

**TITLE** A Profile of Faculty Leadership Behavior at one South Texas Community College

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**OBJECTIVE** The purpose of this study was to examine the leadership behaviors of faculty at one south Texas community college and provide a description of the extent to which faculty exercises those behaviors.

## **METHODOLOGY**

The total population available as full time teaching faculty during the 2010 Fall semester at one south Texas community college (N=193) were invited to participate and 84 agreed (44% response rate) by completing the Leadership Practices Inventory and providing demographic information. The typical respondent was male (59%), Hispanic (75%), holding a master's degree (61%), from the Arts and Humanities area (33%), and with no K-12 teaching experience (67%). Approximately 56 percent were placed into an average age group (from 39-59 years), and 22 percent each were placed into an older or younger group. Approximately 68 percent were placed into an average years of work experience at this institution group (2-22 years), with 18 percent in the less experience category and 14% in the more experience category. Internal reliability coefficients for this study were: Model .74, Inspire 0.88, Challenge 0.79, Enable 0.73, and Encourage 0.86.

## **KEY FINDINGS**

The most frequently engaged leadership practice was Enable, followed by Model and Encourage, and then Challenge and Inspire. Focusing only on the highest score for each respondent, the findings showed that Challenge had the highest average frequency and Enable the lowest frequency.

No significant differences in the frequency to which the five leadership practices were used were found on the basis of gender, age, highest degree earned, years of teaching experience at current institution, years of teaching experience in K-12, or general teaching area. Hispanic faculty members reported engaging more frequently in all five leadership behaviors than their Caucasian counterparts.