evaluator or evaluation focus, have you ever perceived or experienced any attitudes that you believe may have supported or constrained a leader's success?

2. Function of Evaluator Attitudes and Role Congruity Expectations: What roles do you think evaluator attitudes and role congruity expectations play in the performance evaluation process?

3. Function of Gender: What role do you think *gender* might play in the outcome of a performance evaluation process?

Interview Response Theme: Success Supporting Attitudes

With the shift to the set of interview questions focused toward attitudes—the core of this study's inquiry—a tangible change in the depth of each interviewee's thinking was discernible. When the first question concerning perceptions or experiences of attitudes playing a role in leader performance evaluations, and whether attitudes can serve to support or constrain leader success was posed, each interviewee paused for an extended period of reflection. One trustee characterized the context by noting:

> Yes, I think that kind of thing is inevitable. This usually is not explicit, but sometimes it has been. Issues and characteristics that are extrinsic to the performance evaluation itself do come into play. It comes from a certain cultural sensitivity or class sensitivity—even gender sensitivity. All of these things loom large in people's experience. We all make discriminations in order to navigate the world.

> I think gender and ethnicity come into play at times. Just watching people respond to how someone is evaluated, some board members have said, well, people judge her more harshly because she's a woman. Also, I've heard a board member say if she were not a woman, you would not say that about her. When peers say things like that, you have to stop and reflect on it and put it in its appropriate place.

This trustee elaborated on the double-standard phenomenon in evaluating leaders:

> The initial survey you asked me to take was obvious and focused on whether you treat men and women differently.., whether there are double standards, and, of course there are at times, and where those double standards come from. What is the source for the double standards? Is it prejudice? Is it aesthetics, is it value system?

> Reflection and awareness are important.

> People are always looking for the double standard. Are you attempting at least to apply the same standards to all—men and women and regardless of ethnicity, or what have you? Age also can be a factor. In my experience, this is more contextual. It begins on what the organization is going through. For many, older equates to stability. An

organization going through a crisis may believe it needs a steady hand and the wisdom that presumably comes from experience and may seek an older leader for stability reasons. If you feel like you need an organizational renewal, maybe you are looking for a younger person—someone who has a different cultural and historical experience. The choices made related to leadership may be based on the moment in time during which the choice was made. So, whether all of this serves to support or constrain an individual leader—it all depends.

In line with this setting-based, contextual assessment of the role of attitudes, one president observed:

> I know that I've certainly encountered people who…, where there is a gender thing sometimes, maybe even an ethnic thing sometimes, but then I tend to attribute that to the fact that the person is struggling themselves, so that's how they view the world. I don't know, I mean there's nothing I can put my finger on, and, what I have found—and of course obviously when I was doing dedicated human relations stuff I was involved in a lot of discipline and grievance matters, because that was my job—that more often than not these things boil down to personality more than anything else. And so I know, I'm sure—hopefully there aren't many—but I'm sure there are people who I rubbed the wrong way, and I know there are others who rubbed me the wrong way, but I don't know that I could generalize, you know, that it's because it's a man, or something else immutable.

Revisiting themes explored above under patterns and processes, one trustee discussed attitudes and personality, while also focusing on the role class background plays, noting:

> In our district, I think more than gender, the difference that I have seen in our chancellors' leadership effectiveness has been a product of orientation and background. Our previous chancellor came from working-class roots and relied very heavily on informal processes and strength of personality and personal relationships to make the institution work. He was a first-generation college graduate and leader. He had less trust for formal process than our current chancellor. I think his class background influenced that. He did not grow up feeling comfortable with formal processes. That is not how he made his way in the world. When he got to the top, he was a little on the defensive.

> Our current chancellor is very different. She relies heavily on formal

processes. She comes from a family of college graduates who supported and expected her to trust formal processes and formal relationships. To me, these class differences had a major impact on how these two chancellors operated as leaders and in turn were perceived as leaders. I've seen this in other settings with leaders from working-class backgrounds relying much less on formal processes and much more on personal relationships to lead.

Focusing on characteristics and skills of an effective leader, this trustee explained:

Our current chancellor works very hard at maintaining trustee relations and relationship building—she is very smart that way. This pays off for everybody, because she does develop rapport. This is crucial in big organizations. You need rapport among top leaders and you need people who are committed to performing at a very high level toward a set of common goals. If you don't have that, you will have a hard time accomplishing much.

Further reflecting on the importance of continuous assessment and reinvigoration of any organizational process, this seasoned trustee noted:

It is interesting for me to be encouraged to take time here to reflect on the leader evaluation process. This is a good thing. I'd now like to see us focus one of our twice a year board retreats on the leader performance evaluation process. I think this would be very productive for us as a district. I think the dominant characteristic of any performance evaluation process is the people involved—the personalities—not so much the process, but the people involved. You cannot institutionalize good will. You can institutionalize processes that you hope will foster good will. I still believe in human intent. If good people agree, good will flow from that, but if people don't want to agree and create good, then people can be very powerful at keeping good from happening in a process. This is despite institutions. Institutions tend to frame possibilities.

Certainly, upbringing and background play roles in the initial formation of the attitudes people develop and wield as the lenses through which they navigate and evaluate the world. Several interviewees mentioned the function of age in forming attitudes. In considering what factors impact implicit and explicit expectations, one trustee noted:

In the interest of just being as honest and direct as I can be and because our board now has a pretty good range of age. I think the younger colleagues are less patient. I mean that sounds like… the trouble is everything I say is going to sound like such a stereotype, but I have examples. I mean they want quick action, they want resolution… and us older folks [laughter]… Change is very slow. You don't push, you don't rush, you've got to let a process evolve. And I guess again because I've been in the system for decades, I know the glacial pace, and we do joke a lot about the glacial pace of change in the district, and, you know, but I would say that would be mostly what I tie to age.

Each of the 11 leaders interviewed for this study reflected on the role attitudes play in leader success and perceptions of leader success. In response to the interview question specifically focused on perceptions or experiences related to leader success supporting or constraining attitudes, each interviewee agreed that attitudes played a role, but only two attitudes were explicitly identified as supportive of leader success: one was an evaluee attitude, valuing relationship building; and the other was an evaluator attitude, valuing diversity. Table 4.16 summarizes the aggregate positions of the 11 interviewees concerning the existence of leader success supporting attitudes in their respective districts.

Table 4.16: *Perceptions of Success Supporting Attitudes by District*

Interview Source	Frequency in District	Percent of District Interviewees
District A	5	71%
District B	2	50%

Interview Response Theme: Success Constraining Attitudes

Only one of the 11 leaders interviewed claimed to have never perceived or

experienced any attitudes that may have served to constrain leader success or negatively

impacted a top leader performance evaluation. The remaining leaders discussed

attitudes they had perceived or experienced in evaluation processes that they believed

constrained leader success. One leader attributed the majority of the success

constraining attitudes she had perceived and experienced over time more to evaluees'

characteristics, but maintained that evaluator attitudes also play an important role,

noting:

> I don't know that it's an attitude as much as probably a characteristic—
> introversion. There have been, in the course of the years, I've run into
> key leaders, including presidents, who are not gregarious personalities.
> And introspection is one thing but introversion is another. Because
> people who report to a leader who is introverted do not view the person
> as shy, they view the person as condescending and aloof. That's just
> because of the power equation.
>
> There have been attitudes toward different groups, different…. I've seen
> leaders whose effectiveness have been impaired because they don't…
> there were men who did not relate as well to women as they did to other
> men. And I think that has been probably the most serious one. And
> people of various ethnic groups who have problems with other ethnic
> groups.

This same leader described how successful female administrators learn to adapt, in

recognition of these evaluator attitudes:

> I think women administrators, especially women CEOs need to—very
> much as minorities do—adapt to the comfort zone of whoever their
> supervisors are, basically. And if their supervisors are very comfortable
> with them that's not a problem, but more often than not for women the
> supervisors are going to be largely male if they're CEOs. And most
> presidents are going to have the same imbalance between representation
> of male to female. And so as a result, the old hackneyed comparisons
> that if a woman is assertive then that changes to, she's "aggressive."

> And if the woman is outspoken and a minority she may be "uppity." She may be all of these things. We're talking about comfort zone issues. And most successful women administrators, if they're mature about it, understand that it may not be good or right, but that's part of what goes hand in glove in the social order, and she's going to be the one who is going to have to find a way to manage that.

To illustrate this concept of adapting to evaluators' orientations and attitudes, this same interviewee, who strives to remain keenly cognizant of how she is being perceived, drew on her personal experiences:

> I'm aware that I can be very threatening because I'm very opinionated and don't hesitate to share my opinion, and over the years I've run into a few people who say that, well, they're frightened. Especially in the first year or two because they have to get used to things like eye contact, vocabulary, sense of security and all of that. It may not come across as comfortable. And knowing that, I work on that very hard, and in reporting to a board I'm also cognizant of that and make extra efforts to provide a more careful way of presenting strong opinions rather than the outright kinds of confrontation that a male might be more comfortable in doing. And people would understand, well, he feels strongly about that, and accept it as a sort of understandable and perhaps admirable passion on his part. That is not the way it would come across from me or from most women.

This interviewee went on to describe how implementing a well-designed performance evaluation process can help to mitigate these success-constraining attitudes:

> We have a case like that with one of our presidents now. However, the evaluation process is so thorough that anyone who would draw a conclusion from something like that would now have to take a look at the anonymous evaluations to see that 98% of the people do not see it that way. So if one or two people fault her for being aggressive or shrill, or whatever it is, I now have—and the board has—the evidence that shows, well, this is somebody who is outside of his comfort zone when he's around her. But this is not something from which you can extrapolate a whole portrait of the person.

Consistent with the results of national attitudes polling discussed in Chapter 2 of this study, this interviewee referenced gender-related expectations and perceptions of one of

the candidates during the 2008 presidential election campaign:

> You can look at the Hillary Clinton campaign and see that. It was just
> horrific that way. She couldn't get it right no matter what. It wasn't *her*
> fault. She didn't cry, she did cry, she didn't cry, she did cry… you
> know, it's sort of like, you just can't get it right.

Reiterating a theme that was revealed by other interviewees under success

constraining patterns and processes above, one trustee focused on how some evaluators

take the leader performance evaluation process less seriously than others, noting:

> Some don't take the process as seriously—on an individual basis—as
> others, with the expectation that other people will do it, which usually is
> true too. Some people do not spend the time and energy to do their own
> separate thinking—as in, I'd rather just go along with group think, but
> again, that's just life in the big city! A couple of other things come to
> mind. One is, I think long-term members on the board share a strong
> commitment to providing opportunities for nontraditional leaders, you
> know, women and minorities.

This trustee noted that gender-related attitudes regarding recruitment and compensation

of community college leaders persist:

> Although this is more an attitude related to recruitment, it is great to be
> able to be in a position to open up and encourage and sometimes go back
> to the drawing board and get a better pool here…, a more diverse pool.
> So we're pretty darned committed to that—that is for sure. So that is a
> positive. But I must say that there are times when we have had female
> leaders when the issue comes to salary, it is amazing that there still is
> this attitude that men deserve more money than women. A man has been
> in the position, then when a woman is being considered, she doesn't need
> to make the same amount—it just astounds me! It is still there, after all
> these years—it is amazing, and it is not just the men [who hold these
> attitudes]. Somehow they calculate the women's lives and other sources
> of income when discussing it, but you don't hear it when men's
> remuneration is discussed. I'm like, what? And I have to say that some
> women when being offered do not negotiate with the same demands and
> actually are willing to work for less—so there is somewhat of a double-
> edged sword. But, we're getting there!

After focusing directly on gender-related attitudes, another leader discussed

other leader success constraining attitudes he has perceived and experienced, noting:

> I think attitudes related to gender arise, but I think gender is just the tip
> of the iceberg… I think you have ethnic issues, class…, I think there is
> age… I think they all play a role in the evaluation process. I think part
> of the other problem you have with evaluations is that often times your
> questions are set where it is fairly ambiguous. And, if you are using a
> scale…, it is hard to say, you know, one, three, five, where does/should
> my response fall? Other elements that I think have an effect on the
> evaluation process are… You can be in a certain environment or a
> community and the community can be let's say predominantly elderly,
> for example. And the college reflects what's in that community. So,
> now, you have the college that may be conducting an evaluation based
> on how its leaders see the community and I think that also enters into the
> process—those pre-conceived attitudes. I was president of a college
> located in a farming community—rural. Part of the issue became that I
> was not from rural origins. I came from the city. No matter what you
> have done or the connections you have made, you are not a part of that
> community, any way you look at it. This is a form of perception bias.

This president confirmed that, in his experience, women leaders have less flexibility to

shift from one leadership style to another, as situations often dictate, than do their male

counterparts:

> I haven't seen it so much in this district. The previous chancellor tried to
> look at leader performance evaluations as evenly as possible. I have
> some fears about female leaders being evaluated by males in non-
> affirming terms. The other thing I've found—and that is not here in this
> district—to be as strong as the male, the female takes on the identity of
> the male. And so when that occurs, you lose a part of what that female
> brings to that institution. In my experience, men have more freedom to
> move among leadership styles than women do.

As discussed above, each of the 11 leaders interviewed for this study reflected

on the role attitudes play in leader success and perceptions of leader success. In

response to the interview question specifically focused on perceptions or experiences

related to leader success supporting or constraining attitudes, all but one interviewee

identified attitudes that they perceived or experienced had served to constrain leader

success. Table 4.17 summarizes the aggregate positions of the 11 interviewees

concerning the existence of leader success constraining attitudes in their respective

districts.

Table 4.17: *Perceptions of Success Constraining Attitudes by District*

Interview Source	Frequency in District	Percent of District Interviewees
District A	7	100%
District B	3	75%

Interview Response Themes: Evaluator Attitudes, Role Congruity Expectations, and

Gender

Ten of the 11 leaders interviewed specifically identified evaluator attitudes, as

defined in Chapter 2, as playing roles in leader performance evaluation processes, but

not all 10 identified role congruity expectations, as defined in Chapter 2, as an issue in

the performance evaluation processes within which they had participated. Ten of the 11

leaders interviewed also identified gender as playing a role in leader performance

evaluation processes. Not one of the 11 leaders interviewed was familiar with the role

congruity theory of prejudice toward female leaders. The researcher took time to

explain the theory to each interviewee.

In pondering the role congruity theory and the role gender might play in

performance evaluations, one long-serving trustee emphasized the importance of

professional respect and characterized the issues as follows:

During my tenure as a board member, we have had five male chancellors and one female chancellor. The interim nature of some of the chancellor tenures certainly was a factor. In my experience, our male and female chancellors have been given the same measure of respect. We have been very sensitive to the issue of respect. Ethnicity has been a factor there also—we have been particularly sensitive to being respectful. We have tried to not treat any one chancellor differently and stayed aware of our own potential issues with respect to gender, ethnicity, race, and so on. In my experience as a trustee, I have not seen the issue of role congruity expectations arising in our chancellor performance evaluations.

Underscoring differences between leader recruitment priorities and leader evaluation processes, this trustee explained:

On our board, gender has come into the conversation in the context of balance and diversity, even though maybe it shouldn't have in terms of wanting to encourage diversity. In our district, the majority of our presidents are women and our outgoing chancellor is a woman. We have been aware and have wanted to maintain gender balance. This has not come up in the performance evaluation process, but it has been discussed in a recruitment and hiring awareness sense.

However, asserting that gender continues to be a factor in how many people continue to consider leadership, another trustee perceived the issue differently, noting:

I think that's absolutely true that evaluator attitudes and role congruity expectations play roles in the process. We're not in a post-gender world. I absolutely believe that difference in expectation is a factor. I think when women are strong, we're extra excited and pleased. You know, if the men are strong, we expect it; if the women are strong we're kind of extra thrilled. And strong meaning able to make tough decisions, able to take on difficult people…

In direct response to the role congruity expectation concept, this trustee edified by confirming that in her experience women leaders are evaluated differently than their male counterparts, noting:

In my experience I have noted that when women rise to a certain level in leadership, they sometimes are evaluated differently than men at the same level. Absolutely, no question about it. You are talking to a hardcore feminist, and yes, I have seen this. There are different

expectations for male leaders than there are for female leaders. One of the things that has a major influence—even if you try to just focus on the performance level and ignore the relationship level—you can't ignore how a person reacts to you and how a person relates to you. Some people will chit chat with you and communicate with you, while others will ignore you or be professionally cordial. You can't ignore this in the evaluation process—that is how they treat you as an individual. It is not just what a person has done, but how the person is doing it. How are they relating to people? Are they cold to me and cold to others? Are they warm to me and the same to others?

Specifically referencing personal experiences as a trustee and knowledge attained as an educator, this seasoned leader noted:

When I first got on the board… I wasn't warmly received. One of the things that kept happening in the early days was "make it quick, be quick, oh, we've already heard you, you are talking too long." I am very conscious of time. I was getting really fed up with this. So I had my stopwatch and I secretly timed everybody who spoke at the public meeting to see how long each person spoke. I discovered that I was taking less time, but being told that I was taking longer. So the perception was they don't want to hear me. When in reality, I wasn't talking too long. For me, this is an example of perception, where regardless of what I was saying or how valid my points, I was being critiqued and always being cut off.

This trustee also corroborated the persistence of gender-related stereotypes in evaluation and asserted that these perception biases continue to limit the range of acceptable leadership behaviors for women:

Years ago, when I taught Women's Studies, there was a list of perceptions… A male CEO is forceful, while a woman exhibiting the same behavior is aggressive. Men can go back and forth between behaviors with less criticism than women can. Women leaders don't have the same freedom. Still, to this day, this is true. I am really stunned this is still happening. Directness and forcefulness from me, from other women leaders, is not as acceptable as from men leaders. We still are supposed to be feminine—and that is not considered feminine. If we don't display that femininity, we are not considered as good or as strong, or as effective.

There will be a handful of women who are exceptions. And everyone

will point to those women and use them as examples to maintain there is not a problem. And I say they are exceptions. That woman has been able to break through for whatever other reasons, be they connections or money, or whatever. For the average woman, she is evaluated on a different scale of how we are supposed to talk, how we are supposed to behave, to act, and if I do it strictly like my male counterpart, I am not as well received, I am not as well accepted.

Focusing directly on the function of gender-based role expectations in leader

performance evaluations, this trustee noted:

So, when you talk about performance evaluation, there is no question that we do have unspoken expectations, where women leaders have to be bigger, better, etc., than the men—to this day. Which shouldn't be, but it is. The difference today is that it is hidden, you are not supposed to admit it and most people are not even conscious of the fact that they hold these attitudes or do these things. Women now are in management, and women like me are getting elected, but let me tell you I still believe that men have the upper…, the edge in high appointments and having their opinions considered more highly, than, for example, my opinion as a woman.

From this trustee's perspective, implicit gender-related biases continue to persist:

Even as a trustee, I find myself still having to play the role that women had to play in ancient days, that is bring up the idea and let the man think it was his, if I want it to be adopted! In our district, we have a lot of women trustees and a lot of women presidents and vice chancellors, so we do work very hard to treat women leaders equally, but I still think there are a lot of subconscious, unconscious evaluation expectations related to how women are supposed to act and behave…, and we do evaluate women somewhat differently.

Yet another trustee discussed her district leadership's pre-Proposition 209

commitment to overtly promoting diversity, noting:

Until proposition 209, we worked with affirmative action as a mandate. We were socialized in the community college world, and, I guess public higher education in general, to seek diversity, seek equity… So we have all of these historical, socialized attitudinal issues, but structurally, our system supports equity. I was the first woman president of my faculty union at my college, and until recently, there had not been another woman president since, but I made a decision early on in my leadership

tenure that I would be nurturing—everybody's Jewish mother. I am a big compromiser. I am very traditionally "female" in my persona. There are very few situations where I want to fight with someone. I would just as soon figure out what we both can work out and, if not, I will back down most of the time. I'm not great on battle—that is just me. I can chair a meeting and bang a gavel if I have to do so. I made a choice as a leader that I could be more effective if I did not end up with that label of the strident, driven woman. So, for me that has been a style choice.

When I see women who have chosen a different approach and they are successful, I love it! I love strong women. I admire them. My strength is conciliation and bringing people together. I am just not great in conflict. Luckily, in the world within which I work, this is very highly valued. I don't look to fight, I look to resolve problems. I like that and I believe others do as well. I believe I have a good reputation throughout the system. So, I am saying that in my own case, I've decided how I want to be. This was and is a conscious decision on my part. This has been in response to a question I ask myself, what kind of leadership do I want to provide? If someone were evaluating me, I wouldn't be surprised to learn that their comment was she backs down too easily.

After reflecting about the concept of role congruity expectations and evaluator attitudes in general, another trustee discussed the issues she had perceived over time, including some stakeholders' failure to participate in the evaluation process:

It is very interesting to read people's responses [to the open-ended questions in the chancellor's performance evaluation survey]. In the community college district within which I teach, our faculty did not have a formal role in the performance evaluation process for the former chancellor. I think there are so many attitudes that can cause people to fall prey to the Halo Effect and kind of check out of the process. Our chancellor is wonderful and I wonder if sometimes people have trouble using the tool for its real purpose, which is to help our chancellor improve. Don't get me wrong, our participation rate is good, but I wonder why anyone who is solicited to provide survey-based feedback as part of our formal evaluation of our chancellor would not complete and return the survey—this concerns me.

This evaluator expressed concern about the purpose of leader performance evaluation processes and whether every actor involved fully embraces the goal of evaluation subject improvement:

Within our chancellor performance evaluation subcommittee, there was a group of people who maintained we should do our job, do what we are elected to do—that is to help our chancellor improve—while another group felt that including in our report of survey results slightly lower scores on a couple of items would be perceived as disrespectful of this wonderful chancellor's work. This latter group felt like the value differences were too small, statistically insignificant, to highlight in our written review, because this goes in her personnel file. The counterpoint group maintained that yes, she is fabulous, but what is our role here if we are not striving to work with our chancellor to help her improve—even if only very marginal improvement might be warranted. If we do not say anything about where our chancellor might consider looking to grow, then why are we bothering with the process? And, of course, she is a very mature leader, so it is not like she is not already looking at these areas anyway. So, I wonder if there is not a mirror of that out in our community that impacts the survey response rate. I see this as an attitude issue on the part of people participating in the performance review process.

Our chancellor is very good at what she does. She is a very experienced leader. She is widely respected, throughout the world, and she should be. She is at the pinnacle of her career. I assume this is her aspiration pinnacle until she formally retires. This is the capstone job for her and she is thrilled to be here. It is where she wants to be. Particularly in the context of all of the challenges our district and our system is facing, the level of support she maintains on the campuses and in the community is phenomenal.

Specifically related to the role congruity theory, this trustee agreed that perceptions of leader efficacy are directly related to gender role expectations, adding:

I believe that a male chancellor would be viewed differently by some people, but most of the community members with whom I deal and the members of our board do not respond this way. Now that you have explained the role congruity theory to me, I want to back up and add to what I said about attitudes. Our chancellor is more likely to be criticized for being dictatorial or for micromanaging—two different, but I see them as related, behaviors, than I think a man would be in the same position and in the same situations. If you had a male chancellor who is as politic as our current chancellor, I do not think you would hear people say what is said—and not much is openly said—about our current chancellor being a micromanager or that she does not listen to outside opinions. Yes, I think these congruity expectations and attitudes are at play in the way her leadership is perceived.

The more she considered the concepts in the context of her experiences as a

trustee, this leader evaluator moved closer to validating the proposition that role

congruity expectations adversely impact evaluations of female leaders:

> All of us have moments where we spend less time working through
> issues with people than our ideal. Our chancellor has fewer moments
> like these than anyone I've ever observed, yet we hear about those rare
> moments every time. It is amazing to me how thoughtful and good she
> is at not being dictatorial or simply transactional. She is a very involved
> and engaged manager, but she is not a micromanager. I think if she were
> a man, she would be evaluated differently, but again, most of the
> community and more importantly the board do not fall into doing that. I
> think she gets held to a different standard. I think she gets held to a
> different standard of civility.

While stating that she agreed with the role congruity theory as explained by the

researcher, one of the leaders interviewed maintained that higher education and the

community college system in particular is a more equitable and welcoming setting for

women leaders than many other professional settings in our society, noting:

> I would agree with that, actually. I'm trying to think of some specific
> examples. I think what I have found—and certainly this didn't really
> determine why I went into community college higher ed, as opposed to
> CSU or UC or something private—but I think that the community
> college is often referred to as the people's college, and so we have, I
> think, fewer of maybe the traditional boundaries that have existed in
> academia, and by and large there are more female presidents
> proportionally, or percentage-wise, in community colleges... and faculty
> as well. My dissertation, two decades ago, was on faculty job
> satisfaction. And one of the things that I found in the literature—if I can
> even remember at this point—was that in terms of just the demographics
> there were already tending to be more females in community college
> instruction than other areas. So I think that is sort of comfortable for us
> females to know that we're not alone and that we're not struggling quite
> as much to get the recognition for work that is the same or even perhaps
> better, because there is more of an openness.

This president discussed the leadership style differences she had observed over time,

and admitted that she has perceived differences related to her supervisors' gender:

So, you know, I sense that, and I also know that I have had different experiences depending on whether my supervisor is a male or female. I've known all the chancellors in our district, and they all have different styles. I think our current chancellor is the only female but, you know, of course I've had other female high-level supervisors. The men have all been different. I used to think that, you know, the men were more big-picture oriented and the women were more detail oriented, and I've certainly found individuals who bear that out, but I've also encountered some very visionary women.

Responding directly to the role congruity concept, one experienced trustee claimed she had observed this concept come into play, noting:

Yes, I have perceived role congruity expectations coming into play and I think just basically whether the reason for the expectation is paternalism, maternalism, or something else, I think these expectations play a big role. And, women are very hard on women—women are harder on women. That is something I've experienced largely in my political involvement over many, many years as well.

You are trying to hone in, in a more scientific way, to expose the reasons why there are significantly fewer women than men serving in top leadership positions in community colleges—if you can discover that, will you let me know?

This is such a complicated, emotional inquiry—it is very complex. The answers have very little to do with objectivity… My sense is that we are still such a patriarchal world. I thought we were making progress in some areas, and clearly we have, but not a lot in this area. We are losing the female to male ratio we built over time in the U.S. Senate, at the state legislature level—in the California legislature, we are losing ground, not gaining. We've gotten equity in the community college faculty arena in the number of women in both full- and part-time ranks, but we don't rise up in the same numbers. There are a lot of reasons for this.

Another interviewee, who is an experienced president, described his experiences with gender-based attitudes and perceptions impacting leader performance evaluations in other settings, including other community college districts, noting:

In my experience as a president, evaluator attitudes, explicit and implicit, and male and female role congruity expectations do play into performance evaluations. This is place-based also. You take a very

conservative community, where who you see in positions of authority are anglo men, and so, if you see that in that community, the female is seen as less than… My spouse is vice president of human resources for [a major national company]. She has remarked often that she can be in a meeting where she understands—because she actually designed it—all the compensation processes, but the questions aren't asked of her. They are asked of the executive vice president, who is anglo, who is much older. Even if she were to offer the answers, they would wait for someone else to weigh in. I think in higher education, you may see less of this. However, I can sit around with my fellow presidents in the districts and you can actually see where folks gravitate to for ideas, to ask affirming questions—these go to the males. Will you affirm what she said? It is not necessary to do that, but that is what is done.

It is interesting because someone asked me how many supervisors have I had in my career that have been female? And I had to turn it around and ask how many of my supervisors have been male? Because in my career, I have only had two male supervisors.

In discussing her perceptions of the factors underlying the disparity between the number of men and women holding California community college presidencies, one experienced trustee brought up the role that women themselves play in the process, noting:

My theory about what explains the disparity between the number of men and number of women holding CCC presidencies and chancellorships is that it is self definition on the part of women. I will give you an example that supports this. In the past, when one of our college presidents gave us notice [as the president was moving on to another opportunity], we knew we were going to need a one-year interim and we knew we would need a four to six-week interim president even before that—an acting president. The person working in our district that I thought would be the best person, the up and coming person, didn't think she was ready. Well, she became the acting president for that campus and she blew us away. The first thing she took on was an angry neighboring community over campus construction. She organized a phenomenal turnout of people to come and speak to the board to support the EIR. My fellow board members and I were wowed—we said that is what we call a president. A week into the job, in response to a critical issue, she knew what to do. But she doesn't think of herself as ready. To me, it's not so much how people are evaluated, it's women setting limits on themselves—not believing they are ready.

In response to this, the researcher asked this trustee whether she thought there was a context to that self-defining or self-limiting process, questioning if women and men are not in fact socialized to be like this. The trustee responded:

> Yes, of course. Anybody over 30 for sure, and probably younger, because we've seen some regression in women's progress, women still, it is as if we are back in the early 1960s, women still appear to believe they don't have the tools or the skills for leadership. They rise to a certain level and they think, well, this is it for me. I will also say that the other dynamic, which certainly is one of my personal issues, is family. If a woman wants to make her children a priority, she cannot be a college president until they are grown. I mean, it is incredibly difficult. You work a six and a half day week…

In response to this, the researcher asked the trustee why it is that the expectation is that the majority of child rearing is the woman's responsibility, rather than a parent issue that should be shared equally between fathers and mothers. The trustee responded:

> Yes, but I am telling you I see this as the reality within which we work and live, even today, and it is the context for the question you are seeking to answer. Honestly, the world of work is not designed for anybody to be a parent. Again, women's self definition is critical here and also waiting for family obligations to lessen as their children grow older.

Another trustee, who readily embraced the role congruity expectation concept, went on to explain that she had not perceived or experienced any gender-related attitudes arise in the chancellor performance evaluation process, noting:

> During my board tenure, I have never seen any gender- or race-related attitudes toward our chancellor come into play during the performance evaluation process. I just have not. It is not like we don't know that our chancellor is female and black—in fact, the first thing I noticed when I first visited our board room and beheld the photos of all of the chancellors who have served over the years, is oh my god, you are the first woman and the first non-white! It is not like it is an elephant in the room. For our chancellor, it is what it is and I certainly have not

perceived that her gender has been an issue in the formal evaluation process. She is comfortable with who she is and therefore other people seem to be.

This trustee was careful to emphasize that she believed any perception issues related to the chancellor of the district for which she served as a trustee were not driven by the chancellor's immutable characteristics, including race or gender, but rather by the chancellor's strong and firm countenance:

I am guessing that somewhere there are people for whom that is a problem… We've obviously seen it with the Obama administration. Some people are intimidated by our chancellor, but I don't think that is because she is black or female [hearty laughter]. If anything, her stature could be a factor. People are intimidated by her. If there is anything attitudinal at play it is that people feel intimidated by our chancellor— that is not her intention though. It is her powerful intellect, her force of will, but I don't think it is her gender that is an issue.

Reflecting further on the roles that evaluator attitudes and role congruity expectations may play in leader performance evaluations in his district another trustee discussed the added burden that women leaders must bear, noting:

There are two dynamics going on. One, the way leaders are perceived within the institution, by the time they get to the president and chancellor level they come with a reputation. And the reputation gets filtered through gender and other lenses. By the time people get to that rung, people have either explained away or pigeon holed a person's leadership characteristics. Observers have rationalized it and it is not there anymore…, it has been filtered and processed by the time the leader gets to us as trustees. Our current chancellor came to us with a whole set of characteristics and labels and reputation that had been packaged socially and over time. With the former chancellor, I had to learn all of that as the package got unwrapped during my initial trustee tenure.

This trustee confirmed the persistence of gender-related stereotyping and the role these stereotypes play in how male and female leaders are perceived in his community college district:

I think women leaders in our district still have to explain themselves and still have to climb to achieve a leader image. The male presidents in our district are tall, they carry themselves well, they have gravitas. There are assumptions that follow them—that they look like leaders! In our district, our women presidents have the reputation of being scrappy and aggressive and our men presidents have the reputation of being smooth. These are stereotypes, but these are how these leaders are perceived in our setting. The women are obliged to take on some typically male characteristics and the men can afford to be able to give it away and even act a little more feminized, as you might say, and not be criticized for that. In our district, we have pretty authentic people. For each of our presidents, I am sure the rise to the top was a struggle for each of them. In reflecting further in terms of gender assumptions related to leadership, I do see it—yes.

In a discussion that supports the importance of having a formal performance evaluation process in place, a president, with extensive professional experience in performance evaluation process development and administration discussed her personal experience as an evaluee and as an evaluator, noting:

Well, let's see, of course you know the difficulty here is since I… no matter what I do I'm always a female. I can't really say, if I were a male, what would I… how would I, you know, respond to that. I think my personal experience with regard to evaluation has been very different, whether I'm being evaluated by a male or a female. I don't know if I have, as an evaluator, treated somebody differently based on gender. I would hope I haven't, but if I did, it wasn't conscious. You know, and…that's I guess the benefit of having standard questions and expectations that sort of gets some of that out of the discussion, so you're just looking at the performance. And having been a student of this… conscious of it, I think it comes more to the expectations of the evaluator and whether those have been expressed and how much that person expects you, as the one being evaluated, to just fall in line with their expectations, or recognizes your… me… my array of talents, which are unique to me that may have just as much value that may be different. And that, you know, is kind of hard to tease out sometimes.

This president also emphasized the importance of the context for the evaluation process (juxtaposing faculty and administrator evaluations), whether formal evaluation procedures were dictated, and how improvement-focused, or not, each evaluation is:

And it just depends I think how seriously people take it. I don't know, I had a couple of supervisors who evaluated me informally, would never put anything in writing, who gave me glowing comments and raises, but… and they were males… and I don't know why, you know, it was to my advantage, so I wasn't complaining, but... I don't understand that behavior, either, because it would have been nice to know, well you're doing really well here but maybe you could work on this a little. You know, that would be constructive. The difficulty is when you're faculty, it's peer evaluation. So until I became an administrator I didn't have the kind of formal evaluation that we're talking about now, regardless of the instrument. When I was in a lower level—you know, like associate dean, dean—I think, in a way it was maybe a better experience because there wasn't other stuff as much, as it was just focused on performance.

Each of the 11 leaders interviewed for this study reflected on the roles evaluator attitudes, role congruity expectations, and gender play in leader success and perceptions of leader success. In response to the interview question specifically focused on the roles evaluator attitudes and role congruity expectations play and the interview question specifically focused on the role gender plays in leader performance evaluation processes, all but one interviewee affirmed that each of these factors played roles in the process. Table 4.18 summarizes the aggregate positions of the 11 interviewees concerning their perceptions of the roles evaluator attitudes, role congruity expectations, and gender play in the administration of leader performance evaluation processes in their respective districts.

Table 4.18: *Perceptions of the Roles Evaluator Attitudes, Role Congruity Expectations, and Gender Play by District*

Interview Source	Frequency in District	Percent of District Interviewees
District A	7	100%
District B	3	75%

CHAPTER 5: SUMMARY AND DISCUSSION

In this chapter, the research questions that drove this study are revisited, the methods used during the study are reviewed, the results of the study are summarized, and the implications of the results are discussed. Limitations of the study are presented and recommendations for future empirical studies are provided.

Statement of the Problem

This study investigated a phenomenon at a time when there was a unique opportunity to address a persistent and serious gender imbalance in leadership representation. That window of opportunity remains, but it may be closing. With the ongoing retirements of vast numbers of community college presidents nationwide, affected institutions are facing the challenge of filling these vacancies with effective leaders who will advance the colleges' goals and visions. Despite the fact that there are as many, or even more, qualified women as there are qualified men, today, dramatically fewer women than men serve as community college presidents and district CEOs. Research conducted by other scholars supports the assertion that persisting role congruity prejudices toward female leaders in the United States and abroad provide a compelling explanation for this phenomenon.

Review of the Methodology

This study examined how community college presidents and district CEOs are evaluated and the function of evaluator attitudes and role biases in leader evaluation processes. An imbedded two-case-study comparison was pursued. This study employed mixed-methods, incorporating survey administration, interviews, and document review. The study was conducted in two phases. Phase one consisted of the

administration of a survey, complemented by a comprehensive review of all available documents from each district concerning campus president and district CEO performance evaluation standards, guidelines, and procedures. Phase two consisted of the conduct of interviews.

The overarching question driving the study was:

In what ways do performance evaluation processes and procedures support or constrain the success and persistence of female community college presidents and district CEOs?

The following research questions were used to guide this study:

1. What formal and informal processes and procedures guide performance evaluations of community college presidents and district CEOs?

2. To what extent are there differences in how community college presidents and district CEOs are evaluated, related to each president's and each CEO's gender or other immutable characteristics?

3. What is the relationship between evaluators' perceptions of individual community college presidents' and district CEOs' performance and each evaluation subject's gender?

Summary of the Results

The presidents, chancellors, and elected board of trustees members leading and overseeing two California community colleges were invited to participate in this study. In all, 27 community college leaders were encouraged to participate in the study. Ultimately, 14 leaders participated in the quantitative data collection aspect of the study and 11 leaders participated in the qualitative data collection aspect of the study. While

nationally, only 29% of community college presidents are female (Weisman &

Vaughan, 2007), 50% of the community college presidents who participated in the

study were female. Overall, 64% of the study's participants were female. Also, while

nationally, only 12% of community college presidents are non-White (Weisman &

Vaughan, 2007), 50% of the community college presidents who participated in the

study were non-White. Overall, 36% of the study's participants were non-White. The

data that were collected over a six-month period were analyzed to provide insights into

how performance evaluation processes and procedures support or constrain the success

and persistence of female community college presidents and district CEOs.

The richest data were collected during the interviews of the 11 elite informant

leaders who agreed to participate in that aspect of the study. Each of the interviewees

was exceptionally articulate and knowledgeable and each shared a wealth of experience-

based perceptions and assessments concerning leader performance evaluation processes

and the roles gender and role congruity expectations play in these processes. The

interviewees were so eloquent and their contributions were so concise and insight-filled,

that the researcher was uniquely challenged to paraphrase and edit their comments for

fear of diluting their impact.

The study provided answers to three research questions. Flowing from the data

discussed in Chapter 4, the answers to those questions are summarized below. During

the data analysis phase of the study there emerged a convergence of responses, based on

themes, to the concepts framed by questions 2 and 3. As such, the study results with

respect to those two research questions are collapsed and summarized as one.

Formal Processes

Based primarily on Judge's and Ferris' 1993 performance evaluation model, Ferris', Judge's, Rowland's, and Fitzgibbons' 1994 model (Judge & Ferris, 1993; Ferris, Judge, Rowland, & Fitzgibbons, 1994), and the various demographic, discretion, and bias effects on performance evaluation processes identified by the scholars whose research was discussed in Chapter 2, a leader performance evaluation process model was hypothesized for this study (see Figure 2.5).

Consistent with this model, the results of this study confirmed that each district conducts regular, formal performance evaluations of each district chancellor and each college president. As a part of each chancellor's and each president's formal performance evaluations, feedback is solicited and considered from a variety of stakeholders, including community members, students, faculty members, staff, administrators, and leader peers. This form of stakeholder-inclusive performance evaluation process is known as a 360-degree process. Each district provides performance evaluation process participants with anonymity and confidentiality through the use of online surveys.

Each district's written performance evaluation policies and procedures espouse a commitment to a plan-act-check-improve cycle and each espouses the importance of adhering to a highly formalized performance evaluation process for chancellors and presidents. As part of each district's formal leader performance evaluation process, in addition to the 360 process, each district's chancellor and presidents participate in self assessments.

Several of the interviewees representing both districts, including a chancellor, two trustees and a president, while stressing the importance of formal processes guiding president and district CEO performance evaluations, also discussed recommendations for improvement of their respective district's current formal process. Among these suggestions were changes that would encourage and better ensure full engagement and sincerity for all process participants—evaluators and evaluees. For example, several interviewees expressed the importance of making sure that participants in the 360-degree process take ownership of the evaluation process rather than merely going through the motions, in a rote fashion.

The majority of the interview subjects thought it important that the leader performance evaluation process be more appreciative and utilized as a tool to focus on leadership improvement, rather than simply a mechanism for punishment or praise. Refocusing leader performance evaluations to be more appreciative and improvement-supportive could serve as a strategy for reducing the frequency of leader turnover. As one trustee noted:

> I have been very surprised by how much lateral movement there is at the president level—both within our district and between districts. Every year that I have been on the board, we have been interviewing to fill presidencies, vice chancellor positions, even our chancellor position, either for the interim or the "long-term." There is just so much movement and change. As I read résumés, interview people, and participate in performance evaluations, I continue to think there is something lacking in our evaluation system. On paper, our performance evaluation process—and we are big on process—looks great.

Others participating in the study expressed a desire to deconstruct the entire process and rethink it. Yet another study participant was interested in crafting the evaluation

process with a particular eye toward organizational dynamics and goals, so as to promote greater institutional efficacy.

The major shared formal process themes and recommendations flowing from the interviews were:

1. Having a formal leader performance evaluation process in place is essential;

2. Districts should create mechanisms to assure that all performance evaluation process participants are fully and sincerely engaged;

3. A leader performance evaluation process should be an appreciative inquiry, the goal of which is to promote reflection and leader improvement; and

4. Leader performance evaluations should be managed by dedicated paid staff members or paid outside consultants who are committed to assuring the process flows well, is genuine, welcoming for all participants, and is efficient and equitable.

Role Congruity Expectations, Attitudes, and Gender

The results of this study support the argument that many opportunity inequalities between women and men are caused by the greater social significance and greater general competence attributed to men over women. The results also directly support the assertion that the lower perceived status of women leads to biases in evaluations of female leaders (Eagly, et al., 1992; Heilman, 2001).

The results of this study are consistent with the role congruity theory of prejudice toward female leaders, which focuses on perceptions of incongruities between expected female gender roles and leadership roles that lead to two primary forms of prejudice against women leaders:

1. "Less favorable evaluation of women's (than men's) potential for leadership because leadership ability is more stereotypical of men than women" (the form of bias that was the primary focus of this study); and

2. "Less favorable evaluation of the actual leadership behavior of women than men because such behavior is perceived as less desirable in women than men" (Eagly & Karau, 2002, p. 576).

The quantitative portion of the study revealed explicit, albeit mild, gender-related biases by three study participants. Two of these study participants were female and one was male. The purpose of the modified roles and attitudes survey was to ascertain how egalitarian and gender-role-neutral or gender-role-biased a respondent's attitudes may be. A high score on the survey indicated a gender-role-neutral attitude, while a low score indicated a more gender-role biased attitude. The highest survey score achieved by a study participant, representing the most gender-role neutral attitude possible in response to the survey, was earned by the youngest study participant, who was female. The lowest survey score achieved by a study participant, representing a study-relative more gender-role-biased attitude, was earned by the youngest male study participant.

One of the results of the interviews was that the role congruity theory of prejudice toward female leaders, a theory that had never previously been articulated for or considered by any of the leaders who were interviewed, encouraged the majority of the interviewees to reflect on their experiences through a new lens. The theory crystallized how some of the interviewees perceived their experiences and provided them with another concept and a new vocabulary to describe these experiences.

The introduction of the role congruity theory provoked a whole new dimension to the inquiry. After reflecting on the role congruity expectation theory, nine out of the 11 community college leaders interviewed shared a rich tapestry of anecdotes and observations that substantiated the relevance and legitimacy of the theory. As one of the interviewees noted, "I think that's absolutely true that evaluator attitudes and role congruity expectations play roles in the process. We're not in a post-gender world. I absolutely believe that difference in expectation is a factor."

As exposed in detail in Chapter 4, foremost among the role-congruity-related themes revealed during these reflections were:

1. The assertion that women self select out of assuming top leadership roles;

2. In order for top women leaders to be heard, affirming male voices are required;

3. Top women leaders have less flexibility to shift among leadership styles than top male leaders;

4. Women hold women leaders to higher performance standards than they do men leaders; and

5. In order to be successful, women leaders are obliged to adapt to the role congruity expectations of others.

The results of the interviews support the assertion that as more women have risen to elite leadership positions in the community college setting, incongruities between leadership style and role expectations, based on gender, have played roles in leader performance evaluation processes. The results of this study substantiate the contention that gender roles have disparate implications for female and male leaders, because an "inconsistency often exists between the predominantly *communal* qualities

that perceivers associate with women (e.g., friendly, kind, unselfish) and the predominantly *agentic* qualities that they generally believe are necessary to succeed as a leader (e.g., assertive, masterful, instrumentally competent)" (Eagly, et al., 2003, p. 572).

Perceptions concerning leadership and what qualities make successful leaders are more closely associated with what most people believe are predominantly male traits and characteristics. When female community college leaders adopt more agentic qualities, either situationally or on a regular basis, evaluators have a tendency to perceive role incongruities that can and do lead to prejudice toward female leaders. The role congruity theory of prejudice toward female leaders has provided researchers investigating leadership representation inequalities with a new paradigm for investigating and understanding this phenomenon in the community college setting.

As one of the most experienced leaders and longest serving trustees who participated in the study noted, "We haven't broken the glass ceiling, we've just raised it." Consistent with national community college president persistence data (Weisman & Vaughan, 2007), given that the average number of years spent in their current position for the female community college presidents who participated in the study was less than half the average number of years spent in their current position for the male community college presidents who participated in the study (three years versus seven years), it appears that the glass ceiling has neither been broken nor raised nearly high enough to support gender equity.

A New Model of the Leader Performance Evaluation Process

The results of the study supported the hypothesized model of social influences, gender attributions, and role congruity expectations in the leader performance evaluation process discussed in Chapter 2 (see Figure 2.5). As displayed in a new, post-data-collection-and-analysis model, study results supported the inclusion of five of the six pre-data-collection-and-analysis hypothesized variables as well as the inclusion of seven of the nine previously hypothesized relationship paths (see Figure 5.1). As expected, the reciprocal nature of six of these hypothesized paths, as well as two existing model paths, was supported by the study's results.

In Figure 5.1, the five study-supported additional variables are framed by bold borders. These additional, study-supported variables are:

1. Existence of formal evaluation procedures and guidelines;

2. Evaluator attributions concerning gender roles;

3. Process to assure application of formal evaluation procedures and guidelines;

4. Evaluator's opportunities to personally observe evaluation subject performance; and

5. Congruity between evaluator's gender role expectations and perceptions of leader efficacy.

The seven study-supported additional relationship paths, which are displayed in the new model with bold connecting lines and arrow heads on each end, carry a study-supported-relationship notation. Two previously existing model paths, the reciprocal natures of which were revealed in the study's results, also are displayed with bold connecting lines and arrow heads on each end.
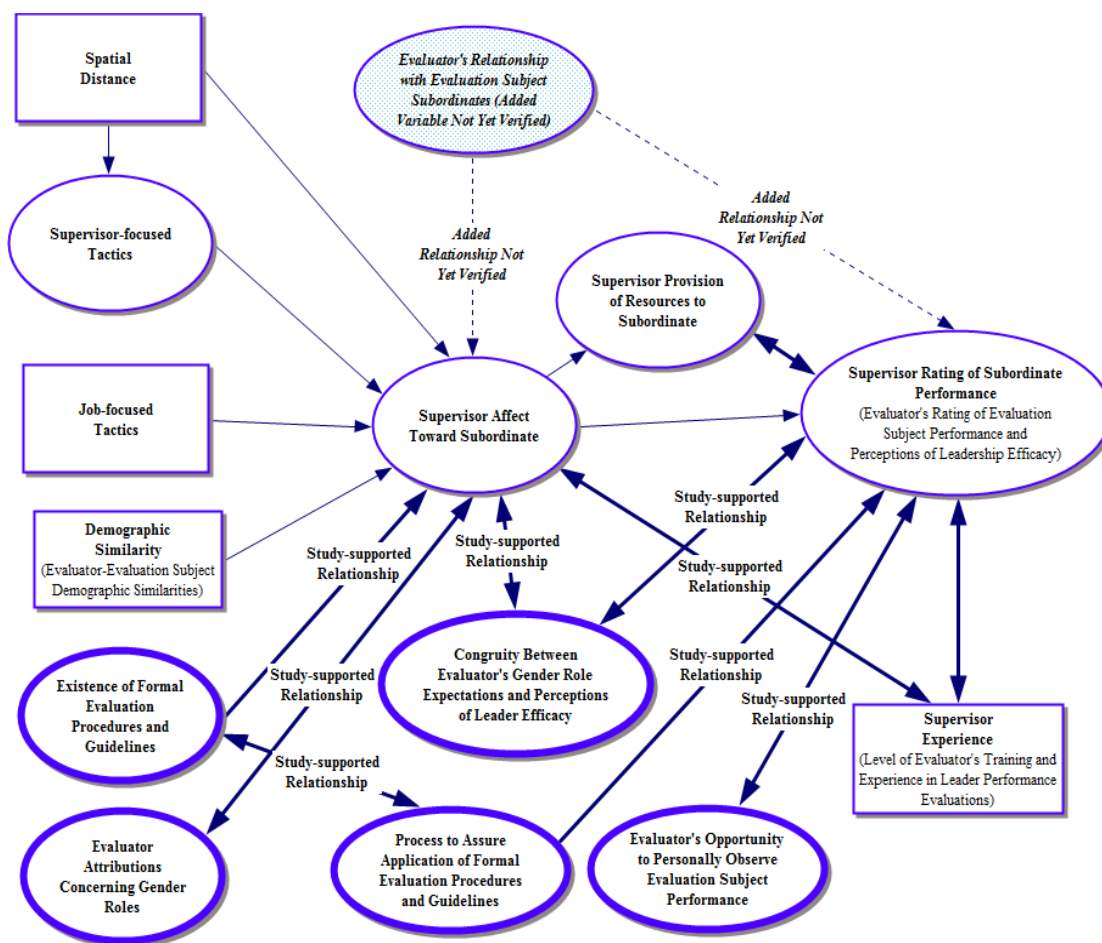
Figure 5.1: *New Model of Social Influence, Gender Attributions, and Role Congruity Expectations in the Leader Performance Evaluation Process (2011)*

The new model is an iteration of the model displayed in Figure 2.5, which was hypothesized based primarily on Judge's and Ferris' 1993 model and Ferris', et al.'s 1994 model (see Chapter 2, Figures 2.3, 2.4, and 2.5). The referenced 1993 and 1994 models emphasized the role of social influence in performance evaluation processes, identifying evaluator-evaluee demographic similarities, the evaluator-evaluee work relationship, a series of evaluator experiential and affective characteristics, and evaluee influence as key process variables. While embracing the importance of social influence, the new model also emphasizes the importance and roles of formal procedures and

guidelines, gender attributions, implicit biases, and role congruity expectations. Previously, these important leader performance evaluation process outcome-impacting variables have been omitted from published models. The results of this study support their inclusion.

<div align="center">Study Results Themes and the New Model</div>

Based on the literature reviewed and discussed in Chapter 2, the model displayed in Figure 2.5 also incorporated the existence of formal evaluation procedures and guidelines, evaluator attributions concerning gender roles, the existence of procedures to assure application of formal evaluation procedures and guidelines, evaluator's opportunities to personally observe evaluation subject performance, and congruity between an evaluator's gender role expectations and the evaluator's perceptions of leader efficacy. The results of the study support adding a variable illustrating the existence of formal evaluation procedures and guidelines to the model and this variable's relationship with evaluator affect toward the evaluee and with the additional process to assure application of formal procedures and guidelines variable, the importance of which also was supported by the study's results. The study participants who were interviewed emphasized the role and importance of these two variables in leader performance evaluation processes.

The interview data also support the addition of the evaluator attributions concerning gender roles variable and the addition of the related congruity between evaluator's gender role expectations and perceptions of leader efficacy variables to the model. The relationships among these added variables and an evaluator's affect toward

an evaluee and an evaluator's ultimate rating of an evaluee's performance were supported by the study's results.

Several interviewees emphasized the importance of evaluators having opportunities to personally observe the performance of evaluees. The addition of this variable and its direct relationship to an evaluator's ultimate rating of an evaluee's performance were supported by the study's results.

Although asserting that the relationship between an evaluator and an evaluee plays a role in the performance evaluation process seemed sound when the study was being conceived and the model driving the study was being constructed, the results of this study do not adequately support the addition of this variable, which was a feature of the hypothesized model displayed in Figure 2.5. Interestingly, while discussing the outstanding process theme, one interviewee broached this topic, arguing that adhering to a well-structured and formalized performance evaluation process actually helps to mitigate the impact of the potentially prejudicial evaluator-evaluee relationship on the process. As noted in Chapter 4, this evaluator emphasized the importance of formal process:

> Because it's formalized and based on a number of criteria and
> preapproved goals and objectives, [the process] forces me as the
> evaluator to almost follow a checklist… Because, just as in a family,
> you are inevitably closer to some people than others, and so as a result,
> you know more about some people than others, and that colors your
> perception.

Determining whether an existing relationship between an evaluator and an evaluee plays a role in an evaluator's ultimate rating of an evaluee's performance and/or

whether this phenomenon can be mitigated by the existence of and adherence to formal evaluation procedures and guidelines requires further study.

As discussed in Chapter 4, in-depth analysis of the interview data produced during the course of the study revealed 10 primary response themes. In Table 5.1, the five variables that were added to the model are matched with the interview response themes that support the additions of each of these factors. During the interview phase of the inquiry, study participants provided a substantive body of qualitative data supporting the importance of each of the five added variables in the new model. Much of these data are preserved and were examined under the 10 primary themes identified in Chapter 4.

Table 5.1: *New Model Variables Matched with Primary Interview Response Themes*

Added Performance Evaluation Model Variables	Interview Response Themes
Existence of Formal Evaluation Procedures and Guidelines	Formal Evaluation Outstanding Process Success Supporting Patterns/Processes
Evaluator Attributions Concerning Gender Roles	Success Supporting Attitudes Success Constraining Attitudes Function of Evaluator Attitudes Function of Gender
Process to Assure Application of Formal Evaluation Procedures and Guidelines	Formal Evaluation Outstanding Process Success Supporting Patterns/Processes Process Improvement
Congruity Between Evaluator's Gender Role Expectations and Perceptions of Leader Efficacy	Success Supporting Attitudes Success Constraining Attitudes Function of Evaluator Attitudes Function of Role Congruity Expectations Function of Gender
Evaluator's Opportunity to Personally Observe Evaluation Subject Performance	Formal Evaluation Outstanding Process Success Supporting Patterns/Processes Process Improvement

The new study-supported performance evaluation model displayed in Figure 5.1 demonstrates in graphic relief the intrinsic nature of role-congruity expectations and attitudes in the performance evaluation process. All but one of the California community college leaders who agreed to participate in the study acknowledged the pervasiveness of explicit and implicit attributions and biases. In discussing this reality, one trustee very succinctly and eloquently framed the issue with these words:

> We all grew up in a culture. You can't deny that we carry these perceptions and attitudes with us into our professional lives. We can't navigate the world without resorting to some stereotyping—or, even if we can, we don't. Each of us has to have a cognitive model, a framework for navigating life. Your brain does it—it considers and discriminates to be able to process.

Limitations of the Study

The purposive nature of the sample and the size of the participant pools from which the quantitative and qualitative data were collected limit the study. The generalizability to other California community college districts and other states' community colleges arguably is limited, due to varying social contexts and variations in district-by-district performance evaluation processes, procedures and guidelines. In fact, because the California community college system has achieved a higher percentage of women serving as community college presidents than the nation as a whole, over 40% compared to 29% (Weisman & Vaughn, 2007; Foundation for California Community Colleges, 2010), the ability to generalize and apply findings from the California setting in other states is limited.

The researcher believes the characteristics of the study participants, however, help to mitigate these limitations. As noted, not only were the study participants elite

informants, but they were exceptionally sophisticated top leaders who collectively

possess over 300 years of leadership experience dealing on a daily basis with the precise

issues examined in this study. Moreover, these leaders were extraordinarily busy

professionals whose participation in the study in and of itself speaks volumes about how

they viewed the importance of the subject of this study. The information these leaders

shared involved extremely sensitive topics, yet each willingly shared of her or his time

and experiences and the atypically well-informed perspectives each over time had

developed related to those experiences. Furthermore, since the subjects of the

interviews that were conducted were elite, it is argued that a relatively small number of

interviews enhances generalizability. Goldstein (2002) noted that "Even when the goal

is more broad generalization, this is actually an area where small N elite interviewers

have an advantage over researchers doing surveys of the mass public" (p. 672). These

factors give added weight to every insight and every word each of these leaders shared.

Additionally, although the study's results support the theoretical and process

models wielded in pursuit of the inquiry, the primary adopted theoretical framework for

this study, the role congruity theory of prejudice toward female leaders (Eagly & Karau,

2002), and the hypothesized conceptual model of the leader performance evaluation

process presented in this study may not hold as much explanatory power as other, as-yet

unaddressed, theories and models.

Given the growing access and related budgetary demands that the California

community college system has faced over the course of the last several years, it is not

unreasonable to assert that the system is in crisis to a far greater degree than any other

community college system in the nation. As a progressive complement to the glass

ceiling phenomenon identified in Chapter 2, scholars recently have begun exploring a "glass cliff" phenomenon, where women are more likely than men to rise to top leadership positions in times of crisis (Bruckmüller & Branscombe, 2010). It is possible that the recent increase in the percentage of female community college leaders in California can be explained by this or some other phenomenon not directly examined in this study (Churchman, 2009; Ryan & Haslam, 2007).

Suggestions for Future Research

One of the limitations of the study, the design of the hypothesized model and the variables identified as composing the model, serves as the impetus for a suggestion for future research. A new survey instrument that poses questions directly crafted to solicit responses dedicated to testing the relationships among this study's hypothesized performance evaluation process model's variables and the constructs that underlie each variable should be created and tested.

While this study contributed to educational research by describing how community college presidents and district CEOs are evaluated, exploring differences in how California community college presidents and district CEOs are evaluated related to gender, and examining evaluator perceptions of success differences between male and female community college presidents and district CEOs, more research in these areas and in the leader success arena needs to be pursued. A paucity of top leader efficacy research persists. This study is one of only a handful of recent empirical examinations of top leadership. As noted in Chapter 2, even as recently as a decade ago, just a single study "examined leadership at a level higher than middle management" (Eagly & Karau, 200, p. 587).

Finally, a broader, much more ambitious study, which involves the collection and examination of quantitative and qualitative data from a random sample of presidents, district CEOs, and elected board of trustees members, representing every California community college district, needs to be conducted. Ideally, this study would incorporate the use of a newly tested and validated gender roles and attitudes instrument and administer the new instrument to a much larger number of community college leaders, along with the collection of interview data and Implicit Association Test data from many more participants, including community college leaders from every geographic region of the state.

<center>Recommendations and Conclusions</center>

The purpose of this study was to investigate a phenomenon at a time when there is a unique opportunity to address the problem. With increasing numbers of community college presidents amd CEOs retiring, community colleges throughout the United States are grappling with filling these vacancies with the most effective leaders possible. Although there are as many qualified women as there are qualified men available to fill these important leadership positions, dramatically fewer women than men serve as community college presidents and district CEOs.

This study substantiated the assertion that gender-role attitudes, as explained by a role congruity theory of prejudice toward female leaders (Eagly & Karau, 2002), negatively impact the professional advancement aspirations, opportunities, and persistence rates of female community college leaders. The qualitative data collected and analyzed in this study support the argument that inequalities between women and men are caused by the greater social significance and greater general competence

attributed to men over women. These data also directly support the assertion that the lower perceived status of women directly leads to biases in evaluations of female leaders.

This study exposed the perdurability of implicit gender-role attitudes and biases that can and do impact leader performance evaluation processes. While formalization and standardization of leader performance evaluation processes serve as important tools in addressing this problem, this study supports the contention that development of and adherence to process are not enough.

In addition to confirming the importance of having formal processes in place and careful, consistent adherence to those processes, the results of this study support three primary recommendations for enhancing the integrity, quality, efficacy, and equity of community college president and district CEO performance evaluations:

1. Create and implement systematic leader performance evaluation process assessment policies and procedures;

2. Create and provide dedicated implicit-gender-role-bias-awareness-focused educational training for all participants in the performance evaluation process; and

3. Consciously nurture and overtly encourage appreciative cultures of positivism that promote individual improvement, rather than negativism or punitive action, as the goal of every leader performance evaluation process.

In tandem with existing formal performance evaluation processes, the adoption and sincere implementation of these three recommendations would mitigate the majority of the gender-based role congruity expectations that continue to impact

community college leader performance evaluations. This is not an intractable problem, but it is a problem that continues to persist even in this most equality-focused and mobility-enabling of formal education arenas: the community college setting. If these recommended policies, processes, and goals are faithfully followed, purposefully pursued, and critically and regularly reviewed and revitalized, they should facilitate the expansion of opportunities for women who currently serve and who aspire to serve as community college presidents and district CEOs.

Modified Roles and Attitudes Survey

UCSD Roles and Attitudes Survey

1. Introduction

Thank you for agreeing to participate in Edward Trickey's research study. Mr. Trickey is an Ed.D. candidate at the University of California, San Diego. The purpose of his study is to provide greater understanding of how California community college presidents and district CEOs are evaluated and the roles evaluation procedures and evaluators' perceptions and attitudes may play in performance evaluation processes.

Your completion of this initial roles and attitudes survey will greatly assist the researcher. This instrument is based on an existing, already tested for validity and reliability, survey instrument that was developed in the early 1970s and most recently revalidated in 1997. While some of the statements you will encounter undoubtedly will strike you as dated, your completion of this survey will facilitate the development of a new, modernized instrument, scientifically crafted and tested to solicit responses dedicated to further refining the researcher's hypothesized model of social influence, gender attributions, and role congruity expectations in leader performance evaluation processes.

This survey is divided into two sections. The first section consists of nine demographic questions and the second section consists of 25 statements. Completion of this entire survey should take no more than 15 minutes of your time.

Please be assured that your identity will be kept anonymous and confidential.

Page 1

UCSD Roles and Attitudes Survey

2. Demographic Data

Instructions: Please provide answers to each of the following nine demographic questions.

Please be assured that your identity will be kept anonymous and confidential.

1. What is your gender?

◯ Female

◯ Male

2. Within what range does your current age fall?

◯ 30-34

◯ 35-39

◯ 40-44

◯ 45-49

◯ 50-54

◯ 55-59

◯ 60-64

◯ 65-69

◯ 70 and wiser

3. What is the highest post-secondary educational level/degree you have attained to date?

◯ Master's Degree

◯ Doctorate (Ph.D., Ed.D., M.D., etc.)

◯ Other Professional Degree (J.D., etc.)--Please Specify

[   ]

4. What is the discipline or major field of the highest post-secondary educational level/degree you have attained to date?

◯ Education

◯ Business

◯ Other (History, Political Science, etc.)--Please Specify

[   ]

UCSD Roles and Attitudes Survey

5. What is your current position title?

◯ President

◯ Chancellor

◯ Trustee

◯ Other--Please Specify

[   ]

6. How many years have you served in your current position?

◯ 1-3

◯ 4-6

◯ 7-9

◯ 10-12

◯ 13-15

◯ Other--Please Specify

[   ]

7. What was your immediate past position title?

◯ Dean

◯ Executive Director

◯ Vice President

◯ President

◯ Chancellor

◯ Trustee

◯ Other--Please Specify

[   ]

UCSD Roles and Attitudes Survey

8. How many years did you serve in your immediate past position?

◯ 1-3

◯ 4-6

◯ 7-9

◯ 10-12

◯ 13-15

◯ Other--Please Specify

[ ]

9. What is your role in the community college president and district chancellor performance evaluation process (if appropriate, you may check multiple boxes)?

☐ Primary Evaluator

☐ Evaluator

☐ Input Provider

☐ Observer

☐ Other--Please Specify

[ ]

UCSD Roles and Attitudes Survey

3. Roles and Attitudes Data

Instructions: The statements listed below describe attitudes toward the roles of men and women in society that different people may possess. Please express your position concerning each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. There are no correct or incorrect responses to the statements.

These 25 statements are taken from an existing, already tested for validity and reliability, survey instrument that was developed in the early 1970s and most recently revalidated in 1997. While some of the statements you will encounter undoubtedly will strike you as dated, your completion of this survey will facilitate the development of a new, modernized instrument, scientifically crafted and tested to solicit responses dedicated to further refining the researcher's hypothesized model of social influence, gender attributions, and role congruity expectations in leader performance evaluation processes.

Please be assured that your identity will be kept anonymous and confidential.

1. Swearing and obscenity are more repulsive in the speech of a woman than of a man.

◯ (A) Agree Strongly　　◯ (B) Agree Mildly　　◯ (C) Disagree Mildly　　◯ (D) Disagree Strongly

2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

◯ (A) Agree Strongly　　◯ (B) Agree Mildly　　◯ (C) Disagree Mildly　　◯ (D) Disagree Strongly

3. Both husband and wife should be allowed the same grounds for divorce.

◯ (A) Agree Strongly　　◯ (B) Agree Mildly　　◯ (C) Disagree Mildly　　◯ (D) Disagree Strongly

4. Telling off-color jokes should be mostly a masculine prerogative.

◯ (A) Agree Strongly　　◯ (B) Agree Mildly　　◯ (C) Disagree Mildly　　◯ (D) Disagree Strongly

5. Intoxication among women is worse than intoxication among men.

◯ (A) Agree Strongly　　◯ (B) Agree Mildly　　◯ (C) Disagree Mildly　　◯ (D) Disagree Strongly

6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

◯ (A) Agree Strongly　　◯ (B) Agree Mildly　　◯ (C) Disagree Mildly　　◯ (D) Disagree Strongly

7. It is insulting to women to have the "obey" clause remain in any marriage service.

◯ (A) Agree Strongly　　◯ (B) Agree Mildly　　◯ (C) Disagree Mildly　　◯ (D) Disagree Strongly

UCSD Roles and Attitudes Survey

8. There should be a strict merit system in job appointment and promotion without regard to gender.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

9. A woman should be as free as a man to propose marriage.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

10. Women should worry less about their rights and more about becoming good wives and mothers.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

11. Women earning as much as their dates should bear equally the expense when they go out together.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

12. Women should assume their rightful place in business and all the professions along with men.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

14. Sons in a family should be given more encouragement to attend college than daughters.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

15. It is ridiculous for a woman to serve as a CEO and for a man to serve as a secretary.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

16. In general, the father should have greater authority than the mother in the bringing up of children.

◯ (A) Agree Strongly   ◯ (B) Agree Mildly   ◯ (C) Disagree Mildly   ◯ (D) Disagree Strongly

UCSD Roles and Attitudes Survey

17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

18. The husband should not be favored by law over the wife in the disposal of family property or income.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

19. Women should be concerned with domestic-support and child-rearing duties rather than with desires for professional or business careers.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

20. The intellectual leadership of a community should be largely in the hands of men.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity, which has been set up by men.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

22. On the average, women should be regarded as less capable of contributing to economic production than are men.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

23. There are leadership positions in which men should be given preference over women in being hired or promoted.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

24. Women should be given equal opportunity with men for mentoring in the various professions.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

25. The modern female is entitled to the same freedom from regulation and control that is given to the modern male.

○ (A) Agree Strongly   ○ (B) Agree Mildly   ○ (C) Disagree Mildly   ○ (D) Disagree Strongly

UCSD Roles and Attitudes Survey

4. Comments or Suggestions

Thank you for taking the time to complete this roles and attitudes survey. If you have any comments or suggestions for the researcher related to this survey, you are encouraged to share them anonymously below.

1. Please enter your anonymous survey-related comments and suggestions in the text box below.

APPENDIX B

Document Analysis Protocol

Informed by Creswell (2005) and Miles and Huberman (1994).

Document Identification:

The documents that each community college district maintains and produced to guide president and district CEO performance evaluation processes were examined to identify commonalities within and differences across sites in the following areas:

1. Composition of authorship group and committee structures
2. Mission statements
3. Values and philosophies articulated
4. Structural elements
5. Constituent group identification
6. Programmatic elements
7. Organizational elements

Document Summary Forms

Informed by Miles and Huberman (1994).

For each district's documents, one summary form was generated. The documents were coded as follows:

1. Acts
2. Activities
3. Meanings
4. Participation
5. Relationships
6. Setting

These materials were reviewed in relationship to the coding schema developed by Lofland and Lofland (1995). These analyses were compared for themes and differences with the analyses resulting from the other data collection methods identified in Table 3.1 and Appendix C.

APPENDIX C

Semi-structured Interviewing Protocol

Informed by Lofland and Lofland (1995), Miles and Huberman (1994) and Seidman (2006).

Interview (Conducted after Survey Administration—Anticipated 30-60 Minutes in Duration)

Introductions and Consent Forms Completion

Thank you for agreeing to participate in my research project entitled *Role Congruity Expectations and Leader Performance Evaluations in Community Colleges.* This project is designed to assist me as I examine how leader performance is evaluated and what factors play roles in leader evaluation processes. During this interview I am seeking to determine the basic outlines of the evaluation process, the roles you have played in leader performance evaluation processes, and your perceptions of the processes within which you have participated.

Demographic Data Collected from Each Interview Subject:

Gender
Age
Role in the Community College President and Chancellor Performance Evaluation Process
Current Position Title
Years in Current Position
Immediate Past Position Title
Years in Immediate Past Position
Highest Post-secondary Degree Attained
Discipline/Field of Highest Post-secondary Degree Attained

    I.   Questions:

4. Please describe how presidents and the chancellor are evaluated in your district.
5. Describe a circumstance in your experience as an evaluator or evaluation focus where you felt *the administration of a performance evaluation process was outstanding*.
6. During your career as a community college leader evaluator or evaluation focus, have you ever *perceived or experienced any patterns* that you believe may have *supported or constrained a leader's success*?
7. During your career as a community college leader evaluator or evaluation focus, have you ever *perceived or experienced any attitudes* that you believe may have *supported or constrained a leader's success*?

8. If you could suggest one *change to the leader performance evaluation process*, what might that change be?
9. What roles do you think *evaluator attitudes and role congruity expectations* play in the performance evaluation process?
10. What role do you think *gender* might play in the outcome of a performance evaluation process?
11. Do you have any other comments or feedback related to leader performance evaluations that you would like to add?

APPENDIX D

Survey Response Data

Respondent	1	2	3	4	5
Gender	F	F	M	M	F
Current Position Title	Trustee	President	Trustee	Trustee	Trustee
Age	60-64	60-64	65-69	55-59	40-44
Highest Earned Degree	Masters	Doctorate	Masters	Masters	Masters
Highest Earned Degree Discipline	Urban Studies	Education	Business	Psychology	English
Years in Current Position	7-9	1-3	7-9	10-12	1-3
Question 1	2	2	2	1	3
Question 2	3	3	2	3	2
Question 3	3	3	3	3	3
Question 4	3	3	3	2	3
Question 5	3	3	3	2	3
Question 6	3	3	3	3	3
Question 7	3	3	3	3	3
Question 8	2	3	1	1	3
Question 9	3	3	3	3	3
Question 10	3	3	3	3	3
Question 11	1	2	2	1	3
Question 12	3	3	3	3	3
Question 13	3	3	3	3	3
Question 14	3	3	3	3	3
Question 15	3	3	3	3	3
Question 16	3	3	3	3	3
Question 17	2	3	3	3	3
Question 18	3	3	3	3	3
Question 19	3	3	3	3	3
Question 20	3	3	3	3	3
Question 21	3	3	2	2	3
Question 22	3	3	3	3	3
Question 23	3	3	3	3	3
Question 24	3	3	3	3	3
Question 25	3	3	3	3	3
Totals	70	73	69	66	74

Respondent	6	7	8	9	10
Gender	F	M	F	F	F
Current Position Title	Chancellor	President	Trustee	President	President
Age	60-64	55-59	55-59	45-49	70-plus
Highest Earned Degree	Doctorate	Doctorate	Masters	Doctorate	Doctorate
Highest Earned Degree Discipline	Classics	Psychology	Social Sciences	Education	Education
Years in Current Position	4-6	4-6	10-12	4-6	1-3
Question 1	2	1	3	1	1
Question 2	3	3	3	2	3
Question 3	3	3	3	3	3
Question 4	3	3	3	2	3
Question 5	3	2	3	1	3
Question 6	3	3	3	3	2
Question 7	3	3	3	3	3
Question 8	3	2	3	3	3
Question 9	3	3	3	2	3
Question 10	3	3	3	3	3
Question 11	3	1	2	3	2
Question 12	3	3	3	3	3
Question 13	3	3	3	2	3
Question 14	3	3	3	1	3
Question 15	3	3	3	3	3
Question 16	3	3	3	2	3
Question 17	2	3	3	3	1
Question 18	3	3	3	3	3
Question 19	3	3	3	3	3
Question 20	3	3	3	3	3
Question 21	2	3	2	3	3
Question 22	3	3	3	3	3
Question 23	3	3	3	3	3
Question 24	3	3	3	3	3
Question 25	3	3	3	3	3
Totals	**72**	**69**	**73**	**64**	**69**

Respondent	11	12	13	14	
Gender	M	M	F	F	
Current Position Title	President	President	Trustee	Trustee	
Age	60-64	50-54	65-69	30-34	
Highest Earned Degree	Doctorate	Doctorate	Bachelors	Bachelors	
Highest Earned Degree Discipline	Decision Science	Education	Education	Business	
Years in Current Position	10-12	4-6	10-12	1-3	Totals
Question 1	1	1	1	3	24
Question 2	3	1	3	3	37
Question 3	3	3	3	3	42
Question 4	3	3	2	3	39
Question 5	3	1	3	3	36
Question 6	3	3	3	3	41
Question 7	2	3	3	3	41
Question 8	3	3	3	3	36
Question 9	3	3	3	3	41
Question 10	3	3	3	3	42
Question 11	2	1	2	3	28
Question 12	3	3	3	3	42
Question 13	3	1	3	3	39
Question 14	3	3	3	3	40
Question 15	3	3	3	3	42
Question 16	3	3	3	3	41
Question 17	2	1	3	3	35
Question 18	3	3	3	3	42
Question 19	3	3	3	3	42
Question 20	3	3	3	3	42
Question 21	2	3	3	3	37
Question 22	3	3	3	3	42
Question 23	3	3	3	3	42
Question 24	3	3	3	3	42
Question 25	3	3	3	3	42
Totals	69	63	71	75	

University of California, San Diego

Consent to Act as a Research Subject

Leader Performance Evaluations in Community Colleges

Edward Trickey, an Ed.D candidate at the University of California, San Diego, is conducting a research study to find out more about community college president and district chief executive officer performance evaluation processes. You have been asked to participate in this study because you hold an important leadership position in the largest and most diverse community college district in an important geographic area. There will be 27 participants in this study. The purpose of this study is to provide greater understanding of how California community college presidents and district chief executive officers are evaluated and the roles evaluation procedures and evaluators' perceptions and attitudes may play in performance evaluation processes.

If you agree to be in this study, the following will happen to you:

You should expect to spend a maximum of two hours of your time over a one-month period. You will be asked to complete a 10-15 minute initial online attitudes survey, participate in an in-person or telephone-based interview session with the principal investigator (PI), and complete an online implicit associations survey.

Please be assured that your identity will be kept anonymous and confidential. Confidentiality will be maintained by having your, your college's, and your district's identifications substituted with random numbers and pseudonyms. Only Edward Trickey, as the PI of this study, will have access to your, your college's, and your district's true identities. Only pseudonyms will be used for all names in the final written report of the PI's findings.

Research records will be kept confidential to the fullest extent allowed by law. Research records may be reviewed by the members of UCSD's Institutional Review Board.

Because this is a research study, there also may be some unknown risks that currently are unforeseeable to the PI. The surveys involve gender-related role congruity expectations, attitudes, and associations, both explicit and implicit. If any revealed attitudes are accidently disclosed, this could have an effect on a subject's standing. If any new risks come to light, you immediately will be informed, just as you will be informed of any significant new findings.

The alternative to participation in this study is not to participate.

There may or may not be any immediate or direct benefit to you from participating this study. The PI does, however, expect to learn important new information about community college leader performance evaluations from the study and the PI expects society will benefit from this knowledge.

Participation in this research is entirely voluntary. You may refuse to participate or withdraw or refuse to answer specific questions in an interview or on a questionnaire at any time without any repercussions to you from the PI or from the University of California, San Diego. If you decide that you no longer wish to continue in this study, you will be asked to immediately notify the PI, Edward Trickey.

If the PI determines it is in your best interest or the best interest of the study for your participation to cease, the PI may remove you from the study without your consent.

If any important new information is found during the course of this study that the PI believes may affect your wanting to continue, you immediately will be notified.

No monetary compensation will be provided to you for your participation in the study. The PI believes there will be no direct monetary cost to you for participating in this study.

The PI, Edward Trickey, has explained this study to you and answered your questions. If you have other questions or research-related problems related to the study, you may reach Edward Trickey via telephone at ███████████ or via email to ███████████. To further inquire about your rights as a research subject, or to report research-related problems, you are encouraged to contact the University of California, San Diego's Human Research Protections Program Office at 858-455-5050.

By signing below, you acknowledge that you have received and reviewed a copy of this consent document.

You agree to participate.

_____
Research Subject's Signature

_____
Witness' Signature

_____
Date

APPENDIX F

Example of Public Records Act Request for Documents

Edward Trickey

███████████ ████

April 1, 2010

██████████

Chancellor

██████████ Community College District

██████████████████

Re: Public Records Act Request – President and Chancellor Performance Evaluations

Dear ████████████████████████████████,

I am an Ed.D. candidate at the University of California, San Diego, conducting a research study exploring community college president and community college district CEO performance evaluation processes. The purpose of my study is to provide greater understanding of how California community college presidents and CEOs are evaluated and the roles evaluation procedures and evaluators' perceptions and attitudes may play in performance evaluation processes.

Pursuant to California Government Code Section 6250, *et seq.* ("Act"), request is hereby made for the production of all non-confidential ████████ Community College District forms, policies, regulations, procedures, and all other public records related to college president and district CEO performance evaluation processes. Pursuant to the Act, please provide all relevant public records created or maintained by the ████████ Community College District, including its departments, committees, officers, and employees.

Your cooperation in responding to this records request within the time frames set forth in Section 6253 of the Act will be greatly appreciated. Please advise me of the estimated copying costs for which the District would require reimbursement.

I recognize that this is an extremely busy time for you. Thank you for taking the time to address this request.

Sincerely,

Edward Trickey

APPENDIX G

Initial Study Participation Solicitation Email

Dear ██████████,

      You have been selected to participate in a study of California community college leader performance evaluation processes that is being conducted as part of a doctoral dissertation study focused on educational leadership. The purpose of this study is to provide greater understanding of how California community college presidents and CEOs are evaluated and the role evaluation procedures and evaluators' perceptions and attitudes may play in performance evaluation processes.

Your participation in the study will involve your spending a maximum of three hours of your time over a one-month period. You will be asked to complete a 15-30 minute initial online attitudes survey, complete another 30-45 minutes online implicit association survey, and participate in a one-on-one interview session with me. Please be assured that your identity will be kept anonymous and confidential. Confidentiality will be maintained by having your, your college's, and your district's identifications substituted with random numbers and pseudonyms. Only I, as the principal investigator of this study, will have access to your, your college's, and your district's true identities. Only pseudonyms will be used for all names in the final written report of my findings.

I recognize that this is an extremely busy time for you. Your participation in this study will be greatly valued by researchers and practitioners alike, for many years to come, and will allow me to inform the greater educational community regarding how community college presidents and CEOs are perceived and evaluated by their college's and district's stakeholders. While I cannot guarantee that you will receive any immediate benefits from participation in this study, I believe your participation will provide you with opportunities to carefully and productively consider and examine the many factors that affect community college president and CEO performance evaluations and productively explore ways in which even the most formalized evaluation processes might be positively impacted through an ongoing process of review and reflection.

Participation in this study is voluntary. Should you have any questions or concerns about the research I am conducting, please do not hesitate to contact me via telephone at ██████████████ or via email to ██████████████.

For your review, I have attached a *Consent to Act as a Research Subject* form, which, should you agree to participate in the study, will require your signature, the signature of a witness, and the date the form was signed. The original signed form will be collected by me and a copy will be provided to you. Once I have received confirmation from you that you consent to participate in my study, I will follow up with you to facilitate your completion of the initial online survey and schedule a one-on-one interview with you at a time and location convenient for you.

Thank you so much for your consideration. I hope I have the privilege of pursuing this study with your participation.

Sincerely,

Edward Trickey
Ed.D. Candidate
University of California, San Diego

Example of Study Participant Follow-up Email for Survey Administration

Dear ██████████,

Thank you for agreeing to participate in my research study. This project is designed to assist me as I examine how leader performance is evaluated and what factors play roles in leader evaluation processes.

Your completion of the initial roles and attitudes survey will greatly assist me. The instrument I am administering is based on an existing, already tested for validity and reliability, survey instrument that was developed in the early 1970s and most recently revalidated in 1997. It is expected that this study will facilitate my development of a new, modernized instrument, carefully crafted and tested to solicit responses dedicated to further testing my hypothesized model of social influence, gender attributions, and role congruity expectations in leader performance evaluation processes.

The survey is divided into two sections. The first section consists of nine demographic questions and the second section consists of 25 statements. Completion of the entire survey should take no more than 15 minutes of your time.

Please access the survey through this link:
https://www.surveymonkey.com/s/UCSDRAS.

Please be assured that your identity will be kept anonymous and confidential.

I would like to schedule a one-on-one interview appointment with you. Are you available to meet with me at your office in ████████████████████████? If not, please suggest a couple of dates and times that are more convenient for you to meet with me within the next couple of weeks.

During the interview, I will be seeking to determine the basic outlines of the evaluation processes within which you have participated, the roles you have played in leader performance evaluation processes, and your perceptions of the processes within which you have participated. When we meet, I would appreciate being able to retrieve a completed copy of the attached consent form from you.

Thank you so much,

Edward

Example of Study Participation Follow-up Letter

Edward Trickey

███████████████████

April 15, 2010

███████████

Trustee

███████ Community College District

████████████████████

Dear Trustee ███████,

I am writing to you to follow up on an email message I sent to you on April 1, 2010. You have been selected to participate in a study of California community college leader performance evaluation processes that is being conducted as part of a doctoral dissertation study focused on educational leadership. The purpose of this study is to provide greater understanding of how California community college presidents and CEOs are evaluated and the role evaluation procedures and evaluators' perceptions and attitudes may play in performance evaluation processes.

Your participation in the study is critical to its success and will involve your spending a maximum of two hours of your time over a one-month period. You will be asked to complete a 10-15 minute initial online attitudes survey and participate in an in-person or telephone-based interview session with me. Please be assured that your identity will be kept anonymous and confidential. Confidentiality will be maintained by having your and your district's identifications substituted with random numbers and pseudonyms. Only I, as the principal investigator of this study, will have access to your and your district's true identities. Only pseudonyms will be used for all names in the final written report of my findings.

I recognize that this is an extremely busy time for you. Your participation in this study will be greatly valued by researchers and practitioners alike, for many years to come, and will allow me to inform the greater educational community regarding how community college presidents and CEOs are perceived and evaluated by their college's and district's stakeholders. While I cannot guarantee that you will receive any immediate benefits from participation in this study, I believe your participation will provide you with opportunities to carefully and productively consider and examine the many factors that affect community college president and CEO performance evaluations

and productively explore ways in which even the most formalized evaluation processes might be positively impacted through an ongoing process of review and reflection.

Participation in this study is voluntary. Should you have any questions or concerns about the research I am conducting, please do not hesitate to contact me via telephone at ████████████ or via email to ████████████.

For your review, I have enclosed a *Consent to Act as a Research Subject* form, which, should you agree to participate in the study, will require your signature, the signature of a witness, and the date the form was signed. The original signed form will be collected by me and a copy will be provided to you.

To complete the initial online survey, please access
https://www.surveymonkey.com/s/UCSDRAS.

If you experience any difficulty accessing the initial online survey, please do not hesitate to contact me via email to ████████████.

Thank you so much for your consideration. I cannot complete my study without you. I hope I have the privilege of pursuing this study with your participation.

Sincerely,

Edward Trickey

Enclosure

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