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Do College Presidents Need to be Academics?: Exploring the Relationship Between the Perceived Effectiveness of Institutional Presidents and Their Career Path

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DO COLLEGE PRESIDENTS NEED TO BE ACADEMICS?: EXPLORING THE

RELATIONSHIP BETWEEN THE PERCEIVED EFFECTIVENESS OF INSTITUTIONAL

PRESIDENTS AND THEIR CAREER PATH

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

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Indiana University of Pennsylvania

May 2018

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Title: Do College Presidents Need to be Academics?: Exploring the Relationship Between the Perceived Effectiveness of Institutional Presidents and Their Career Path

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As institutions of higher education in America have grown and changed, so too have the role expectations of institutional presidents. In recent years, fewer Chief Academic Officers/provosts aspire to be presidents and more presidents have non-traditional (non-academic) career paths. This study investigates whether faculty and trustee constituents' perceptions of the leadership effectiveness of presidents differ depending on the presidents' career path. It also examines whether the self/other perceptual agreement of presidents and their constituents differs based on career path. Finally, it explores president, trustee, and faculty perceptions of how presidents should, and do, spend their time.

A sample of 58 institutional presidents, 80 faculty senate leaders, and 59 trustees completed an online survey based on The Fisher/Tack Effective Leadership Inventory (Fisher, Tack, & Wheeler, 1988) and indicate their perceptions of the amount of time their president should, and does, spend working on key responsibilities. The sample represents 118 institutions and was developed from a list of accredited four-year, public colleges and universities from the U.S. Department of Education's Integrated Postsecondary Education Data System database. In addition to presidential career path, institutional characteristics such as institution type (public or private), operating budget size, amount of foundation assets, institution size (number of students), as well as president gender, race, age, and years in current presidency were also considered.

In this sample there were no significant differences by career path in the perceptions of presidents' leadership approach effectiveness among trustee or faculty constituents. Further, the study found virtually no difference between presidents' self-assessments of their leadership approach effectiveness and the perceptions of trustees. Faculty, on the other hand, assessed the effectiveness of presidents' leadership approach slightly lower than the presidents did. Unexpectedly, the president-faculty gap was smaller for non-traditional career path presidents than for traditional career path presidents. Finally, presidents and trustees tend to view what presidents should do similarly, and they are also close in their assessments of how the presidents spend their time. Faculty differ in four specific areas as to what presidents should and actually do. These patterns of president-trustee similarities and faculty differences occurred regardless of presidential career path.

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I would not have begun this endeavor without the blessings of my family. Rayna, Kaylee, Gabbie, Collin, and Ian, I'm sorry that this has taken so long. I apologize for anything and everything that I missed out on and I hope that each of you understand that I did this for us. I want to thank all of you, but especially my wonderful wife Rayna, for your unconditional love and support throughout this entire process. I want you all to know that I am painfully aware of the sacrifices that each of you have made in allowing me to do this and I promise that I will spend the rest of my life trying to make it up to each you. I love you all!

Finally, to my parents, Pete and Elaine, and my mother-in-law, Judy, I also want to apologize to each of you for all the things I had to miss and for all of the times I was around, but not truly present. I hope you each know how much I love you and I hope I make you proud.

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CHAPTER ONE

INTRODUCTION

According to the American Council on Education's most recent edition of its longitudinal study series of American college presidents, 58% of sitting college and university presidents, hereafter referred to as institutional presidents, are 61 years of age or older, with an average age of 60 years and seven months (Cook & Kim, 2012). The authors also reported a year and a half decrease in the average number of years institutional presidents serve their position, making the average tenure seven years (Cook & Kim, 2012). In addition to an increasing number of institutional presidents reaching retirement age, studies show that the number of Chief Academic Officers (CAO)/provosts who aspire to become institutional presidents is decreasing (Cejda & Rewey, 2001; Eckel, Cook, & King, 2009; Hammond, 2013; Hartley & Godin, 2009; Monks, 2012; Selingo, Cheng, & Clark, 2017). As higher education braces for a wave of institutional president retirements, and as the number of sitting CAO/provosts aspiring to the institutional presidency are decreasing, institutions are increasingly forced to consider candidates whose professional journey to the institutional presidency does not follow the historically traditional career path. Given the resistance to change that is prevalent within the academic culture (Bergquist & Pawlak, 2008), this study explores the impact that career path has on the perceived effectiveness of the leadership approach of institutional presidents.

This chapter provides background information on the current state of the institutional presidency, with a more detailed historical context provided in chapter two. This current chapter also contains the problem statement, purpose of the study, and the research questions. Finally, I will discuss the significance of the study, define terms, discuss assumptions and limitations, and address the positionality of the researcher.

Background

In his preface to *A Primer for University Presidents*, Flawn (1990) confessed to having considered the following alternative titles to his book: "*A Farewell to Academic Innocence*" and "*Goodbye to the Scholar-President*" (p. x). These facetious and fictitious alternate titles were not introduced simply for the sake of levity. Rather, they were meant to illustrate the point that the nature of the institutional presidency has changed, a sentiment echoed throughout the literature (American Council on Education, 2017; Birnbaum, 1992; Cohen & March, 1986; Cook & Kim, 2012; Ekman, 2010b; Fisher & Koch, 1996; Fisher et al., 1988; Fleming, 2010; Risacher, 2004; Selingo et al., 2017; Trombley, 2007). In addition to traditional academic governance roles, the modern institutional president has become more involved in fundraising, financial management, and strategic planning (Almanac of Higher Education, 2009; American Council on Education, 2017; Cook & Kim, 2012, Selingo et al., 2017). Essentially, the contemporary institutional president is now expected to be all things to all constituent groups (Fleming, 2010).

In *The American College President: 2012*, Cook & Kim (2012) found that institutional presidents now count fundraising, community relations, strategic planning, and government relations among the areas of responsibility that occupy the most significant amounts of their time and attention.

Table 1

Presidents' Primary Uses of Time, by Institutional Control: 2011

Area	Public Percent	Private Percent	Total Percent
Budget/financial management	60.5	55.0	57.9
Fundraising	33.8	66.2	47.0
Community relations	32.1	12.3	22.7
Strategic planning	16.9	28.5	22.2
Personnel issues	26.5	15.9	21.6
Governing board relations	17.9	24.7	20.7
Enrollment management	13.0	25.7	19.6
Faculty issues	16.6	13.1	15.0
Government relations	22.3	2.6	13.1
Capital improvement projects	15.0	10.4	12.6
Academic issues	8.5	14.7	12.2

Note. Because presidents were asked to select the top three, areas, percent totals are greater than 100. Reprinted from *The American College President* (p. 34), by B. Cook and Y. Kim, 2012, Washington DC: American Council on Education. Copyright 2012 by the American Council on Education.

These changes in the focus of where institutional presidents spend their time are supported by

Selingo et al. (2017), who found that sitting institutional presidents are not only experiencing a

greater demand on their time to fundraise, but many are also saying that fundraising has become

one of the most important functions they are expected to perform as president.
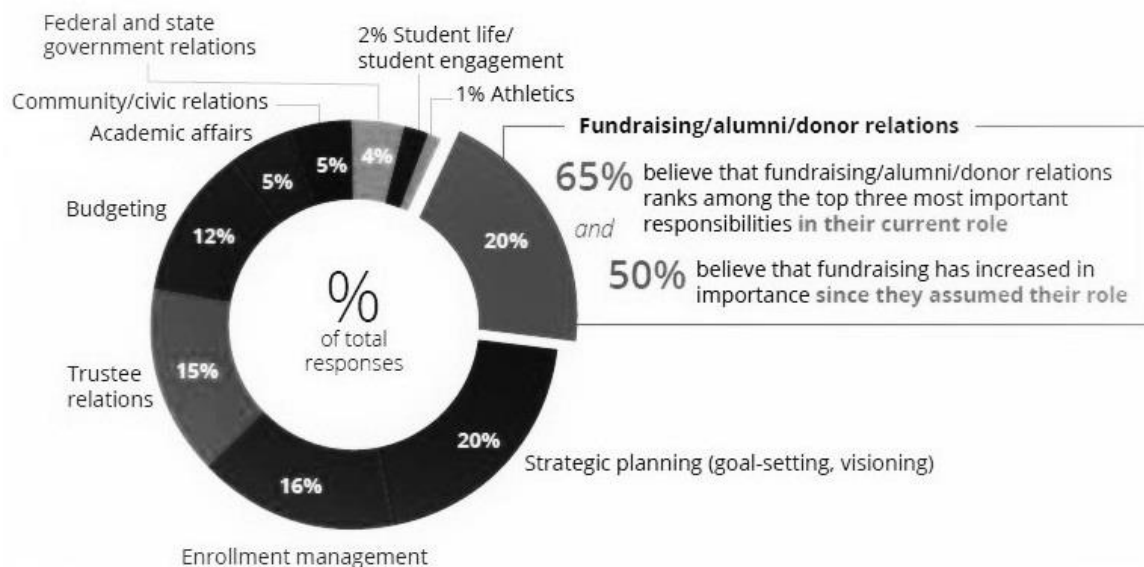
Figure 1. Most important responsibilities of presidents, according to respondents [presidents]. Reprinted from *Pathways to the university presidency: The future of higher education leadership* (p. 11) by J. J. Selingo, S. Cheng, and C. Clark, 2017, Dallas, TX: Deloitte University Press. Copyright 2017 by the Deloitte Development LLC.

The changes in the job expectations of institutional presidents also seem to be contributing to changes in the professional backgrounds of those who seek the office (Almanac of Higher Education, 2009; Cook & Kim, 2012; Ekman, 2010b; Ezarik, 2010; Hartley & Godin, 2009; Michael, Schwartz, Balraj, 2001; Wessel & Keim, 1994). Although the CAO/provost to institutional presidency remains the most common pathway to an institutional presidency, accounting for 34% of sitting institutional presidents according to Cook & Kim (2012), several researchers report a decline in the number of CAO/ Provosts who aspire to be institutional presidents (Ekman, 2010b; Ezarik, 2010; Hartley & Godin, 2009; Michael, et al., 2001; Risacher, 2004; Wessel & Keim, 1994). Hartley & Godin (2009) attributed this shift in attitude to the fact that many CAO/provosts find the changes in the expectations of the institutional presidency unappealing. At present, the following percentages of individuals from non-traditional career paths serve as institutional presidents: 20.3% are outside higher education; 10.7% are senior

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executives in academic affairs (including deans); 7.4 % are senior executives in finance/administration; and 4.5% of the individuals indicated that they had served as a senior executive in student affairs (Cook & Kim, 2012, p. 70). If the number of CAO/provosts aspiring to the intuitional presidency continues to decline, we can logically expect that the number of non-traditional institutional presidents will only increase.

The shift in the priorities of institutional presidents is also occurring in an era of declining state support for public higher education (Fethke & Policano, 2013). This environment finds institutional presidents caught between the often-conflicting entrepreneurial culture of governing boards and collegial culture of the faculty (Bergquist & Pawlak, 2008; Chait, Holland, & Taylor, 1993). These differing cultural lenses result in differing perceptions of the effectiveness of an institutional president's leadership approach, which could also be a contributing factor in the turnover among institutional presidents. Fethke and Policano (2013) observed that:

> …financial challenges call for bold changes, which is precisely what universities are least accustomed to doing. Presidents find themselves sandwiched between state legislatures and governing boards demanding significant shifts in how the university operates, and faculty senates defending an academic culture that is both resilient and excruciatingly resistant to change. Think of the dilemma for a university president who faces the threat of dismissal by the governing board for failing to react quickly, and the ire of a hostile faculty if real change is begun. No wonder the reward for most university presidents who do little other than seek consensus is a short tenure in office. (para. 2)

Shortened tenures of institutional presidents are not without cost. Carry & Keppler (2014) noted that failed executive transitions can cost an organization approximately 24 times the executive's salary, while also damaging its reputation, employee morale, and consumer confidence. Because,

as Fisher and colleagues (1988) wrote, "A president's ability to provide effective, empowering leadership is the key element in an institution's success or failure" (p.65), being perceived as a capable leader is becoming increasingly important for non-traditional career path candidates, given that the number of provosts who aspire to become institutional presidents continues to decline (Cejda & Rewey, 2001; Eckel et al., 2009; Hammond, 2013; Hartley & Godin, 2009; Monks, 2012; Selingo et al., 2017) and given the high institutional cost of executive failure.

Although multiple frameworks exist for the classification and description of the career paths of institutional presidents (Birnbaum & Umbach, 2001), for the purposes of this study, a *traditional president* refers to someone who began their career as a faculty member, worked their way up through the ranks of academic administration, and served as a CAO/provost immediately prior to becoming an institutional president. With this description in mind, the term *non-traditional president* is meant to encompass institutional presidents from all other career paths (i.e. non-academic administration, fundraising, the private sector, military, politics, and other sectors).

Problem Statement

The literature suggests that the number of individuals assuming an institutional presidency from the position of CAO/provost is in decline (Almanac of Higher Education, 2009; Ekman, 2010b; Ezarik, 2010; Hartley & Godin, 2009; Michael, et al., 2001; Wessel & Keim, 1994) and that the number of CAO/provosts who aspire to be institutional presidents is also in decline (Ekman, 2010b; Ezarik, 2010; Hartley & Godin, 2009; Michael, et al., 2001; Risacher, 2004; Wessel & Keim, 1994). These trends, coupled with the predicted rise in retirements of baby-boom generation administrators (Cook & Kim 2012), could result in a shortage of institutional president candidates (Cedja & Rewey, 2001; Cook & Kim, 2012; Hartley & Godin,

2009) with strong backgrounds in academic administration, while simultaneously increasing the number of opportunities for individuals from non-traditional career paths to become institutional presidents.

Relatively few studies have examined perceptions of the effectiveness of institutional presidents' leadership approach; none of them have attempted to compare the perceived leadership approach effectiveness of traditional versus non-traditional career path institutional presidents. Thus, a problem facing colleges and universities today, and the focus of this research, is the extent to which the career path of institutional presidents is related to the perceptions of the effectiveness of their leadership approach.

Purpose and Objectives of the Study

The present study seeks to expand existing knowledge of the perceptions among faculty and trustees of the effectiveness of leadership approaches of institutional presidents in higher education. Specifically, this study explores whether there are any differences in faculty and trustee perceptions of institutional president leadership based on presidents' career path to the presidency. As the higher education landscape continues to change, this information could be of interest to individuals aspiring to the institutional presidency, members of boards of trustees or boards of governors, faculty members, executive search firms and search committee members. If the results of this study find that key constituent groups like faculty and trustees view institutional presidents no differently based on career path, trustees and faculty members in higher education may be more open to hiring non-traditional candidates.

Research Questions

This study investigates whether the perceptions of faculty and trustee constituencies differ in perceptions of the leadership effectiveness of institutional presidents depending on the

presidents' career path (traditional/academic or non-traditional). I also examine whether the self/other perceptual agreement of presidents and their constituents differs more between non-traditional presidents and their faculty or trustee constituent groups than it does for traditional career path presidents. Finally, I explore president, trustee, and faculty perceptions of how institutional presidents should spend their time in regard to key responsibilities versus how they see them actually spending their time.

Significance of the Study

Through a variety of research and demographic studies, we know that the nature of institutional presidency has changed (Birnbaum, 1992; Cohen & March, 1986; Cook & Kim 2012; Ekman, 2010b; Fisher & Koch, 1996; Flawn, 1990; Fleming, 2010; Risacher, 2004; Trombley, 2007). We also know that fewer CAOs/provosts aspire to the institutional presidency (Ekman, 2010b; Ezarik, 2010; Hartley & Godin, 2009; Michael et al., 2001; Risacher, 2004; Wessel & Keim, 1994). Further, the current demographic composition of upper level administrators in higher education points to a potential leadership vacuum as members of the baby-boom generation begin to retire (Cook & Kim 2012). This study will begin to assess the perception of leadership of presidents from non-traditional career paths, in contrast with institutional presidents with traditional career backgrounds, by faculty and members of boards of trustees. Understanding these constituents' perceptions of institutional presidents' leadership approaches is important because these are the constituent groups that exert the most influence on an individual's ability to secure and hold an institutional presidency (Birnbaum, 1992; Fisher & Koch, 1996).

This research also will contribute to the limited existing research on institutional presidents (Risacher, 2004; Fleming, 2010), and it will be one of an even smaller number of

studies to compare the perceived leadership approach effectiveness of academic and non-academic institutional presidencies (Risacher, 2004).

Definition of Terms

Traditional career path of an institutional president – A traditional career path of institutional presidents begins in a faculty position, then moves into academic administration, and typically culminates in provost or CAO prior to attaining an institutional presidency (Birnbaum & Umbach, 2001; Hatley & Godin, 2009; Wessel & Keim, 1994).

Non-traditional career path of an institutional president – Institutional presidents who did not follow the aforementioned traditional academic career path, but whose experience instead comes from non-academic administration, fundraising, the private sector, military, or politics (Birnbaum & Umbach, 2001; Wessel & Keim, 1994).

Leadership approach - The manner in which an institutional president exerts his/her influence on their constituents, similar to the concept of "operating style" (Fisher et al., 1988, p. 5) which was used to develop the indices that comprise the Fisher/Tack Effective Leadership Inventory.

Perceived presidential leadership – An institutional president's leadership, in this study, means positive human relations, social reference, confidence, and image as viewed through the lens of the items on the Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988), which is discussed in Chapter Three, as well as the extent to which a president is viewed as devoting expected time performing typical institutional president responsibilities.

Faculty – Members of an institution of higher education whose primary work responsibilities include classroom instruction (Flemming, 2010; Fujita, 1994).

Trustees – Members of an institution's governing board who are appointed to serve on its board of directors (Fujita, 1994; McGoey, 2007; Michael et al., 2001).

Delimitations and Limitations

The present study intentionally focuses only on how trustees and faculty perceive the leadership approach of institutional presidents at both public and private, four-year colleges and universities in the United States, as well as the self-perceptions of the presidents themselves. Therefore, the results of this study cannot be generalized to institutional presidents at community colleges, professional schools, or institutions outside of the United States. The present study is also limited as it looks only at the *perceptions* of leadership approach, which are subjective rather than, objective measures of leadership and therefore does not address performance outcomes of institutional presidents.

Researcher Standpoint

The idea for this study was born out of personal experience, during a search for an institutional president at a regional comprehensive university where I worked as a Student Affairs professional. Three of the five finalists in that search were chief student affairs officers, one was a sitting provost, and the other was a dean of continuing education. Following each candidate's campus visit, I had the opportunity to interact with faculty members and compare impressions of each candidate. The faculty members with whom I interacted were quite clear that they did not believe that a candidate with a non-traditional career path could be an effective president, as he/she could not understand what it is like to teach in the classroom, conduct research, and/or to go through the tenure and promotion process. Ultimately, the search committee (consisting of three trustees, three faculty members, two deans, one director, one foundation representative, one staff member, and the current institutional president) selected one

of the non-traditional candidates to be president. I began to wonder what, if any, impact that individual's non-traditional career path would have on the new president's perceived effectiveness in the position and if this is an issue for other institutional presidents who have not had traditional career paths prior to assuming an institutional presidency. Because the faculty and trustees are the key constituent groups that drive decisions related to the renewal or non-renewal of an institutional president's services, and given my prior conversations with faculty about our search, I developed this study using a post-positivist research approach, which is one that attempts to create an explanation of the social phenomena based on experiences and observation (O'Leary, 2007). I chose to investigate the extent to which the traditional versus non-traditional career paths relate to those constituents' perceptions of the effectiveness of their institution's president's leadership approach; I also include in the study the self-perceptions of institutional presidents themselves to see how their perception of their leadership compares with the perceptions of those two constituent groups. Significant discrepancies between a president's own perception of his or her effectiveness and the perceptions of faculty and trustee constituent groups could signal problems associated with risk of turnover and help to explain why the average tenure of an institutional president has decreased from over 15 years prior to 1965 (Davis & Davis, 1999) to just seven years in 2011 (Cook & Kim, 2012). Finally, I also examine the perceptions of trustees, faculty, and presidents themselves about how institutional presidents should and actually do spend their time and compare those perceptions by presidential career path. This allows me to explore further potential discrepancies in perceptions of leadership. Such discrepancies might illuminate the basis for differences in assessments of presidents.

CHAPTER TWO

LITERATURE REVIEW

Over the past 375 years higher education in the United States has experienced an ongoing evolution. Historically, individuals rising to the rank of institutional president came almost exclusively through a career path that began as faculty member and ran through the provost's office (Cook & Kim, 2012; Hartley & Godin, 2009; Song & Hartley, 2012; Wessel & Keim, 1994). Over the past several decades, the presidency has evolved into more of a chief administrative officer, as opposed to a CAO. This change in the nature of the position has led to a decrease in the number of CAOs/provosts aspiring to the institutional presidency (Eckel, Cook, & King, 2009; Hartley & Godin, 2009). Although the number of CAOs aspiring to the presidency has declined, institutions are still in need of leaders. Individuals who have a taken non-traditional career path to the institutional presidency (Cook & Kim, 2012; Hammond, 2013) are filling that leadership vacuum.

Although this influx of non-traditional presidents is in relative infancy, this change in institutional leadership in higher education will inevitably have consequences for both leaders and constituents alike. Presidents who have non-traditional career paths to an institutional presidency may be perceived differently by key constituents than presidents with conventional academic backgrounds. Thus, there may be differences in perceptions of the effectiveness of their leadership approach. This study seeks to expand the existing knowledge about the perceptions of the effectiveness of institutional presidents' leadership approach. Specifically, it explores potential differences in perceptions among faculty, trustees, and president self-perceptions controlling for the traditional or non-traditional career path of institutional presidents.

The Role of Institutional Presidents in American Higher Education: A Brief History

As the purpose, organization, and structure of institutions of higher education in America have changed, the expectations placed on them have also evolved. The genesis of higher education in the United States occurred during the colonial period, with the founding of Harvard College in 1636 (Harvard University, n.d.; Rudolph, 1990; Thelin, 1996). At that time, higher education in England was "…primarily for the elite, intellectually and/or financially, who were being groomed for ecclesiastical and political leadership. They were provided a classical liberal arts education with little science and much orthodox theology" (Carpenter, 1996, p. 15). The British method of organizing higher education, commonly referred to as the "Oxbridge model," significantly departed from those universities that came before them in that its overarching purpose was not simply the development of scholars, but the shaping of the character of their students in a residential setting (Thelin, 1996). Given its roots as a British colony, early American institutions adopting similar academic traditions and organizational structures should come as no surprise. Life on colonial American college campuses was characterized by:

> …tensions between students and faculty. Indeed, the residential college was as much a recipe for conflict as for harmony, with riots and student revolts frequently triggered by numerous consumer complaints ranging from bad food in the dining commons to dissatisfaction with the curriculum. (Thelin, 1996, p. 6)

Eight additional colleges were founded in the period between the founding of Harvard and the Revolutionary War (Rudolph, 1990; Thelin, 1996).

In the mid to late 1800s, several developments transformed higher education in the United States from the "Oxbridge" model to a distinctly American form. The passage of the Morrill Land Grant Act of 1862 led to the development of publicly supported land grant

institutions whose curriculums extended beyond the classical liberal arts tradition to include

practical education in agricultural and mechanical fields (Rentz, 1996; Rudolph, 1990; Thelin,

1996). The founding of Johns Hopkins University in 1876 marked another significant moment in

American higher education as it signaled the introduction of the German model of higher

education in the United States (Brazzell, 1996; Rudolph, 1990). This new model focused

primarily on the discovery of new knowledge through an emphasis on research and scholarship

leading to the conferring of advanced degrees, which was a radical shift in higher education

(Brazzell, 1996; Rudolph, 1990). Together, these developments helped to increase access to

higher education and shift the focus from the "…rigorous education of the 'gentleman scholar…'

(Thelin, 1996, p. 7) to the creation of "practical branches of knowledge" (Brazzell, 1996, p. 45).

The changes in the size of institutions and scope of their educational offerings saw the

institutional presidency move beyond being that of a mere headmaster to a role requiring greater

skill in managing the affairs of a complex organization.

Over the last 150 years, higher education in the United States has continued to evolve in

response to social, legal, and technological pressures; changes; and advancements. Following the

end of World War II, the Serviceman's Readjustment Act of 1944 (popularly known as "the G.I.

Bill") further increased access to higher education by providing the nation's veterans with

financial assistance to attend college (Nuss, 1996; Thelin, 1996). A variety of additional federal

legislation (Title VI of the Civil Rights of 1964, Title IX of the Education Amendments of 1972,

Section 504 of the Rehabilitation Act of 1973, The Drug Free Schools & Communities Act, the

Americans with Disabilities Act of 1990 and the subsequent amendments to the Higher

Education Act of 1965) all worked to reduce discrimination and promote increased access to

higher education by linking compliance to eligibility for federal funding (Nuss, 1996). The

intercollegiate athletics "arms race" (Stafford, 2010), the emergence of on-line education and

institutions, and drastic regional shifts in the projected number of high school graduates

(Almanac of Higher Education, 2010) all have driven not only the future evolution of American

higher education, but also the future roles and expectations placed on institutional presidents.

1800s
The faculty member
College presidents are mostly clergy who split their time between running the institution and teaching. They are seen as the common man around campus, like Webster Merrifield at the University of North Dakota, who often uses his own bank account as an interest-free student loan fund.

1900–1944
The administrator
As colleges turn into more complex institutions, boards begin to search for managers to run the campuses. As Rutherford B. Hayes, a member of the Ohio State University board, puts it, "we are looking for a man of business training, a man of affairs, and a great administrator."[5] Presidents begin to see their role more as a profession and adopt an informal presidents' club among their counterparts.

1945–1975
The builder
After World War II and the passage of the GI Bill, a surge in student enrollment requires presidents to build bigger and more formal administrative structures. An influx of new dollars through federal science research and student aid allows presidents to expand both the physical plant and academic offerings of their institutions to unprecedented levels.

1976–2008
The accountant
Federal and state financing of higher education begins a slow shift from student grants to loans on the federal level and smaller direct appropriations on the state level. So presidents become fiscal agents of their institutions, focusing much more on fundraising, building new revenue streams, and searching for partnerships to share increasing costs.

2009–present
The multidisciplinarian
Higher education faces a multitude of challenges —growing inequality among students and institutions, technology changing the world of learning and work, and fiscal constraints from governments—requiring multidimensional leaders who can build and navigate academic disciplines, institutions, and outside partnerships.

Figure 2. The evolution of the college presidency. Reprinted from *Pathways to the university presidency: The future of higher education leadership* (p. 4) by J. J. Selingo, S. Cheng, and C. Clark, 2017, Dallas, TX: Deloitte University Press. Copyright 2017 by the Deloitte Development LLC.

Legitimacy and the Institutional President

Legitimacy is a social construct whereby group members collectively share values,

norms, performance expectations, and cultural beliefs about the source and use of power, as well

as the allocation of resources by those in higher social positions (Berger & Fisek, 1970; Berger,

Ridgeway, Fisek, & Norman, 1998; Birnbaum, 1992). According to Weber (1946/1972; 1947),

claims of legitimacy generally are made on one of the following grounds: rational, traditional, or charismatic. Weber (1946/1972) elaborated on these types of legitimating authority:

1. Rational grounds – resting on a belief in the legality of enacted rules and the right of those elevated to authority under such rules to issue commands (legal authority).

2. Traditional grounds – resting on an established belief in the sanctity of immemorial traditions and the legitimacy of those exercising authority under them (traditional authority); or finally,

3. Charismatic grounds – resting on devotion to the exceptional sanctity, heroism or exemplary character of an individual person, and of traditional patterns or order revealed or ordained by him (charismatic authority). (p. 328)

Legal Authority

In the preface to their book, *The Effective College President*, Fisher and colleagues. (1988) lamented, "The college president. A former professor who presides at convocation and faculty meetings, raises money, and creates few waves – a kind of elevated Mr. Chips. This might have been the profile of a college president once, but no more" (p. vii). The role of the institutional president has changed dramatically over the past several decades as institutions of higher education have become more complex, bureaucratic organizations. According to Weber (1946/1972), bureaucracies are characterized by the fulfillment of specific roles and duties; hierarchy; work products that are maintained and owned by the organization, not the individual; individuals possessing specific qualifications in order to hold a position in the organization; and stability through the adherence to clearly defined rules and responsibilities. Positions within a bureaucracy tend to be vocational in nature and are desirable for the social esteem, stable income, and opportunities for advancement they provide office holders (Weber, 1946/1972).

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Although the term "bureaucracy" can conjure up negative images of red tape and waste, for the purpose of this study, it is simply meant to refer to an organizational structure that is "…designed to accomplish large-scale administrative tasks by systematically coordinating the work of many individuals (Blau, 1956, p. 14). As the organizational chart from Penn State (Figure 3) illustrates, institutions of higher education are bureaucratic organizations as described by Weber (1946/1972). The lines on the chart are visual representations of the lines of authority that exist within the organization. The inclusion and location of each office/department signifies its importance and the importance of the specific functions they perform. Each office/department follows standard operating procedures and the positions within each office/department have job descriptions that allow for consistency in operation amidst personnel turnover, provided that the incumbent possesses minimal technical skills (Brinbaum, 1988).
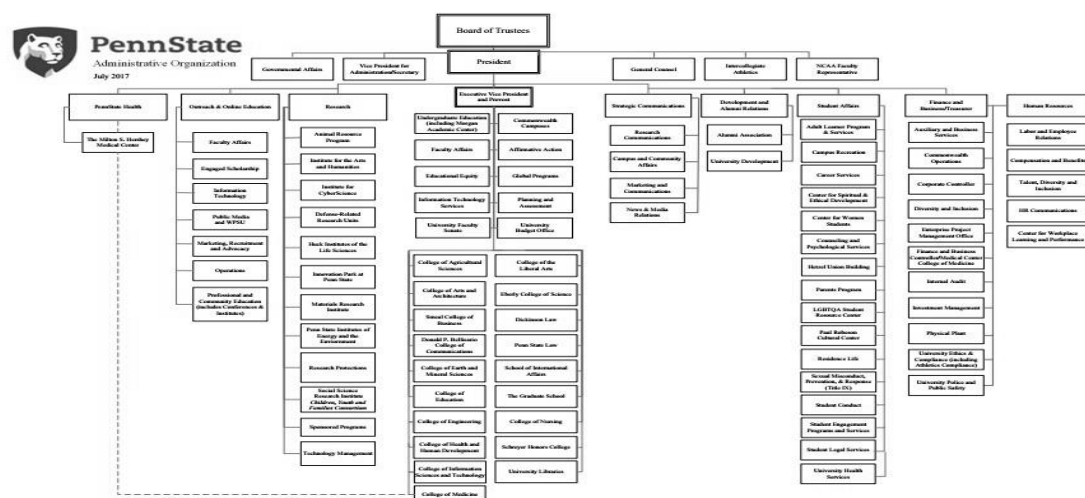
Figure 3. Penn State University organizational chart. Retrieved from: https://sites.psu.edu/provost/files/2017/07/Organizational-Chart-Administrative-July-2017-16f69ik.pdf

Being viewed as a legitimate claimant to the institutional presidency is the first step toward being viewed as an effective president. Within the context of higher education, the agent of selection (Read, 1974) with the ultimate authority to appoint an institutional president,

following a predetermined search process, is the institution's board of trustees or, in the case of

some public institutions who belong to a state system, the state's board of governors/regents

and/or chancellor. Provided the selection process is viewed as valid by the rest of the institution's

constituents, the successful candidate should be able to assume the institutional presidency

steeped in the legal authority inherent in the office (Birnbaum, 1992). However, concerns

regarding the process employed by the agent of selection can negatively impact the perceived

legal authority of a new institutional president, as the subordinates do not view the appointment

of the candidate as legitimate (Birnbaum, 1988, 1992; Read, 1974; Zelditch, 2001). Take, for

example, the case of John E. Thrasher at Florida State University (FSU). Mr. Thrasher, a

powerful and long serving member of the Florida State Senate, was appointed to the FSU

presidency through a process that initially saw him as the only candidate the board planned on

interviewing, despite the fact he had no experience working in higher education and did not meet

the stated qualifications for the position (Schmidt, 2014). One graduate student quoted in a news

story in *The Chronicle of Higher Education* said that many people will, "…have zero respect for

this presidency" (Schmidt, 2014, para. 18). This sentiment echoes Birnbaum's (1992) contention

that, when followers question the validity of the selection process, they are less likely to believe

that the president's legal authority has been properly conferred, which inherently increases the

risk that he/she will not be perceived as a legitimate or effective president; this judgement can

increase the chances of a failed presidency.

Traditional Authority

The relative stability of bureaucratic systems, such as institutions of higher education, is

what makes traditional authority possible (Weber, 1946/1972). In such organizations, norms,

authority structures, procedures, and reward systems are so well established, that individual

actions outside of the status quo, or attempts to change it, are met with tension and dissatisfaction (Birnbaum, 1988; Johnson et al., 2006). With respect to the institutional presidency, the traditional career path to the position had, almost exclusively, begun as faculty member and progressed through the CAO/ Provost's office (Cook & Kim, 2012; Hartley & Godin, 2009; Song & Hartley, 2012; Wessel & Keim, 1994). However, as the nature and roles of the institutional presidency have changed (Birnbaum, 1992; Cohen & March, 1986; Cook & Kim, 2012; Ekman, 2010b; Fisher & Koch, 1996; Fleming, 2010; Risacher, 2004; Trombley, 2007), the number of traditional career path candidates seeking the presidency has declined (Cejda & Rewey, 2001; Eckel, et al., 2009; Hammond, 2013; Hartley & Godin, 2010; Monks, 2012), which is likely to erode the traditional authority of the office. We turn once again to Mr. Thrasher's impending presidency. In addition to concerns about the board's selection process:

> The Faculty Senate this month passed a resolution calling on the search committee not to recommend Mr. Thrasher as a candidate and the board not to appoint him as president. The resolution, subsequently endorsed by the executive council of the university's faculty union, said Mr. Thrasher "lacks the stated qualifications required for the position," which the other finalists possessed. (Schmidt, 2014, para. 11)

Although Mr. Thrasher was installed as Florida State's 15th president, the action of the FSU Faculty Senate is in line with the obligations of faculty as outlined by Birnbaum (1992):

> Faculty are obligated to judge whether the missions of the creation and dissemination of knowledge are being honored, whether a president is appropriately concerned with curriculum and student development, whether essential conditions for academic work are maintained, whether the president operates in a manner consistent with a collegial

community. Faculty support is based in part on their perception of the president's

effectiveness as the institution's chief academic officer. (p. 58)

Even if the afore-mentioned concerns about the search process were absent, one could still

reasonably deduce that Mr. Thrasher's traditional authority would still be compromised, at least

in the eyes of the faculty, as he does not fit the traditional profile of an institutional president.

Charismatic Authority

The final type of authority that an institutional president may exercise in an effort to be

viewed as a legitimate claimant to the office is charismatic authority (Weber, 1946/1972). The

concept of charismatic authority tends to conjure up the image of a magical, mystical, cult-like

leader who can solve all their followers' problems (Bornstein, 2003; Fisher & Koch, 1996).

Aside from these negative connotations, charismatic authority can also refer to individuals whose

image, reputation, and presence inspire excitement, trust, and confidence in their followers

(Birnbaum, 1992; Fisher & Koch, 1996). According to Ronald Riggio, professor of leadership

and organizational psychology at Claremont McKenna College, "…while a president who

possesses charm with little depth or empathy can be a bad leader, those who mix charm with

intelligence, strategic thinking, smart hiring, and good crisis-management skills are the

'superstars'" (cited in Fain & Masterson, 2010, p. A1). In order for an institutional president to

credibly exercise charismatic authority, his or her actions and behaviors must be viewed as

authentic by their followers (Birnbaum, 1992; Fain & Masterson, 2010; Fisher & Koch, 1996).

Therefore, if leadership is, as Northouse (2007) asserted, "…a process whereby an individual

influences a group of individuals to achieve a common goal" (p. 3), then the quest for legitimacy

relies heavily on how an institutional president exercises his or her personal power, which is the

power that is "…ascribed to them based on how they are seen in their relationships with others"

(Northouse, 2007, p. 7). In this context, charismatic authority can be an asset in an institutional president's efforts to be seen as both legitimate and effective.

As previously discussed, being viewed as a legitimate claimant to the institutional presidency is a critical piece of the puzzle that forms the picture of their effectiveness in office. However, understanding what the presidency means to various institutional constituent groups is also important in determining how they will judge the effectiveness of the office holder. Fujita (1994) noted that a good president must "…have vision, be a moral leader, a risk taker, a political realist, an educator – in effect, [be] all things to all people" (p. 75). As the public face of an institution, the presidency has great symbolic value to an institution's many constituents and the interpretation of what that symbol means varies within and across constituent groups. Nason (1979) observed that "…the president is symbolically, if not actually, responsible for all that happens to and within the institution, [consequently] his or her performance in office becomes the target of critical scrutiny" (as cited in Fleming, 2010, p. 252). This notion of institutional president as symbol helps us to understand how perceptions of effectiveness are shaped by constituent expectations, as these expectations are based in large part on the traditional culture of their position or institution. Because the perception of an institutional president's effectiveness happens at the individual constituent level, ensuring positive relationships with constituents is an aspect of institutional leadership that the literature indicates is a key component of perceived presidential effectiveness (Birnbaum, 1992; Flawn, 1990; Fleming, 2010; Fisher & Koch, 1996; Fujita, 1994; McGoey, 2007; Michael, et al., 2001; Trombley, 2007). Given the importance that has been attributed to traditional behavior and expectation fulfillment in the literature, symbolic interactionism can be a useful framework to help to explain how perceptions are formed when these groups interact with one another.

According to Blumer (1969), Symbolic Interactionism has three basic premises:

(1) …human beings act toward things on the basis of the meanings that the things have for them;

(2) …the meaning of such things is derived from, or arises out of, the social interaction that one has with one's fellows;

(3) …these meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he encounters (p. 2).

Interpretation is a key component of symbolic interactionism as individuals make judgments regarding the actions of others based on the meaning they attribute to that behavior. As such, "their 'response' is not made directly to the actions of one another but is instead based on the meaning which they attach to such actions" (Blumer, 1969, p. 70). Therefore, because the nature of the institutional presidency has become more complex (Fleming, 2010; Michael, et al., 2001; Risacher, 2004), members of different constituent groups tend to have different expectations for, as well as interpretations of, the president's execution of their duties. During the past decade, the traditional academic career path has remained the primary path to the institutional presidency, averaging 44% of office holders (American Council on Education, 2017). Similarly, during that time period, non-traditional career path institutional presidents have averaged 31% of office holders (American Council on Education, 2017). Within that sub-set of presidents, the percentage of those who come from other senior executive positions from within higher education and those who come from outside of higher education have fluctuated from lows of 12-14% to highs of 17-20% (American Council on Higher Education, 2017), respectively. The change in the nature of the position, coupled with the ever-shifting backgrounds of those aspiring

to the position, may be perceived by some constituents as a threat to their traditional expectations (Fleming, 2010).

Because legitimacy depends on the perceptions of those being influenced, there is no guarantee that legitimate authority will be maintained once conferred. However, as long as an institutional president acts in a manner consistent with the beliefs, norms, values, and culture of their institution, and does not abuse their positional power, he/she should be able to maintain their legitimate authority (Read, 1974) and increase the likelihood that he/she will be perceived as an effective president.

Role Theory

What should an institutional president do and how should he/she act? These questions are at the heart of the present study and, while Role Theory cannot answer them definitively, this theory provides a useful framework for understanding how answers to these questions are formulated. In organizations, different members have different expectations placed on them based on the position they occupy within the group (Turner, 2001). However, in the context of this theory, the term *role* does not refer to the status an individual occupies, but rather speaks to the behaviors which are deemed appropriate to specific situations (Turner, 1956, 2001). Therefore, "role players are guided by a set of expectations that are either internalized or experienced from external sources, or both, and are judged and judge themselves according to how they conform to the expectations" (Turner, 2001, p. 234).

These varying expectations, known as *role sets*, sometimes lead to conflicting expectations as to the appropriate conduct (Merton, 1938) of role players by those interacting with them. Within the context of an organization, a role player's actions are judged by a variety of constituents through a process known as *role taking*. According to Turner (1956), role taking

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is "…a process of looking at or anticipating another's behavior by viewing it in the context of a role imputed to that other" (p. 316). Role taking can be achieved either through inference, whereby one starts by "…observing some behavior of the other and then inferring the total role of which that behavior is assumed to be a part" (Turner, 1956, p. 318); or through projection, where one interprets appropriated behavior based on prior interactions with individuals occupying a similar position or based on how they believe they, themselves, would act in a similar situation (Turner, 1956).

The complex and hierarchical structure of organizations, such as institutions of higher education, virtually guarantee the presence of *intrarole conflict* (Turner, 2001). As Turner (2001) explained:

> Intrarole conflict also occurs because roles often incorporate multiple functions. While limited time and resources often preclude equal attention to all functions, the effective performance of one function may undermined the performance of another function, requiring ideally a delicate balance in executing the role. (p. 243)

This conflict results because the role player's actions deviate from the role taker's expectation.

Expectation States Theory

Rooted in Symbolic Interactionism, Expectation States Theory is closely related to theories of legitimacy and explores how legitimate authority is conferred by group members based on differentiating status characteristics, which create differential performance expectations and result in inequalities of power and prestige (Berger, Cohen, & Zelditch, 1972; Berger & Zelditch, 1985; Correll & Ridgeway, 2003; Ridgeway & Correll, 2006). Power and prestige orders are formed in groups based on assumptions that members make about the status characteristics of one another. According to Berger and colleagues (1972) there are two kinds of

status assumptions, "…those dealing with specific attributes relevant in the interaction situation and those dealing with generally useful capacities" (p. 242). According to Correll and Ridgeway (2003), status characteristics are:

> …attributes on which people differ (e.g., gender, computer expertise) and for which there are widely held beliefs in the culture associating greater social worthiness and competence with one category of the attribute (men, computer expert) than another (women, computer novice). Status characteristics can be either *specific* or *diffuse.* Specific status characteristics, such as computer expertise, carry cultural expectations for competence at limited, well-defined range of tasks and, consequently, only impact the formation of performance expectations in this limited range of settings. Diffuse status characteristics, on the other hand, carry very general expectations for competence, in addition to specific expectations for greater or lesser competence at particular tasks. They affect performance expectations across a wide range of settings. (p. 32)

Status assumptions influence whether or not members are perceived as qualified/capable and given action opportunities. Individuals who are viewed as having lower status characteristics are given fewer action opportunities which, in turn, lessens the likelihood that they will be able to positively contribute to the group's performance output, thereby reducing their level of reward (Berger et al., 1972; Berger & Zelditch, 1985).

In the context of the institutional presidency, career path represents a specific status characteristic. Depending on the constituent group (i.e. faculty or trustees), the nature of a president's previous work experience can evoke different interpretations about an individual's level of expertise and overall qualification to hold the position. Characteristics such as gender, race/ethnicity, and sexual orientation are diffuse statuses. Perceptions related to the impact that

these status characteristics have on perceptions of an individual's level of competence are not necessarily constrained by constituent group membership, but rather by how they play out across broader societal contexts (Berger, et al., 1998; Knottnerus & Greenstein, 1981).

According to Broad and Ferguson's (2012), study of college and university presidents (See Table 2 below), the typical institutional president in the United States is a white man in his early sixties. He is married, has earned a doctorate, has served as a chief academic officer, and has been a faculty member. Despite the fact that 43% of university presidents in Broad and Ferguson's study made the transition to the institutional presidency from another senior executive position within higher education (23%) or from a position outside of higher education (20%), 34% of respondents served as CAOs/provosts prior to ascending to the presidency, making that position the single most common entry point to the institutional presidency (Broad & Ferguson, 2012). Additionally, the overwhelming majority of respondents, 70%, reported serving as a faculty member at some point in their career, spending an average of seven years in a faculty role (Broad & Ferguson, 2012).

Table 2

Characteristics of Presidents: 2011 and 2006

	2011 Percent	2006 Percent
Demographics		
Women	24.6	23.0
Minority	12.6	13.6
Currently married	85.0	83.2
Has children	85.3	85.7
Education		
Has Ph.D. or Ed.D.	76.8	75.0
Has formal religious training	*	31.3
Presidents' top three fields of study		
Education of higher education	37.7	43.0
Social sciences	11.9	13.8
Humanities	14.2	13.7
	2011 Percent	2006 Percent
Career History		
Prior position		
President/CEO	19.5	21.4
Chief academic officer	34.0	31.4
Senior executive	22.5	29.6
Outside higher education	11.4	13.1
Never been a faculty member	30.4	31.1
Ever worked outside of higher education	47.8	63.0
	Average	**Average**
Age (in years)	60.7	59.9
Years in present job	7.0	18.4
Years in prior position	*	6.7
Years as full-time faculty	*	8.2

Note. * Data were not collected, or were collected in a non-comparable format, in the 2011 survey. Reprinted from *The American College President* (p. 5), by B. Cook and Y. Kim, 2012, Washington DC: American Council on Education. Copyright 2012 by the American Council on Education.

Characteristics such as race, gender, occupation, and age can significantly influence a person's access to, participation in, and status within organizations (Correll & Ridgeway, 2003). However, the local context within which the inter-category encounters occur that determine the performance expectation of status beliefs (Ridgeway & Correll, 2006). Therefore, the status characteristic of having a non-traditional career path to the institutional presidency may impact how effective non-traditional presidents are perceived on their individual campuses.

Northouse (2007) defined leadership as "…a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). The recognition of leadership as a process acknowledges that leaders and followers affect one another as they work toward the accomplishment of organizational goals (Northouse, 2007). When presidential leadership is viewed through this lens:

> …what a president does is less important than how others *interpret* presidential behavior. Presidents may act in a certain way in order to influence others; however, if there is little or no congruence between what presidents do and how others see them, their actions may not have the intended consequences. (Bensimon, 1990, p. 72)

Therefore, constituent perceptions of their institutional president's leadership are important and can have real and significant impacts on their respective campuses (Fujita, 1994).

Trustees and faculty represent the two most important constituent groups of institutional presidents (Bensimon, 1990; Birnbaum, 1988; Fisher & Koch, 1996; Fleming, 2010; Fujita, 1994; McGoey, 2007; Michael, et al., 2001). In keeping with role theory and expectation states theory, the extent to which these group's beliefs about what a president should do and actually do agree will help to explain how favorably they perceive the president's leadership. This sentiment is reflected in the study's first hypothesis:

H$_1$: The leadership approach of institutional presidents with a traditional career path

will be perceived more positively by constituents (trustees and faculty) than that

of non-traditional career path presidents.

Research on Institutional President Leadership

The Effective College President

In their groundbreaking study *The Effective College President*, Fisher, Tack and Wheeler

(1988) sought to determine what approaches to leadership (attitudes and behaviors) make a

college president effective. Fisher and colleagues conducted a comprehensive four-phase study

of institutional presidents. First, to identify their research population, they asked 485 associates

and qualified observers each to identify five individuals whom they deemed to be among the

most effective institutional presidents in the country at the time. So as not to limit nominations or

insert bias, the researchers decided not to include a specific definition of effectiveness when

soliciting nominations. Beginning with a list of 2,800 eligible institutional presidents at that time,

their process yielded 412 individuals identified as "effective presidents" by their expert

informants. Out of the remaining 2,388 presidents, Fisher and colleagues developed a stratified

random sample of 412 "representative presidents" to serve as a comparison group. Next, they

worked to develop a leadership inventory instrument to help identify the attitudes and behaviors

that enhance perceived presidential effectiveness. The pilot instrument was a questionnaire

measuring 20 leadership attitude and approach factors with 109 items. They sent it to a stratified

random sample of 400 presidents from the 1984 *Higher Education Directory* (Fisher et al., 1988,

p. 13). After a first round of data collection, through factor analysis, the instrument was refined

to five factors measured by 40 items. The five factors were: management, human relations,

image, social reference, and confidence (Fisher et al., 1988). Then, in Phase III of their research,

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they interviewed 18 of the presidents most frequently identified as "effective" in Phase I of their study. These presidents were selected based on "…the frequency of their nomination in Phase I of the study, as well as by the sector of higher education they represented" (Fisher et al., 1988, p. 17). This group consisted of five presidents from 4-year public institutions, five presidents from 4-year private institutions, five presidents from 2-year public institutions, and three presidents from 2-year private institutions, 17 of whom where male and 1 who was female (Fisher et al., 1988). Their interview questions focused on "…the role of the president and the board of trustees, personal habits, and thoughts about what made the individual effective as president" (Fisher et al., 1988, p. 17), and this information was used to develop a profile of presidential effectiveness.

After analyzing their data and comparing the responses of effective presidents to representative presidents, Fisher and colleagues (1988) found no statistically significant differences in the responses of the two groups within the human relations and image factors. They attributed this finding to the belief that "…both effective and representative presidents recognize the importance of having good interpersonal skills and of maintaining an image appropriate to the office" (Fisher et al., 1988, p. 67). There were, however, statistically significant differences between effective presidents to representative presidents found in the remaining three factors, which are discussed below.

Management. Effective presidents are hard-working, calculated risk takers who value having the respect of those they lead over simply being liked. Fisher and coauthors (1988) specifically noted that effective presidents "…understand, and even appreciate, the collegial atmosphere but recognize that the institution cannot achieve its mission unless the CEO makes hard decisions based on logic rather than concerns about campus politics" (p. 68). To that end,

effective presidents are more supportive of organizational flexibility, creative dissonance, and the concept of merit pay than their representative peers. Effective presidents are also less likely to rely on consensus when making decisions and are less likely to speak spontaneously than their representative peers.

Social reference. While the collegial culture remains dominant on college and university campuses (Bergquist & Pawlak, 2008), Fisher and colleagues' (1988) research found that effective institutional presidents are less likely to be engaged in close collegial relationships than their representative counterparts. This is not to say that institutional presidents do not develop strong working relationships with key members of their institutional community; these presidents are just more concerned with achieving results that will advance institutional goals as opposed to making decisions that will be popular (Fisher et al., 1988). One aspect of social reference that appears to be missing from effective institutional presidents is "a dress for success attitude" (Fisher et al., 1988, p. 74). Although image is important, effective institutional presidents were more concerned with making decisions that lead to institutional progress than being perceived as dressing or appearing well to others.

Confidence. Effective institutional presidents do not shy away from making decisions (Fisher et al., 1988). That is not to say that they are not concerned with constituent feedback, however. Effective institutional presidents convene committees to gain such feedback, rather than to deflect the responsibility for making and/or delaying a decision (Fisher et al., 1988). Additionally, Fisher et al. (1988) found, "effective presidents sacrifice immediate gains and even short-term institutional recognition for long-term societal improvement" (p. 76). This finding suggests that effective presidents' confidence stems from their commitment to higher education, as an enterprise, rather than to a particular institution.

Based on their overall findings, Fisher and colleagues (1988) noted that there are "…statistically significant differences between effective and representative presidents in over a dozen areas, and there are definite patterns in several others" (p. 103). They described effective presidents as those who tend to be:

- Less collegial and more distant

- Less likely to be spontaneous in speech and actions

- Less restricted by organizational structure or by the consensus of those to be led

- Less likely to appear to make decisions easily

- More confident

- More inclined to rely on gaining respect than on being liked

- More inclined to take calculated risks

- More committed to an ideal or a vision than to an institution

- More inclined to work long hours

- More supportive of the controversial concept of merit pay

- More interested in encouraging people to think differently and creatively

- More likely to be concerned about higher education in general than with one institution (Fisher et al., 1988, p. 111)

They concluded that their results "…defy traditional wisdom about the college presidency. In general, effective presidents are not the collegial prototype. They are strong, action-oriented visionaries who act out of educated intuition" (Fisher et al., 1988, p. 111). However, of significant interest to this present study are Fisher and colleagues' (1988) claim that "although there are some differences in personal background, fortunately most of the variances occur in the areas that an individual can control…" (p. 103). They attribute those variances in "personal

background" to "…type of degree earned and the emphasis placed on scholarly activity..." (Fisher et al., 1988, p.103). They do not, however, include career path as an attribute of "personal background" in their study, which is the primary focus of this study.

Fisher and colleagues' (1988) work approaches presidential leadership from a skills perspective (Katz, 1955; Northouse, 2007), with an emphasis on conceptual and human skills. Conceptual skills refer to the ability to work with ideas and see the interrelationships between various components of complex organizations (Katz, 1955; Northouse, 2007). Human skills, quite simply, refer to the ability to work with people (Katz, 1955; Northouse, 2007). The skills leadership approach can be a useful lens for examining if institutional presidents exercise their authority in a manner consistent with the expectations their constituents have for someone in that position.

Institutional President Leadership Research Beyond the Effective College President

Beyond Fisher et al (1988), the literature related to institutional presidential leadership can be organized into studies that reflect the point of view of institutional presidents themselves, trustees, faculty, and other constituent groups including, but not limited to, senior administrators and student leaders. These studies reflect a variety of methods for investigating institutional presidential leadership.

Presidential Frame Analysis

Bensimon's (1989) qualitative frame analysis sought to explore how sitting institutional presidents define "good presidential leadership" (p. 112). Participant responses were analyzed in the context of Bolman & Deal's (1984, as cited in Bensimon, 1989) four cognitive frames for understanding organizational behavior: the Bureaucratic, whereby institutional presidents are "…likely to emphasize their role in making decisions, getting results, and establishing systems of

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management" (p. 109); the Collegial, where institutional presidents "…seek participative, democratic decision making and strive to meet people's needs and help them realize their aspirations" (p. 109); the Political, through which "[d]ecisions result from bargaining, influencing, and coalition building" (p. 109); and the Symbolic, in which institutional presidents are "…primarily catalysts or facilitators of an ongoing process" (p. 110).

Bensimon (1989) conducted 32 on-site, semi-structured interviews with institutional presidents whose institutions were part of the Institutional Leadership Project (ILP), a five-year longitudinal study conducted by the National Center for Postsecondary Governance and Finance. During Bensimon's review of interview responses, she classified institutional presidents' responses based on the number of frames they referenced when describing good presidential leadership. Those presidents whose descriptions of good leadership that were linked with only one frame were considered to use single frame theories, while those whose response coupled two frames were deemed to use paired-frame theories, and those whose responses incorporated three or four frames were said to employ multi-frame theories of leadership (Bensimon, 1989).

Although the frame orientation varied by subjects, Bensimon (1989) found that 13 of her 32 subjects (41 percent) espoused a single frame orientation. While all four frames were represented among these responses, the Bureaucratic orientation was most frequently described by those with a single frame orientation, followed by Collegial, then Symbolic, and finally Political. Further analysis revealed that single frame presidents tended to be those individuals who had been in office three or fewer years. Individuals exhibiting a paired frame orientation accounted for 34% of her subjects. The Collegial/Symbolic pairing was the most described paired frame orientation, followed by Collegial/Political, Political/Symbolic, and finally Bureaucratic/Political. None of the paired frame respondents indicated either a

Bureaucratic/Collegial or a Bureaucratic/Symbolic frame orientation. According to Bensimon (1989), when the paired frame orientation was espoused, one frame provides "…a global definition of what it means to be a good presidential leader, while more concrete explanations, elaborations, or clarifications are provided through the second frame" (p. 114). The remaining 25% of her subjects espoused a multi-frame orientation, utilizing at least three of the four frames in their responses. The Collegial/Political/Symbolic orientation was the most common of the multi-frame orientations, followed by the Bureaucratic/Collegial/Political orientation. Only one subject described good leadership using all four frames. Bensimon noted that multi-frame orientations were found, almost exclusively, in institutional presidents who had been in office five or more years and/or new presidents who had previously served as president at a different institution. Acknowledging the complexity of modern institutions of higher education, she asserted that presidents espousing a single frame orientation may be less effective in their role than those with dual or multi-frame orientations, as they be less able to recognize and adapt to change because "…their espoused leadership theories reflect normative perception the presidential role rather than their own experiences" (Bensimon, 1989, p. 120).

Although there are some thematic similarities between Bensimon's (1989) frames and individual items within Fisher and colleagues' (1988) factors (i.e. the Bureaucratic frame and Item 27 *Believes in organizational structure*; the Collegial frame and Item 38 *Believes in close collegial relationships*; the Political frame and Item 21 *Tries to achieve consensus*; and the Symbolic frame and Item 60 *Uses large social functions to advance the corporation*) and both studies purport to examine effective presidential leadership, Bensimon (1989) focused on how institutional presidents think, while Fisher and coauthors explored not only how they think, but also how they act. Bensimon's (1989) analysis indicated that most institutional presidents in her

study espoused either a single or paired-frame orientation. Once again referencing the work of Bolman & Deal (1984), she noted that a single-frame orientation is inadequate for understanding the complexities of modern organizations. She bluntly asserted, "[i]f multi-frame leadership is better suited to a turbulent environment, then quite a few presidents are not effective" (Bensimon, p. 121). While her argument that "leaders who incorporate elements of several frames are likely to have more flexible responses to different administrative tasks because they have different images of the organization and can interpret events in a variety of ways" (Bensimon, 1989, p. 111) seems logical, the implication that a certain way of thinking will translate into action seems specious. In her interviews, Bensimon (1989) only reported asking participants one question: how they define "good leadership" (p.112). This question has the potential to introduce a social desirability bias into participant responses, and she has no mechanism to investigate whether the respondents' actions are congruent with their definitions of good leadership. As a result, this study speaks more to the participants' cognitive reasoning than to their effectiveness as an institutional president.

The Trustee Perspective

A declaration of *the* constituent group whose perception is of greatest importance to an institutional president is a matter upon which the literature seems to be evenly divided. For the most part, the literature on presidential effectiveness tends to focus on two primary constituent groups: members of the board of trustees and/or the faculty. Michael and colleagues (2001), contended that the board of trustees is a president's single most important constituent group because of its evaluative power and authority to terminate. Their study, which collected data from 50 participating, accredited intuitions in Ohio, used a descriptive survey developed by a team of higher education professors and a former institutional president (Michael et al., 2001).

Their study identified the following four factors trustees perceive to indicate presidential effectiveness: 1) knowledge, 2) influence, 3) relationships, and 4) management/leadership (Michael et al., 2001, pp. 337-338). These factors bear striking similarities to some of the factors identified by Fisher and colleagues. Through their examination of board of trustee members' perceptions of presidential effectiveness, Michael and colleagues (2001), found that:

> …trustees expected presidents to display solid knowledge of the unique nature of higher education, of the institutional politics, and of the differences between the higher education sector and other business and non-profit sectors. It is only with valid knowledge and in-depth insights about higher education affairs that presidents can successfully fulfill their role… (p. 343)

The results of this study illustrate that trustees view the institutional president as the head of the institutional bureaucracy, whose legitimacy is based on rational grounds (Weber, 1947, 1972), and they judge presidential effectiveness through the lens of their exercise of expert power (Bass, 1981; Fisher & Koch, 1996; Fisher, et al., 1988; Northouse, 2007; Raven and French, 1958).

The Faculty Perspective

> Birnbaum (1992) stressed the importance of the faculty as a constituent group because:
> The faculty represents the institution's academic programs and its
> commitment to academic values. Faculty are obligated to judge whether
> the missions of the creation and dissemination of knowledge are being
> honored, whether a president is appropriately concerned with curriculum
> and student development, whether essential conditions for academic work
> are maintained, and whether the president operates in a manner consistent
> with a collegial community (p. 58).

One of the reasons that the relationship with faculty is of such importance is because of the cultural norm in higher education of shared governance among faculty and administration, a factor identified across the literature (Birnbaum, 1988, 1992; Fisher & Koch, 1996; Fleming, 2010; Fujita, 1994). Fleming (2010) examined faculty perceptions of institutional president behavior in an attempt to identify those behaviors that indicate presidential effectiveness from the perspective of the institutional leadership of the faculty. Faculty senate leaders from randomly selected American research universities were emailed the Academe President Behaviors Inventory (APBI). His sample consisted of 2,395 faculty members from 103 universities and the researcher obtained 508 usable surveys, which gave him a 21% response rate (Fleming, 2010). The questions in the APBI were phrased in the negative because he, "…sought to identify the perception of the faculty senate regarding which behaviors elicit significant sanctioning reaction…" (Fleming, 2010, p. 257). His analysis identified eight factors, termed *inviolable norms*, which elicited higher disapproval rates. The inviolable norms consist of: "anonymous privilege, debilitating diplomacy, differential communications, fiduciary irresponsibility, homogeneous reflections, intrusive manipulation, moral turpitude, and negative symbolism" (Fleming, 2010, pp. 257-258). He also identified an additional five factors, termed admonitory norms, which elicited significant negative responses. The *admonitory norms* include: "constituency insensitivity, inattentive representation, philosophical isolation, professional disregard, and unrequited concern" (Fleming, 2010, p. 260).

Fleming's (2010) research intimates that the key for a president to be perceived as effective by the faculty of their institution is the adherence to norms. He wrote that:

…norms are an essential staple in the legitimate declaration of a profession. Norms provide the tools needed to self-regulate and garner autonomy. Trust and confidence that

presidents will "do right" is a question that remains on the minds of many assessing

modern day collegiate presidents. To return to the same levels of power and prestige once

held by colonial presidents, college and university presidents must rebuild the

relationships and reestablish trust to regain the legitimacy that was previously afforded.

(Fleming, p. 270)

Multiple Constituent Perspectives

The exploration of congruence between self/constituent perceptions is not new in the

realm of research on the institutional presidency. In her 1990 study, Bensimon expanded her

previous presidential frame analysis research to include a comparison of institutional president

and constituent responses. A purposeful sampling methodology was employed to build a sample

of 32 Institutional Leadership Project (ILP) participating institutions. The data for this study

were collected via on-site, semi-structured interviews with institutional presidents and

participating constituents. Those interviews were conducted with:

> …the presidents of eight universities, eight state colleges, eight independent colleges, and
>
> eight community colleges. On the 32 campuses, 80 other leaders took part. The consisted
>
> of 27 chief academic officers, 28 faculty leaders (presidents of faculty senates or unions),
>
> and 25 trustees (22 were the chairs of the board). At 19 institutions, all three leadership
>
> roles were represented; for 10, two participated, and for 3, one. (Bensimon, 1990, p. 74)

During the interviews, institutional presidents were asked, "How do you describe yourself as a

leader?" and the constituents were asked, "How do you describe the president as a leader?"

(Bensimon, 1990, pp. 74-75). Using qualitative data analysis methods, the responses were

classified by frame content (bureaucratic, collegial, political, and symbolic) and complexity and

then examined for perceptual congruence.

Overall, Bensimon (1990) reported the campus constituents were more likely than not to agree with the institutional president's self-assessment. Through her analysis, she found that perceptual congruence between institutional presidents and these constituent groups is mediated by the bureaucratic frame. She explained:

> The bureaucratic frame induces greater agreement between presidents and their observers than any other frame; however, the results of the last analysis show that it also may have the effect of deterring agreement between presidents and their campus observers in those instances when presidents described themselves as being both bureaucratic and collegial or bureaucratic and symbolic. (Bensimon, 1990, p. 85)

Essentially, when institutional presidents identified themselves with the bureaucratic frame, their constituents tended to as well, and the same pattern emerged when they did not. The frames with greatest differences were the collegial and symbolic frames. In each of these cases there was a substantial difference between the institutional presidents' self-assessments and the observations of the constituents. To explain these differences, Bensimon (1990) asserted that the prevalence of the bureaucratic frame orientation can mask other orientations and that presidents who purport to have a collegial/symbolic orientation do so in name only, but don't actually act on it.

Bensimon's (1990) study is useful from the point of view of understanding the importance of congruence between the espoused leadership ideologies/philosophies of institutional presidents and their actions. However, all constituent data were reported in aggregate. The study could have been made richer had the data been further distilled by constituent group category.

Similar to Bensimon (1990), Fujita (1994) also conducted semi-structured open-ended interviews with members of the governing board, senior administrators, and faculty leaders at 32

institutions, identified through stratified purposive sampling, which were participants in the

Institutional Leadership Project (ILP). Her sample consisted of eight institutions from each of the

following higher education sectors: universities, state colleges, independent colleges; and

included:

> …34 governing board members (25 chairpersons and 9 board members), 55 senior
>
> administrators (31 academic vice presidents, 22 administrative or business vice president,
>
> and 2 other vice presidents), and 53 faculty leaders (28 faculty senate presidents, 10
>
> faculty union presidents, and 15 other faculty leaders. (Fujita, 1994, p. 78)

The interview transcripts were abstracted and sorted based on whether the researcher interpreted

the respondents' comments as reflecting positively or negatively on their institutional president's

leadership. The abstracts were then reviewed by "a panel of 21 people (including a college

president, administrators, faculty members, and students of higher education)" (Fujita, 1994, p.

78), and the interpretations were compared to those of the researcher. This sorting process found

strong agreement between the categorization of comments by the panel and the researcher.

Fujita (1994) found that 74% of respondents described their institutional president's

leadership in positive terms, while 21% described their institutional president's leadership

negatively, and a decidedly positive or negative tone could not be discerned in the remaining 5%

of respondents. As Table 3 illustrates, when responses were viewed at the constituent level,

"…governing board members and senior administrators almost invariably described their

president favorably, but faculty leaders were divided in their support" (Fujita, 1994, p. 80).

Table 3

Evaluation of the President by Constituency Group

| | Constituency Group | | | | | | | |
| | *Board* | | Admin | | Faculty | | Total | |
Evaluation	N	Percent	N	Percent	N	Percent	N	Percent
Good	30	88	48	87	27	51	105	74
Poor	3	9	4	7	23	43	30	21
Neutral	1	3	3	6	3	6	7	5
Total	34	100	55	100	53	100	142	100

Note. Reprinted from "A Good College President: The Constituent View," by E. Fujita, 1994, *Journal of Personnel Evaluation in Education, 1*, p. 80. Copyright 1994 by Kluwer Publishers.

Her analysis of constituent responses lead to the identification of 10 evaluative categories that encompassed their perception of their institutional president's effectiveness. Those categories are:

a) willingness to be influenced by others, b) competence, c) respect for the culture of the college, d) support for the free flow of information on campus, e) association with positive outcomes, f) involvement in the presidency and in the college community, g) commitment to the institution, h) claim to leadership though the position, i) appearance, image or impact, and j) favorable comparison with the predecessor. (Fujita, 1994, p. 80)

When constituent group responses were categorized by evaluative categories, six categories emerged (competence, commitment, comparison with predecessor, appearance/image/and impact, association with outcomes, and respect for culture) from governing board response, with competence and commitment carrying the most weight. In the case of senior administrators, four categories surfaced (competence, involvement, association with outcomes, and respect for culture), with competence and involvement carrying the most weight. Finally, in the case of

faculty leaders, only three categories came forward (a willingness to be influenced, respect for culture, and encouraging information flow), with a willingness to be influenced carrying the most weight. While respect for culture transcends constituent group, board members and senior administrators only share a limited perception of what constitutes good presidential leadership with one another and there is no overlap between those constituent groups and the faculty.

Fujita's (1994) study clearly indicates that these different constituent groups have differing expectations and perceptions of what constitutes good presidential leadership. Additionally, the evaluative categories that she identified have much in common with the inventory factors and indicator items identified by Fisher and colleagues (1988).

Building on the work of Michael and coauthors. (2001), McGoey (2007) also investigated constituent perceptions of institutional presidential effectiveness. Using an instrument adapted from the one used by Michael and colleagues (2001), a stratified random sample of 202 academic deans, 31 faculty senate chairpersons, 212 senior administrators, and 41 student leaders at 36 colleges and universities in Ohio (McGoey, 2007, p. 91) were surveyed. A total of 252 valid surveys were returned and, based on participant responses, McGoey (2007) found that the:

> …overall mean responses for all questions related to perceived indicators of presidential effectiveness were rated as important (greater than 3.0); overall means ranged from 3.77 to 4.78. While each group agreed that all indicators were important or very important, the overall means suggest that relationships with the board of trustees (M = 4.78), level of influence within the institution (M = 4.67), relationship with board chairperson (M = 4.61), knowledge of politics in the institution (M = 4.58), concern for long-range planning (M = 4.58) were most important. (p. 93)

This study found more agreement than disagreement, across constituent groups, with respect to the importance of the following indicators of presidential effectiveness: "knowledge, influence relationships, and management/leadership" (McGoey, 2007, pp 100-101).

As illustrated by this literature review, different constituent groups attach different role expectations to the office of institutional president. As Phillips & Lord (1981) noted:

…observers implicitly believe that leadership produces certain behaviors and effects. Therefore, if those behaviors and/or effects are observed or assumed, and they are ascribed to the personal qualities of an actor, the observer will perceive that the actor demonstrated leadership. (p. 144)

In addition to the expectations of what institutional presidents do, there are also traditional expectations of who institutional presidents are. At present, the typical institutional president is a married, white, Protestant male who is at least 61 years of age. Additionally, the typical institutional president has a Ph.D., served as a chief academic officer before becoming president, and has experience as a faculty member (Broad & Ferguson, 2012). A president's perceived level of effectiveness within and across constituent groups is therefore contingent upon his/her ability to fulfill those roles and meet those expectations.

Leadership Approach Effectiveness and
Perceptual Congruence Between Presidents and Constituents

The previously presented studies on institutional president effectiveness each focus solely on the perspectives of a specific stakeholder group (i.e. presidents, trustees, faculty, and other groups). The present study, on the other hand, also seeks to examine the self/other perceptual agreement between presidents and their trustee/faculty constituents. To achieve this, a 360-

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degree feedback loop was created by surveying presidents in addition to trustee and faculty representatives.

During the past twenty years, 360-degree feedback systems have become a prevalent tool within the field of Human Resources (Lee & Carpenter, 2017). According to Atwater, Ostroff, Yammarino, and Fleenor (1998), these rating systems involve surveying "…subordinates, peers, supervisors, and customers…about a manager's performance and then providing averaged ratings as feedback to the manager about how others rate him or her" (p. 577). This trend has been driven by concerns about the reliability of solely conducting self-evaluations due to issues related to leniency and social desirability biases (Atwater & Yammarino, 1992; Fleenor, Smither, Atwater, Braddy, & Strum, 2010; Lee & Carpenter, 2017). While the present study is not investigating presidential evaluation, the concept of constituent feedback is of significant interest and is essential for testing the study's second hypothesis:

> H_2: Constituents (trustees and faculty) will view institutional presidents differently, in terms of perceived leadership approach effectiveness, than presidents see themselves.

Expectations of the Modern Institutional President

While the literature clearly documents that the nature of and expectations placed on the institutional presidency has changed (American Council on Education, 2017; Birnbaum, 1992; Cohen & March, 1986; Cook & Kim, 2012; Ekman, 2010b; Fisher & Koch, 1996; Fisher et al., 1988; Fleming, 2010; Risacher, 2004; Selingo et al., 2017; Trombley, 2007), there remains a shortage of empirical studies of examining constituent perceptions of presidential effectiveness (McGoey, 2007). Much of what we know about what institutional presidents should do comes in the form of reflections from past presidents, sharing the lessons they have learned during their

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time in the office (Birnbaum, 1992; Fisher & Koch, 1996; Flawn, 1990) and surveys of sitting presidents that inform our understanding of the activities and issues that occupy their time and attention (American Council on Education, 2017; Cook & Kim, 2012; Selingo et al., 2017).

While the institutional presidency of old has been described as a club whose members continued serving their institutions following a lengthy academic career (Selingo, 2017), the modern institutional presidency not nearly as quaint. As Paul (2011) noted:

> The job of president is all-consuming – and increasingly so – with days full of meetings, evenings and weekends given over to entertaining and attending innumerable community events, frequent travel, and no end of regular and electronic mail and telephone messages. The president is always in demand. There are so many constituents wanting a just a piece of his or her time – faculty, staff, students, politicians, alumni parents, community members, the media – it never ends. (p. 151)

Given that institutional presidents have so many constituent groups wanting their time and attention, opinions related to what institutional presidents should be focused on will vary from group to group. As trustees and faculty are widely regarded as an institutional president's most important constituent groups (Bensimon, 1990; Birnbaum, 1988; Fisher & Koch, 1996; Fleming, 2010; Fujita, 1994; McGoey, 2007; Michael, et al., 2001), they are the constituent groups used to test the study's second hypothesis:

H_3: Constituents (trustees and faculty) will view what institutional presidents should do and actually do differently than the presidents themselves.

Conceptual Framework

The purpose of this study is to expand existing knowledge of the perceptions of institutional president leadership approach effectiveness by determining whether there are any

differences in the perceived leadership approach effectiveness of institutional presidents based

on their career path to the presidency. Based on the theory and research presented, this study

employs a causal model conceptual framework, which is presented in Figure 4, below.
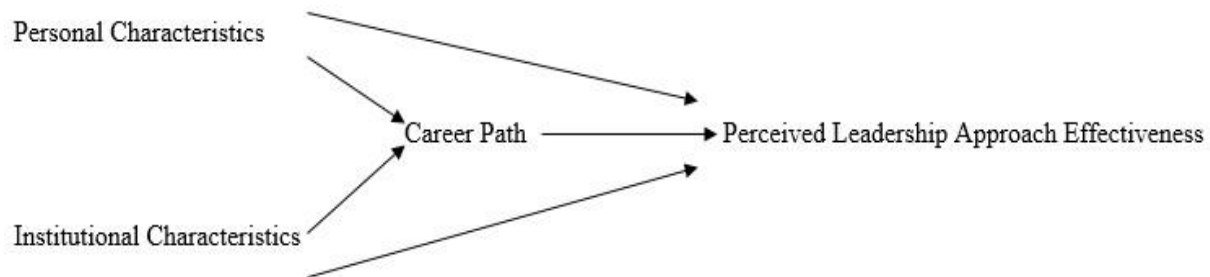
Figure 4. Causal model conceptual framework.

As noted in the first chapter, the research hypotheses for this study are: (H1) that faculty

members will perceive the leadership approach of traditional institutional presidents as more

effective than non-traditional presidents; (H2) that constituents (trustees and faculty) will view

institutional presidents differently, in terms of perceived leadership approach effectiveness, than

presidents see themselves; and (H3) that constituents (trustees and faculty) will view what

institutional presidents should do and actually do differently than the presidents themselves.

The decision to look at constituent's perceptions of effectiveness of presidential

approaches to leadership through, the lens of the Fisher/Tack Effective Leadership Inventory,

was born out of my personal experiences during my institution's last presidential search. The

constructs, framework, theory, and research previously reviewed in this chapter aid our

understanding of factors that shape constituent perceptions of the effectiveness of an institutional

president's leadership approach and show that different constituent groups' have differing

expectations as to what constitutes an effective approach to presidential leadership. As Fisher

and colleagues (1988) noted, "there are some differences in personal background, fortunately

most of the variances occur in the areas that an individual can control…" (p. 103). Given that

career path is an area that an individual can control, the impact of career path on constituent

perception of the effectiveness of institutional presidents' leadership approach seems to call for

further research.

CHAPTER THREE

METHODS

Purpose of the Research and Rationale

The purpose of this study is to investigate whether or not institutional presidents' career paths predict faculty members' and trustees' perceptions of the effectiveness of the presidents leadership approach, how those groups' perceptions align with the presidents self-perceptions of their own leadership style effectiveness, and how the three groups compare when looking at how they think institutional presidents should spend their time in regard to key responsibilities versus how they believe presidents actually spend their time. I used a quantitative survey methodology to investigate whether institutional presidents with nontraditional career paths to the presidency are perceived to have a less effective leadership approach by their constituents than presidents with traditional career paths. In addition to board of trustee chairpersons and faculty leaders, institutional presidents also were surveyed. The institutional president responses were compared to the trustee and faculty constituent responses regarding leadership approach effectiveness. I also compared the *should versus actually do* assessments to investigate self-other agreement, as well as differences in responses regarding traditional and non-traditional career path presidents.

The study was shaped by a post-positivist orientation (Creswell, 2009). Epistemologically speaking (Babbie, 2008), the conversations I had with faculty members in my personal experience challenged my assumptions about who could serve as an institutional president and led me to wonder whether those thoughts and attitudes were confined to, or extended beyond, our campus. Given the sheer number of institutions of higher education, a quantitative methodology was adopted. Having been familiar with *The Effective College President* (Fisher, et al., 1988), I decided to seek permission (see Appendix A) to use the Fisher/Tack Effectiveness Inventory (Fisher et al., 1988) as the data collection instrument for this study.

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Sample

The institutions in this study were identified from a list of accredited four-year, public and private not-for-profit colleges and universities listed in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) database. An initial sampling frame (Babbie, 2008) of 2,495 accredited post-secondary U.S. institutions was created by filtering search results "Bachelor's degree" as the "Award level offered" variable; and "State," "Private control," and "Nonprofit" as the "Institutional control or affiliation" variables. This list was winnowed using a purposive sample strategy (Babbie, 2008) to 1,030 institutions (see Appendix B) after eliminating military academies, community colleges, specialty institutions (medical, law, art, seminaries, music, and tribal schools), system offices, branch campuses, institutions with shared boards of trustees, and institutions with interim presidents or new presidents who had been in their position for less than one academic year.

 I then searched institutional websites of the remaining institutions to compile publicly available contact information for each institution's president, faculty senate president and vice president, and the chair and vice chair of the board of trustees. During this process, an additional 42 institutions were identified that did not publicly display employee information, did not have a searchable directory, or made their directory password protected. For institutions that publicly displayed some, but not all this information, I identified an administrative assistant in the president's/provost's office and emailed them (see Appendix C) asking for their assistance in identifying the missing information and/or facilitating the dissemination of information about my study to the constituent(s) in question.

Using email contact information obtained for the faculty senate president/vice president, chair/vice chair of the board of trustees, and the president of each institution in the sample, as

previously described, an email was sent to prospective participants inviting their participation and providing them a link to the survey web site. Participant responses were collected electronically using Qualtrics© Research Suite (Qualtrics, 2016). Once data collection closed, the data were exported, for analysis, into IMB SPSS Statistics (Version 24) [Software]. The respondent data was combined with institutional data (i.e. institution type, institution size, institution operating budget, and foundation assets) culled from the institution's website and/or GuideStar Nonprofit Reports (GuideStar, 2016).

Variables and Measures

The Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988) is the primary data collection instrument. However, this instrument was originally used to collect institutional president self-perception data. Therefore, I adapted the instrument for administration to faculty senate presidents/vice presidents and boards of trustee chairpersons/vice chairpersons in such a manner as to ask respondents to answer using their constituent group's perception, in general, of their institution's president as a leader using the same five-point Likert-type scale. Table 4 below shows the original inventory statements before they were adapted for the specific use of each constituent group. For example, the modified questionnaire read, "In general, the President of our institution …" with verb tenses for each item adjusted accordingly ("believes" for item #2, for instance). Please see Appendices K, L, and M for the text of the questionnaires used for presidents, faculty, and trustees.

Table 4

Fisher/Tack Effective Leadership Inventory Factor Categories and Index Statements

Factor Category	Index Statement	Reverse Coded Items
Management Style	Believe that the respect of those to be led is essential.	
	Believe that an effective leader takes risks.	
	Try to achieve consensus.	
	Believe in organizational structure.	
	Believe that the leader should be perceived as self-confident.	
	Believe in merit pay.	
	Am sometimes viewed as assertive.	
	Delegate responsibility and authority to subordinates.	
	Believe in the values of one-on-one meetings.	
	Believe in community involvement.	
	Always appear energetic.	
	Count committee meetings as mistakes.	R
	Accept losses gracefully.	
	Tend to work long hours.	
	Only occasional speak spontaneously.	
	Am warm and affable.	
	Deeply care about the welfare of the individual.	
	Encourage creative types even though often in disagreement.	
	Count committee meetings as mistakes.	R
Human Relations	Am sometimes viewed as hardnosed.	
	Believe that leader serves the people.	R
	Maintain a measure of mystique.	
	Use large social functions to advance the institution.	
	Am often viewed as a loner.	

	Would rather be viewed as a strong leader than a good colleague.	
	Am often seen as somewhat aloof.	
	Enjoy stirring things up.	
Image	Appear confident even when in doubt.	
	View myself and the institution as one.	
	Appear to enjoy the perquisites of the office. Smile a lot.	
Social Reference	Am primarily concerned about being liked.	R
	Believe in close collegial relationships.	R
	Choose another CEO as confidant.	R
	Often like people who are different.	R
	Would rather be influential than professionally admired. Dress well.	R
	Am rarely viewed as flamboyant.	
Confidence	Am rarely in keeping with the status quo.	R
	Believe in the institution at all costs.	
	Appear to make decisions easily.	R

Note. Adapted from *The Effective College President* (pp. 132-134), by J. L. Fisher, M. W. Tack, and K. Wheeler, 1988, New York, NY: MacMillan Publishing Company. Copyright 1988 by the American Council on Education.

Dependent Variable

Perceived leadership style effectiveness of institutional presidents. Using both the

Fisher/Tack Effectiveness Inventory (Fisher et al., 1988) and the modified version of the

instrument, I collected data related to perceived presidential leadership style effectiveness from

institutional presidents and trust/faculty constituents. Respondents were also asked to assign a

percentage of time they/their constituent group believe their president should spend, as well as

the percentage of time they perceive their president actually spends, working on the following:

Academic Issues, Budget/Financial Management, Capital Improvement Projects, Community

Relations, Enrollment Management, Faculty Issues, Fundraising, Governing Board Relations, Government Relations, Personnel Issues, and Strategic Planning. Please see Appendices N, O, and P for the text of the questions used for presidents, faculty, and trustees.

Institutional President Career Paths

For the purpose of this study, the traditional career path to an institutional presidency, operationalized by an academic career that includes a tenure-track faculty appointment followed by successive academic administrative positions that culminates with a deanship, academic vice-presidency or provostship prior to becoming president (Birnbaum & Umbach, 2001), was coded 1. Conversely, the non-traditional career path, operationalized by a lack of experience as a tenure-track faculty member and includes non-academic administrative experience in higher education or includes a career outside of higher education in politics, business or the military (Birnbaum & Umbach, 2001; Hartley & Godin, 2009; Wessel & Keim, 1994), was coded 2. This information was collected by the researcher from publicly available materials about the institutional president on the institution's web page. Constituent survey responses were connected to this information during the data cleaning and preparation phase and, in regression analysis, these were coded 0 and 1, respectively.

Constituent Groups

Within the context of this study, constituent groups are comprised of faculty and boards of trustees. Responses from faculty senate presidents/vice presidents represent the faculty constituent group's perception of presidential effectiveness. Similarly, responses from the chairs/vice chairs of the boards of trustees represent the trustee constituent group's perception of presidential effectiveness.

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President and Institutional Characteristics

There are several independent variables whose influence were controlled for through regression analysis. For institutional presidents, those variables included: gender, race, highest degree earned, age, and years in office. Additionally, the following institutional characteristics were also controlled for through regression analysis: institution type (public or private), institution size (number of students), institution operating budget, and institution foundation assets.

Procedures

As the contact lists were compiled, a letter of support for the study (see Appendix D) from Dr. Michael Schwartz, President Emeritus of both Cleveland State University and Kent State University, who served on the committee overseeing this dissertation research, was emailed to institutional presidents and constituent group representatives in an effort to increase the likelihood that questionnaires would be completed. Because of these advance communications, 48 institutions responded indicating that they were not willing to participate and were removed from the sample list. Of the remaining 940 institutions, 256 institutions provided contact information for constituents.

One week after emailing the letter of support, an invitation to participate email (see Appendix E) was sent. This message contained informed consent information, including voluntary participation and confidentiality statements (Babbie, 2008; Warren & Karner, 2010) as well as the Qualtrics Welcome/Consent screen (see Appendix F). The biggest foreseeable threat to human subjects associated with this study is the association of responses to a specific participant at a particular institution. If such an event occurred, and the individual in question was a faculty member and his or her comments were critical of their institution's president, it

could create an uncomfortable work environment or, in the worst-case scenario, lead to their termination. Therefore, through the informed consent documentation, participants were informed of the potential risk of participating in this study and were assured that all responses will be kept confidential, that the data will be stored in password protected files, and that the data collected through the survey will only be reported in an aggregate form.

In addition to human subject protection information, the invitation to participate, as well as the subsequent follow up reminders, also included an opt-out link. If prospective participants chose to opt out, they were removed from the sample and received no further communication regarding the study. If they chose to participate in the study, they were instructed to click on a link that took them to informed consent information on the survey's Welcome Screen (see Appendix E). In order to participate in this study, an individual had to indicate their consent to participate before gaining access to the questionnaire. Individuals not opting out of the study or completing the survey were sent reminder emails every fourteen days (see Appendices G, H, I), as well as a final reminder (see Appendix J) at the close of the study, until they either opted out of completed they survey.

A total of 654 individual invitations were emailed to presidents, faculty senate presidents/vice presidents, and boards of trustee chairs/vice chairs at 254 institutions. A total of 197 completed responses (30%) from 118 institutions (46%) institutions were received.

Data Analysis

Descriptive statistics for both institutional president and institutional characteristics were calculated and reported. In testing the first hypothesis, the initial factor analysis did not yield the same subscales reported by Fisher and colleagues (1988) in their original study. As a result, I conducted an Exploratory Factor Analysis, examining the results of both Principal Components

Analysis and Maximum Likelihood extraction methods. Ultimately, I chose to use the Maximum Likelihood based on eigenvalues of 1 or greater and, through successive factor analyses, I identified 10-items that factored together and had acceptable Cronbach's alpha reliability scores both for the sample as a whole and for each group (presidents, trustees, and faculty) individually. I used the resulting 10-item Institutional President Collegiality Index as the dependent variable in regression models, presented in the next chapter, testing whether or not an institutional president's career path is related to how effective (collegial, in this case) their leadership approach is perceived by faculty and trustees.

To test the second hypothesis, I created pairs by institution for president-trustee and president-faculty and compared means on the collegiality index to identify differences in perceptions. Although there was virtually no mean difference between institutional presidents and trustees, there were gaps between presidents and faculty assessments. Additional regression analyses were conducted to determine if institutional factors or presidential characteristics predicted discrepancy between presidents and trustee or faculty.

To test the third hypothesis regarding perceptions in what presidents should do and what they actually do, I conducted independent t-tests and Analyses of Variance(ANOVAs) using both the Scheffe and Tamhanes T2 post hoc tests to compare group scores.

CHAPTER FOUR

RESULTS

This study investigates whether the perceptions of faculty and trustee constituencies differ in perceptions of the leadership effectiveness of institutional presidents depending on the presidents' career path (traditional/academic or non-traditional). I also examine whether the self/other perceptual agreement of presidents and their constituents differs more between non-traditional presidents and their faculty or trustee constituent groups than it does for traditional career path presidents. Finally, I explore president, trustee, and faculty perceptions of how institutional presidents should spend their time in regard to key responsibilities versus how they see them actually spending their time.

The research hypotheses for this study, corresponding to the research questions, are as follows:

> H_1: The leadership approach of institutional presidents with a traditional career path will be perceived as more effective by constituents (trustees and faculty) than that of non-traditional career path presidents.
>
> H_2: Constituents (trustees and faculty) will view institutional presidents differently, in terms of perceived leadership approach effectiveness, then presidents see themselves.
>
> H_3: Constituents (trustees and faculty) will view what institutional presidents should do and actually do differently than the presidents themselves.

Description of the Sample

Table 5 shows the descriptive characteristics data of the institutions and presidents represented in respondent data in this study. In total, the presidents of 118 institutions of higher

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education are reflected in the data. About half (47.5%) come from public institutions, and half (52.5%) are at private institutions. Additionally, nearly half (48.3%) of the presidents are from small institutions with student populations of 4,999 or less. Among the presidents represented in the sample data, 59% had traditional career paths to the presidency, and 41% had non-traditional career paths to their current position. The intersection of institutional president career path and institutional type in the sample yielded some interesting observations about the sample. The number of traditional career path presidents at public and private institutions are rather evenly split, as are the number of traditional and non-traditional career path presidents at private institutions. There is, however, almost a 60/40 split in the number of traditional versus non-traditional career path presidents at public intuitions, as well as in the number of non-traditional career path presidents at private versus public intuitions.

Table 5

Descriptive Statistics for Institutions and the Presidents Assessed by Respondents

Variable	Traditional Career Path Presidents		Non-Traditional Career Path Presidents		All Presidents Assessed	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Presidents Assessed	70	59	48	41	118	100
Institution Type						
Public	38	54.3	18	37.5	56	47.5
Private	32	45.7	30	62.5	62	52.5
Institution Size (# students)						
0 - 4,999	26	37.1	31	64.6	57	48.3
5,000 - 9,999	18	25.7	6	12.5	24	20.3
10,000 - 19,999	9	12.8	5	10.5	14	11.9
20,000 & above	17	24.3	6	12.5	23	19.5

Institution Operating Budget						
Less than $99,999,999	20	28.6	28	58.4	48	40.0
$100m - 249,999,999	25	35.7	13	27.1	38	32.2
$250m and above	25	35.7	7	14.6	32	27.1
Institution Foundation Assets						
Less than $49,999,999	23	32.9	18	37.5	41	34.7
$50m - 199,999,999	22	31.4	21	43.8	43	36.4
$200m and above	25	35.7	8	16.7	33	28.0
President's Gender						
Man	51	72.9	42	87.5	93	78.8
Woman	19	27.1	6	12.5	25	21.2
President's Race						
White	66	94.3	42	87.5	108	91.5
African American	2	2.9	3	6.3	5	4.2
Asian American	1	1.4	0	0	1	.8
Other	0	0	1	2.1	1	.8
Missing	1	1.4	2	4.2	3	2.5
N percent	70	100	45	100	118	100
President's Highest Degree Earned						
Ph.D.	61	87.1	30	62.5	91	77.1
Ed.D.	4	5.7	4	8.3	8	6.8
J.D.	1	1.4	8	16.7	9	7.6
Other	4	5.7	6	12.5	10	8.5
President's Age Mean (s.d.)	62 (6.3)		61 (7.8)		61.5 (6.9)	
President's Years in Office Mean (s.d.)	6.6 (5.4)		7.1 (5.6)		6.8 (5.5)	
Presidents' Leadership Effectiveness Self-Rating Mean (s.d.)	42.58 (3.76)		44.12 (2.89)		43.27 (3.46)	

When compared with the most recent demographic data on the institutional presidents, as reported by Cook and Kim (2012), my sample has smaller percentages of women (21.2%) and minority (5.8%) institutional presidents than the national averages (26.4% and 12.6%, respectively) that they reported. However, my sample had a higher percentage of traditional career path participants (59%) than the national average (34%) they reported. Of note, the average age of institutional presidents in my sample was 61.5 years. This figure is slightly higher than the average age of 60.7 years reported by Cook and Kim (2012). Finally, the average number of years in office for the institutional presidents in my sample is 6.8 years, which is comparable with the national average of 7 years reported by Cook and Kim (2012). Overall then, I conclude that my sample is reasonably representative of university presidents nationwide.

Tests of Research Hypotheses

To address the research hypotheses, and thereby answer the research questions, I operationalized perceived leadership effectiveness using a modified version of the Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988). Fisher and colleagues originally used their 40-item index to assess institutional presidents' perceptions of their own leadership effectiveness by comparing between groups of institutional presidents classified as "effective" and "representative." The Fisher/Tack Effective Leadership Inventory explored institutional presidents' self-perceptions of their effectiveness as leaders. In this study, I modified the instrument, as previously discussed in Chapter 3, to try to capture trustee and faculty perceptions of the effectiveness of their institutional president's leadership approach.

Factor Analysis of the Fisher/Tack Effective Leadership Inventory

Initial factor analyses of responses to the 40 items from the Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988) did not produce the same five factors/subscales

originally identified by Fisher and coauthors: management style, human relations, image, social reference, and confidence. I examined responses in my sample to the 40 items in an extensive Exploratory Factor Analysis (EFA) process. Although Costello and Osborne (2005) make the case that there is little practical difference between Principal Components Analysis (PCA) and the Maximum Likelihood (ML) extraction methods, I explored the data using both. I also examined the results with both unrotated and orthogonally rotated solutions for factors with eigenvalues greater than one, and I examined scatterplots, both for all participants together and for each sub-sample (presidents, trustees, and faculty). The initial PCA and ML results for the entire sample in my study produced nine factors with eigenvalues greater than one, and scatterplots suggest four possible factors that accounted for the most variance. None of the factors, however, with or without orthogonal rotation, reflected groupings of items consistent with the sub-scales originally identified in the Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988). Also, the factors were not comprised of the same sets of items across sub-samples.

I examined the PCA and ML factor analysis results (both with and without orthogonal rotation) of just the president sub-sample in my data and, again, found the factors did not correspond with those five subscales reported in Fisher and coauthors (1988). This suggested potential validity issues should I attempt to group responses in my data into the five original sub-scales of management style, human relations, image, social reference, and confidence, following Fisher and colleagues. Despite the results of the initial EFAs, I tested whether grouping the items into the original five subscales would produce reliable measures in my data. The Cronbach's alpha scores that Fisher and colleagues reported for the original five subscales were low: .63 (considered "questionable" in terms of reliability) (DeVellis, 2012), .51 and .52 (both considered

"poor"), .10 (considered "unacceptable"), and 0 for the fifth subscale. These results suggested

reliability issues should I attempt to group responses in my data into the original five sub-scales.

Taking a conservative approach again, I began factor analysis with data just from the presidents

in my sample. Still, only one of the sub-scales even approached reliability (management style,

with an alpha of .69) and the rest were unacceptable (human relations at .42, image at .37, social

reference at .39, and confidence at .05). In sum, the results pointed to validity and reliability

problems should I attempt to employ Fisher and colleagues' original sub-scales, so I approached

the 40 items anew.

There are several reasons why my data not replicating Fisher and colleagues' (1988)

results is not surprising. First, the Fisher/Tack Effective Leadership Inventory (Fisher et al.,

1988) was developed three decades ago and, during the intervening years, the duties and

expectations of the position have changed, as have the characteristics of the individuals assuming

the office. They designed this instrument to collect responses solely from college presidents in an

effort to determine the characteristics of an effective college president. The purpose of this study

was to explore whether perceptions of leadership approach effectiveness differ depending on the

institutional presidents' career paths (traditional versus non-traditional) by two key constituent

groups (faculty and trustees), as well as whether these constituent groups' perceptions of

institutional presidents' leadership approach effectiveness differs from the self-perceptions of

presidents. Therefore, in addition to including institutional presidents, my sample includes

representatives of faculty and trustee constituent groups who were given semantically modified

versions of the instrument. The sampling methodologies and sample sizes of the two studies also

differed. Fisher and colleagues (1988) employed both a snowball sampling (Babbie, 2008)

technique involving nominations to identify college presidents for inclusion in the effective

segment of their research population (Fisher et al., 1988) and a stratified random sampling technique (Fisher et al., 1988, p. 12) to identify the representative president segment. I used a purposive sampling strategy (Babbie, 2008) and included only those institutions whose constituent contact information was publicly available or could be obtained with administrative assistant assistance. As a result, my sample (n=117) was much smaller than Fisher and colleagues' sample (n=256). Finally, the original Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988) was based on a predetermined number of 40 items (Fisher et al., 1988, p.132) and the original sub-scales did not all reflect factors with eigenvalues greater than one and/or alpha reliability of an acceptable level. In light of these considerations and the discrepancies between the results of the data from my sample and those of Fisher and colleagues, it seemed prudent to use exploratory factor analysis to examine the patterns in my sample data in response to the 40 items related to leadership approach effectiveness. The task then was to develop a composite measure of institutional presidents' leadership approach for my three sub-samples: presidents, trustees, and faculty.

I examined my sample's responses to Fisher and colleagues' (1988) 40 items in an iterative process using a series of factor analyses in order to develop a composite measure of perceived institutional president leadership approach effectiveness that would be valid and reliable for all three of my sub-samples (presidents, trustees, and faculty). Using both Principal Components Analysis (PCA) and the Maximum Likelihood (ML) extraction methods, unrotated and orthogonally rotated solutions for factors with eigenvalues greater than one, I examined scree plots and compared factor loadings across results for all participants together and for each sub-sample. Costello and Osborne (2005) advised that, though there is little difference in practice between the two, ML factor analysis is preferred over PCA; seeing little difference in

preliminary factor loadings, I settled on ML extraction based on eigenvalues of one or greater. I then removed items with loadings under .32 (Tabachnick & Fidell, 2001, as cited in Costello and Osborne, 2005) or cross-loading on more than one factor, as those items did not differentiate responses usefully. Successive factor analyses, paring down the number of items each time, examining results for each sub-sample, and testing reliability using Cronbach's alpha as the criterion, eventually allowed me to develop the 10-item index presented in Table 6 below. This 10-item index constitutes a unidimensional factor for each sub-sample, includes the same items across sub-samples, and has an acceptable Cronbach's alpha reliability for each sub-sample and the sample as a whole. Because the items in this new index are more of a measure of collegiality, as described by Bensimon (1989), than a measure of overall leader effectiveness, I named it the Institutional President Collegiality Index.

Table 6

Factor Loadings for 10-Item Institutional President Collegiality Index

	Factor Loadings			
	Presidents	Trustees	Faculty	All
Item	n=56	n=59	n=79	n=194
1. Believes that the respect of those to be led is essential	.451	.490	.712	.766
2. Tries to achieve consensus	.551	.612	.699	.773
3. Believes in close collegial relationships	.624	.577	.792	.798
4. Believes that the leader serves the people	.527	.712	.750	.803
5. Delegates responsibility and authority to subordinates	.592	.810	.453	.622
6. Believes in the value of one-on-one meetings	.445	.628	.630	.681
7. Believes in community involvement	.498	.522	.712	.714
8. Counts committee meetings as a mistake (Reverse coded)	.282[a]	.374	.666	.584
9. Appears warm and affable	.453	.681	.784	.719

10. Cares deeply about the welfare of the individual	.189[a]	.758	.889	.875
Eigenvalue	3.02	4.54	5.59	5.88
Percent of variance explained	30.2	45.4	55.92	58.84
Cronbach's alpha	.73	.85	.91	.92
Mean Index Score	43.27	44.08	34.72	40.04
(Standard Deviation)	(3.46)	(4.30)	(7.99)	(7.37)
Range in points	18	20	33	34

Note. The factor loadings above reflect EFA with Maximum Likelihood extraction for 1 factor following the extensive EFA process using eigenvalues of 1, described in the narrative above.

[a] These items were retained due to weight in factor for other subsamples. These items do not reduce reliability for this index for the President sub-sample.

[b] Mean index scores range from 14 to 50.

Adapted from *The Effective College President* (pp. 132-134), by J. L. Fisher, M. W. Tack, and K. Wheeler, 1988, New York, NY: MacMillan Publishing Company. Copyright 1988 by the American Council on Education.

H1: *The leadership approach of institutional presidents with a traditional career path will be perceived as more effective by constituents (trustees and faculty) than that of non-traditional career path presidents.*

The first research question of this study is: Do faculty and trustee perceptions of the effectiveness of the leadership approach of institutional presidents differ depending on whether or not the president has a traditional or non-traditional academic career path? Based on the review of the literature, I hypothesized that traditional career path presidents would be perceived by trustees and faculty as more effective in their leadership approach.

As an initial test of this question, I conducted simple bivariate analyses using independent samples t-tests and analyses of variance for each sub-sample in my data. The results indicated that there are no significant bivariate differences in trustee and faculty perceptions of effectiveness of the institutional presidents' leadership approach in this sample by career path,

nor did the presidents differ by career path in their self-perceptions of the effectiveness of their

leadership approach.

Table 7

Comparison of Means of Perceived Institutional President Leadership Approach Effectiveness by Traditional Versus Non-Traditional Career Path

	Traditional Career Path	Non-Traditional Career Path	Independent Samples t-test	ANOVA	
	Mean	Mean	*t*	*F*	*Eta*
Presidents	42.58	44.12	1.73	2.84	.223
	(3.76)	(2.89)			*ns*
Trustees	43.32	45.12	1.64	2.58	.208
	4.44	(3.96)			*ns*
Faculty	34.32	35.41	0.59	.34	.066
	(8.06)	(7.99)			*ns*

Regression Analysis, Controlling for Institutional and President Characteristics

To further investigate this question regarding whether the effectiveness of the leadership

approach of traditional career path institutional presidents is perceived differently from that of

non-traditional career path presidents, I conducted a series of regression analyses that allowed

me to control for factors that may affect the perceived effectiveness of institutional presidents'

leadership approaches. In the first model, I regressed the 10-item Institutional President

Collegiality Index score on a set of institutional factors: the type of institution (public; private is

the omitted reference category), the operating budget size, and the amount of foundation assets.

Initially, I also included institution size (number of students), but based on VIF scores, I found

that size was collinear with operating budget, so I omitted that variable from the model. In the

second model, I added characteristics of the institutional presidents: gender (woman; man was

the omitted reference category), race (nonwhite; white was the omitted reference category), age

in years, and years in current institutional presidency. In the third model, I added the career path of the institutional president (nontraditional; traditional is the omitted reference category).

For the entire sample, none of the three models described above were a good fit to the data based on the non-significant F ratio values of the ANOVAs (Pallant, 2013). Indeed, not a single variable was a significant predictor of the dependent variable (leadership approach effectiveness), except non-traditional career path ($b=3.77$, $p < .01$) in the last model, but the F ratio for the model was not significant. Therefore, these analyses are not shown.

In separate sets of regressions for each sub-sample (presidents, trustees, and faculty), again, no model was significant. For president and trustee sub-samples, non-traditional career path was the only variable that was a significant ($p < .05$) predictor of the dependent variable when it was entered into the regression in Model 3. And, as shown in Table 8 below, only in the Faculty sub-sample did third model approach significance ($F=1.91$, $p = .08$), and more variables emerged as significant predictors of the dependent variable. In Faculty Model 1, all things being equal, greater institutional foundation assets are associated with greater perceived presidential leadership effectiveness ($b = 1.85$, $p = .04$). In Faculty Model 2, all things being equal, foundation assets remain associated with greater perceived leadership effectiveness ($b =2.29$, $p =.02$), and president's years in current office approaches significance ($b = -.41$, $p =.08$). In Faculty Model 3, all things being equal, being a non-traditional president was associated with *greater* perceived leadership approach effectiveness among faculty by 5.8 points ($p < .05$), in contrast with the hypothesized direction, while the predictive strength declines for institutional foundation assets ($b = 1.77$, $p =.06$) and increases for president's years in current office ($b = -.46$, $p =.05$). The R^2 for this model is .31, suggesting that the variables in the model account for 31%

of the variation in perceived institutional president's leadership approach effectiveness among

faculty in this sample.

Table 8

OLS Regression of Faculty Perceptions of Institutional President Leadership Effectiveness

Variable	Model 1			Model 2			Model 3		
	b	SE	β	*b*	SE b	β	*b*	SE b	β
Institution Characteristics									
Type (Public)[a]	2.49	2.42	.16	1.81	2.53	.11	.52	2.51	.03
Operating Budget	-.49	.51	-.19	-.63	.55	-.25	-.09	.59	-.04
Foundation Assets	1.85*	.85	.41	2.29*	.91	.51	1.77†	.91	.39
President Characteristics									
Gender (Woman)[b]				1.59	2.98	.08	2.78	2.93	.14
Race (Nonwhite)[c]				3.60	3.74	.14	1.41	3.77	.05
Degree (Non PhD or EdD)[d]				1.91	3.00	.09	-.89	3.21	-.04
Age in Years				.25	.19	.20	.16	.19	.13
Years in Office				-.41†	.23	-.29	-.46*	.22	-.32
Career Path									
Nontraditional[e]							5.84*	2.88	.35
Intercept		30.342***			16.29			20.94†	
R^2		.117			.233			.306	
F		1.99			1.52			1.91†	
Model Comparison									
F Change					1.20			4.12*	

† *p* < .10   * *p* < .05   ** *p* < .01   *** *p* < .001
Note. Based on VIF statistics there was no collinearity among the variables as all were below 3.00, and all but eight variables were below 2.00.
[a] Private was the omitted institution type reference category.
[b] Man was the omitted gender reference category.
[c] White was the omitted race reference category.
[d] Ph.D. and Ed.D.s are the omitted reference category.
[e] Traditional was the omitted career path reference category.

In sum, Hypothesis 1 is not supported. There are no significant differences by career path in the perceptions of trustee or faculty constituents of institutional presidents' leadership approach effectiveness. And, in the single model that includes this variable and approaches significance, the relationship is opposite that of the hypothesized direction: *in this sample, all things being equal, faculty perceive non-traditional career path presidents' leadership approach effectiveness more positively than traditional career path presidents*.

H2: *Constituents (trustees and faculty) will view institutional presidents differently than presidents see themselves, in terms of perceived leadership approach effectiveness.*

To explore the second hypothesis, I matched data from presidents with constituent trustees and faculty at the same institutions. In the data I collected, there are 28 president-trustee pairs and 26 president-faculty pairs from the same institutions. With those pairs, I compared how presidents assessed themselves with how trustees and/or faculty constituents at the same institution assessed that president. As shown in Table 9, there was virtually no difference, on average, between institutional presidents' self-assessments and the assessment of trustees regarding perceptions of the effectiveness of their leadership approach (mean difference = 0.56, *sd* = 4.40). In contrast, on average, faculty assessed the effectiveness of their presidents' leadership approach lower by 7.58 (or 19%) points than the presidents scored themselves on an index with a possible range of 40 points. Furthermore, the difference in mean discrepancy between presidents-trustees and presidents-faculty was significant (*t* = 5.03, *p* < .001).

Table 9

Differences in Institutional Presidents' Self-Perception of Leadership Approach Effectiveness and the Perceptions of their Trustee and Faculty Constituents

Presidents' Discrepancy with Trustees (n=25)ᵃ	Presidents' Discrepancy with Faculty (n=26 pairs)	t-test	Presidents' Discrepancy with Trustees		Presidents' Discrepancy with Faculty	
			Traditional (n=13) Trustee Mean 44.2 (3.9)	Non-traditional (n=12) Trustee Mean 45.7 (3.1)	Traditional (n=15) Faculty Mean 35 (7.5)	Non-traditional (n=11) Faculty Mean 38.5 (5.5)
Trustee Mean 44.9 (3.6) President Mean 43.6 (3.8) (n=25) Ns difference	Faculty Mean 36.5 (6.9) President Mean 43.9 (3.1) (n=26) $t = 5$***					
Trustee Range 37 to 49 President Range 32 to 49	Faculty Range 23 to 46 President Range 38 to 49		37 to 49	40 to 49	23 to 46	30 to 45
Mean Difference (s.d.)	Mean Difference (s.d.)	t df 24	Mean (s.d.)	Mean (s.d.)	Mean (s.d.)	Mean (s.d.)
.6 (4.4)	-7.6 (7)	5.03***	.7 (4.8)	.4 (4.1)	-8.4 (8)	-6.5† (7)
Discrepancy Range -6 to 9	-22 to 2					

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

ᵃ Four institutions had two trustees respond; their scores were averaged for that institution.

Interestingly, when gaps in perceptions of leadership approach effectiveness occur between institutional presidents and their constituent groups, and are compared based on career path, there remains no real difference between presidents and trustees. However, the president-faculty difference is less for non-traditional presidents (-6.45 points, $p < .10$) than for traditional

career path presidents who, according to the results, faculty assess less positively (-8.4 points) than the presidents assess themselves in terms of leadership approach effectiveness.

The relative absence of mean difference between institutional presidents and trustees belies the range of discrepancies between presidents and trustees (from – 6 to + 9), as shown in Table 10 below. What the mean president-trustee discrepancy reflects is that about half (48%) of trustee respondents assessed the presidents less well than the presidents assessed themselves, while about half (another 48%) assessed presidents more positively than the presidents assessed themselves. Just 4% of trustees, or only one person, had no difference in assessment than the presidents' self-assessment.

Table 10

Frequency Distribution of Discrepancies Between Institutional Presidents' Self-Assessment and Paired Trustee Assessments of Perceived Leadership Approach Effectiveness

10-Item President Effectiveness Score	Frequency	Percent	Valid Percent	Cumulative Percent
-6.00	3	1.5	12.0	12.0
-5.00	1	.5	4.0	16.0
-4.00	1	.5	4.0	20.0
-3.00	2	1.0	8.0	28.0
-2.00	1	.5	4.0	32.0
-1.50	1	.5	4.0	36.0
-1.00	3	1.5	12.0	48.0
.00	1	.5	4.0	52.0
2.00	4	2.0	16.0	68.0
4.00	2	1.0	8.0	76.0
4.50	1	.5	4.0	80.0
5.00	1	.5	4.0	84.0
6.00	2	1.0	8.0	92.0
7.00	1	.5	4.0	96.0
9.00	1	.5	4.0	100.0
Total	25	12.7	100.0	

As illustrated in Figure 5, below, the majority of trustees' assessments were within 5 points of the institutional presidents' self-assessments, so it is fair to say that the perceptions of the two groups in this sample were fairly close and tended toward a positive bias. The same cannot be said for institutional presidents and their faculty constituents, however.
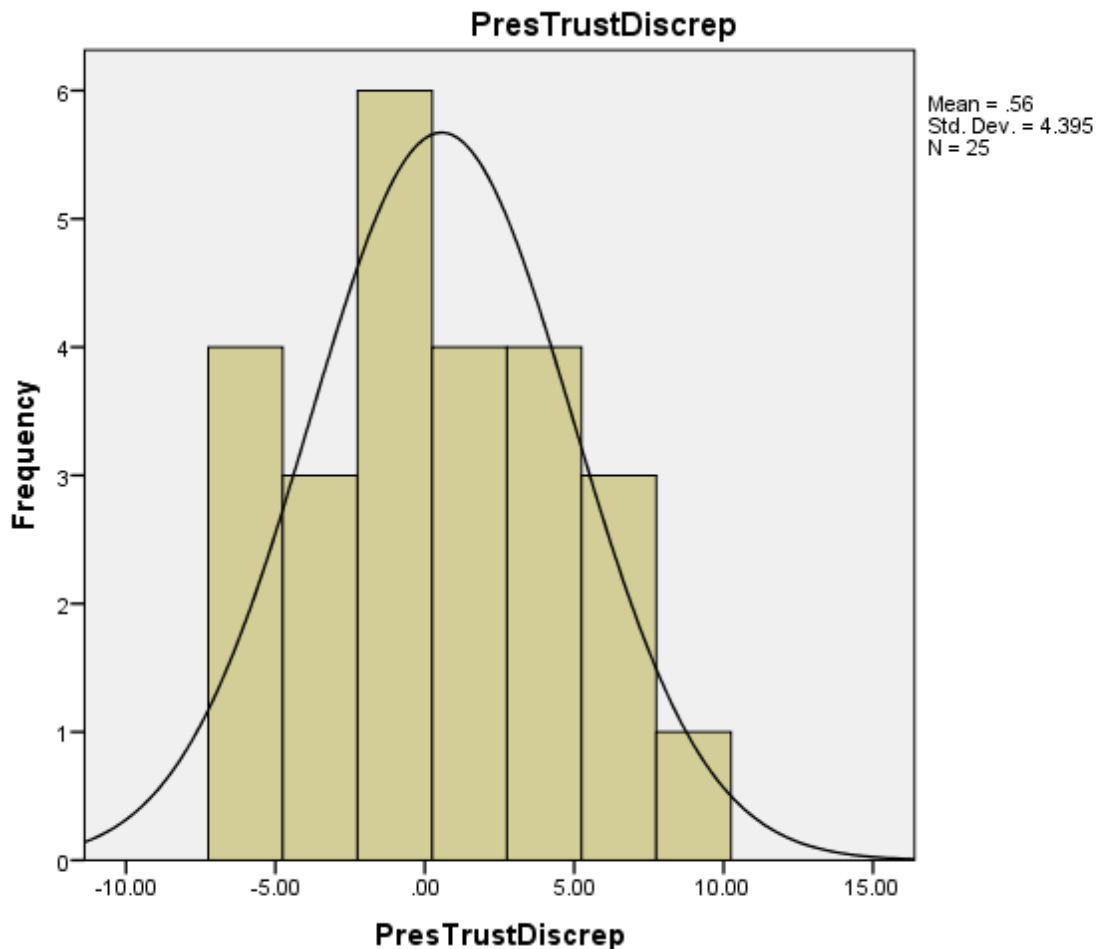
Figure 5. Distribution of president-trustee leadership approach effectiveness assessment discrepancies

As evident in the president-faculty discrepancy scores discussed above, the faculty consistently assess presidents' leadership approach effectiveness less positively than presidents assess themselves. Although the average gap between presidents and their faculty is -7.58 points, as shown in Table 11, below, more than a third of faculty assess their presidents even less

positively than that in this sample. Furthermore, only one faculty representative assessed his or

her president's leadership approach effectiveness more positively than the president's self-

assessment.

Table 11

Frequency Distribution of Discrepancies Between Institutional Presidents' Self-Assessment and Paired Faculty Assessments of Perceived Leadership Approach Effectiveness

10-Item President Effectiveness Score	Frequency	Percent	Valid Percent	Cumulative Percent
-22.00	1	.5	3.8	3.8
-21.00	1	.5	3.8	7.7
-19.00	2	1.0	7.7	15.4
-16.00	1	.5	3.8	19.2
-15.00	1	.5	3.8	23.1
-13.00	1	.5	3.8	26.9
-9.00	1	.5	3.8	30.8
-8.00	1	.5	3.8	34.6
-7.00	2	1.0	7.7	42.3
-6.00	1	.5	3.8	46.2
-5.00	3	1.5	11.5	57.7
-3.00	5	2.5	19.2	76.9
-2.00	2	1.0	7.7	84.6
-1.00	3	1.5	11.5	96.2
2.00	1	.5	3.8	100.0
Total	26	13.2	100.0	

As viewed in Figure 6 below, the gaps between presidents' self-assessments of leadership

approach effectiveness and the perceptions of their faculty are virtually entirely negative.

Presidents are seen almost exclusively less positively by their faculty than they perceive

themselves. The degree of deficit is not as great as it may first appear, as half of the faculty

representatives' appraisals are within 5 points of their presidents' self-assessments.
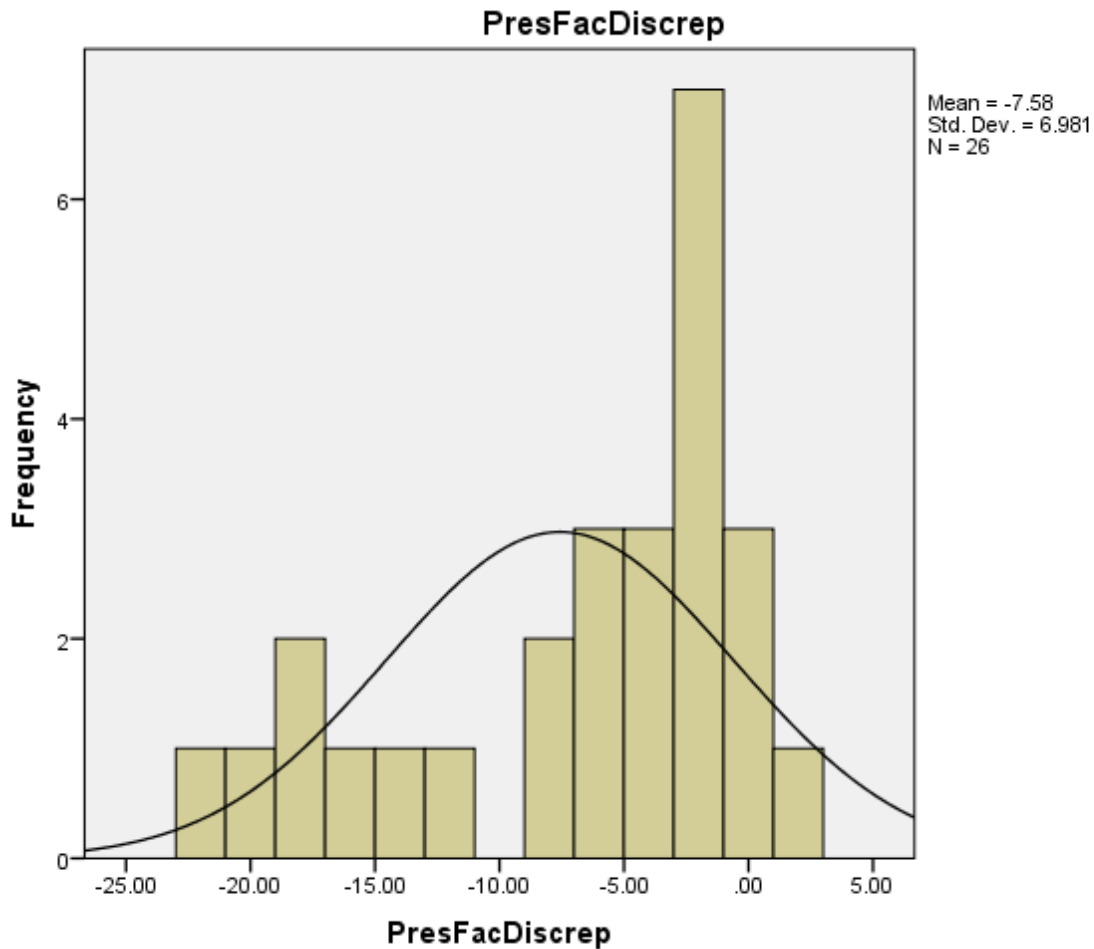
Figure 6. Distribution of president-faculty leadership approach effectiveness assessment discrepancies

In an effort to test whether institutional factors or characteristics of the presidents, along with career path, were significant predictors of a discrepancy between presidents and trustees or presidents and faculty, I conducted the same series of three model regression analyses discussed earlier, but with the discrepancy score for each president-constituency as the dependent variable. No model was a fit to the data based on the non-significant ANOVA (F ratio) results and the absence of any significant predictor variables in any model. Therefore, the results of these analyses are not shown.

In sum, Hypothesis 2 is partially supported: faculty perceive presidents' leadership approach effectiveness significantly less well (19%) than presidents perceive themselves. Trustees and presidents perceive presidents' leadership approach effectiveness similarly.

Institutional President and Constituent Perceptions of How Presidents Should and Actually Do Spend Their Time in Executing Responsibilities

In addition to assessing leadership approach of their institutional presidents, I asked participants to assess eleven areas of presidential responsibility, indicating the percent of time they think their institution's president *should* spend on these activities and the percent of time their president *actually* spends on these activities. The activities were: Academic Issues, Budget/Financial Management, Capital Improvement Projects, Community Relations, Enrollment Management, Faculty Issues, Fundraising, Governing Board Relations, Government Relations, Personnel Issues, and Strategic Planning. Table 12 reports the means and standard deviations of responses by presidents and constituent group (presidents themselves, trustees, and faculty) separately for institutions with traditional versus nontraditional career path presidents.

Table 12

Activities of Institutional Presidents: Perceptions of Percent of Time Should Be Spent Engaged in Each Areas Versus Amount of Time Spent Actually Doing Them

Activities	Traditional Career Path				Nontraditional Career Path			
	mean (standard deviation)				mean (standard deviation)			
	Presidents	Trustees	Faculty	All	Presidents	Trustees	Faculty	All
Academics	(n=26)	(n=30)	(n=39)	(n=95)	(n=22)	(n=18)	(n=22)	(n=62)
Should	9.4	13.8	14.7	13	12.0	13.2	11.7	12.2
	(9.4)	(13.9)	(17.2)	(14.4)	(7.4)	(10)	(11)	(9.3)

| Activities | Traditional Career Path | | | | Nontraditional Career Path | | | |
	mean (standard deviation)				mean (standard deviation)			
	Presidents	Trustees	Faculty	All	Presidents	Trustees	Faculty	All
Actually Do	9.5	13.0	8.2	10.1	9.6	14.8	7.0	10.2
	(6.4)	(14.3)	(8.8)	(10.5)	(4.5)	(12.6)	(8)	(9.2)
Difference	-.23	-1.6	-6.9†	-3.4	-2.6	1.7	-5.3*	-2.28
	(9.3)	(5.5)	(14)	(11)	(7.3)	(6.4)	(10.4)	(8.6)
Budget	(n=28)	(n=30)	(n=37)	(n=95)	(n-=23)	(n=18)	(n=22)	(n=63)
Should	13.2	17.8	16.2	18.1	12.6	17.4	15.7	15.1
	(6.3)	(18.4)	(12.2)	(16.3)	(7.7)	(15.6)	(9.1)	(11.1)
Actually Do	17	16.1	20.5	18.1	17.4	20.1	23.1	20.2
	(9.6)	(15.4)	(20.5)	(16.3)	(12.6)	(18.5)	(15.8)	(15.5)
Difference	3.04	-1.8	3.8	1.8	4.8	1.5	7.8	5
	(701)	(10.8)	(13.2)	(11.1)	(9)	(5.1)	(15.3)	(11)
Capital Improvements	(n=25)	(n=30)	(n=37)	(n=92)	(n=22)	(n=18)	(n=21)	(n=61)
Should	7.9	12.9	13.1	11.6	7.1	10.8	10.9	9.5
	(9.3)	(19)	(17.3)	(16.2)	(5.5)	(16.3	(13)	(11.8)
Actually Do	7.4	12.2	19.5*	13.9	6.3	12.3	11.9	10
	(6.2)	(15.8)	(23.5)	(18.2)	(6)	(19)	(13)	(13.4)
Difference	-.8	-.7	6*	2	-.91	1.4	1.2	.5
	(9.4)	(7.2)	(13.3)	(11)	(1.9)	(5)	(3.9)	(3.08)

Activities	Traditional Career Path				Nontraditional Career Path			
	mean (standard deviation)				mean (standard deviation)			
	Presidents	Trustees	Faculty	All	Presidents	Trustees	Faculty	All
Community Relations	(n=28)	(n=29)	(n=39)	(n=96)	(n=22)	(n=18)	(n=20)	(n=60)
Should	11.1	13.4	13	12.6	11.9	14.1	11.4	12.4
	(7.1)	(17.5)	(16.1)	(14.6)	(8)	(15.9)	(5.4)	(10.5)
Actually Do	11.2	11.1	12.3	11.6	11.6	14.5	11.9	12.6
	(9.1)	(14.3)	(16.4)	(13.9)	(10)	(15.9)	(6.4)	(11.1)
Difference	.11	.17	-1.3	-.46	-.55	-.56	.4	-.23
	(4.6)	(3.1)	(8.1)	(5.7)	(4.4)	(2.9)	(4.4)	(4)
Enrollment Management	(n=26)	(n=30)	(n=39)	(n=95)	(n=23)	(n=18)	(n=21)	(n=62)
Should	8.1	11.4	14.9	11.9	9.2	11.9	12.8	11.3
	(4.3)	(15.2)	(18.1)	(14.7)	(6)	(11.1)	(7)	(8.2)
Actually Do	8.9	10.9	15.3	12.2	10.3	11.6	11.3	11
	(5.1)	(14.5)	(20)	(15.4)	(6.6)	(12)	(7.7)	(8.7)
Difference	.85	-1	.33	.1	1	-1.1	-.9	-.2
	(3.7)	(5.9)	(8.5)	(6.7)	(6.5)	(3.4)	(5.4)	(5.4)
Faculty Issues	(n=26)	(n=30)	(n=36)	(n=92)	(n=22)	(n=18)	(n=20)	(n=60)
Should	5.9	10	6.2	7.3	5.4	9.4	4.8[†]	6.5
	(3.8)	(8.6)	(8.5)	(7.7)	(4.2)	(8.8)	(2.8)	(6)
Actually Do	7.4	10	8.6	8.7	7	11.8	8.3	8.8
	(5.6)	(5.3)	(10.8)	(7.9)	(4.5)	(11.9)	(10.3)	(9.3)

Activities	Traditional Career Path				Nontraditional Career Path			
	mean (standard deviation)				mean (standard deviation)			
	Presidents	Trustees	Faculty	All	Presidents	Trustees	Faculty	All
Difference	1.6	-.4	1.9	1.1	1.5	1.9	3.5	2.3
	(5.1)	(8.2)	(6.6)	(6.8)	(3.9)	(4.6)	(10.8)	(7.1)
Fundraising	(n=27)	(n=30)	(n=36)	(n=93)	(n=23)	(n=19)	(n=20)	(n=62)
Should	24.1	25.3	7.4***	17.9	26.1	25.1	6.6***	19.7
	(9.8)	(16.1)	(13.8)	(15.7)	(12.6)	(19)	(4.5)	(16)
Actually Do	22.4	22	9***	17.1	24	23.2	9.7*	19.1
	(11)	(14.2)	(15.2)	(15.1)	(13.1)	(23)	(12.6)	(17.6)
Difference	-1.7	-2.3	-0.2	-1.3	-2.1	-2..3	3.2	-0.5
	(13.9)	(8.1)	(6)	(9.5)	(12.1)	(9.7)	(13.7)	(12.1)
Board of Trustees	(n=27)	(n=30)	(n=38)	(n=95)	(n=23)	(n=18)	(n=20)	(n=61)
Should	9.4	11.3	12.3	11.2	10.6	8.6	9.7	9.7
	(4.2)	(13.3)	(16.2)	(12.9)	(5.6)	(7.9)	(11.8)	(8.6)
Actually Do	10.6	10.9	6.3	9	10.8	8.4	4.1	7.9
	(5.8)	(11.1)	(10.4)	(9.7)	(7.8)	(7.4)	(2.8)	(7)
Difference	1	-.8	-5*	-2	0	-0.3	-5.6*	-1.9
	(5.5)	(4.9)	(10)	(7.9)	(4.7)	(2.7)	(12)	(7.9)
Government Relations	(n=26)	(n=30)	(n=37)	(n=93)	(n=22)	(n=19)	(n=24)	(n=65)
Should	6.9	7.3	24.3***	14	6.6	10.1	26.8**	14.8
	(5.7)	(10.4)	(19)	(16)	(3.9)	(16.5)	(19.8)	(17.4)

Activities	Traditional Career Path				Nontraditional Career Path			
	mean (standard deviation)				mean (standard deviation)			
	Presidents	Trustees	Faculty	All	Presidents	Trustees	Faculty	All
Actually Do	6.4	6.8	25.8***	14.3	7	11.6	23.6*	14.5
	(5.1)	(9)	(20)	(16.7)	(6.9)	(17.3)	(19.4)	(17)
Difference	-0.8	-0.4	-1	-0.8	-1.5	1.1	-3.2	-1.4
	(4.2)	(2.9)	(12.6)	(8.4)	(5.1)	(3.2)	(16.9)	(10.8)
Personnel Issues	(n=26)	(n=29)	(n=38)	(n=93)	(n=23)	(n=19)	(n=21)	(n=63)
Should	5.5	7.2	11.3*	8.4	7.2	6.8	8.3	7.5
	(3.2)	(6.6)	(10.4)	(8.1)	(6.7)	(6.1)	(5.1)	(6)
Actually Do	8.4	8.7	16.3*	11.7	7.2	6.8	8.3	7.5
	(6)	(6.2)	(14.8)	(11.2)	(6.7)	(6.1)	(5.1)	(6)
Difference	2.8	1	5.1	3.2	0.6	0.3	4.5	1.8
	(5.6)	(2.5)	(11)	(7.8)	(7.2)	(1.1)	(10.1)	(7.5)
Strategic Planning	(n=27)	(n=30)	(n=38)	(n=95)	(n=22)	(n=18)	(n=20)	(n=60)
Should	14.4	17.9	12.7	14.8	12.4	15.1	8.8	12.1
	(17.7)	(18)	(17.4)	(17.6)	(9.9)	(11.9)	(7.5)	(10.1)
Actually Do	11.9	14.1	12.8	13	10.5	16.3	8.1	11.5
	(18.5)	(14.6)	(14.2)	(15.5)	(10.6)	(14)	(6.7)	(11)
Difference	-2.8	-2.5	-0.2	-1.7	-2	0.9	-0.7	-0.7
	(1.6)	(9.9)	(10.9)	(9.2)	(4.9)	(3)	(5.2)	(4.6)

† = $p < .10$, * = $p < .05$, ** = $p < .01$, *** = $p < .001$, using most conservative result from Scheffe's (assumes equal variances) and Tamhane's T-2 (assumes unequal variances) post-hoc tests.

Note. Comparisons are within traditional and non-traditional groups.

As Table 12 shows, when comparing responses of constituent groups with traditional career path presidents to their counterparts with non-traditional career path presidents as to how presidents *should* spend their time and how they *actually do* spend their time, the overall response patterns are relatively similar. In in independent samples t-test analyses not shown, there were no significant ($p < .05$) differences in mean responses when comparing constituent groups of traditional versus non-traditional presidential career path institutions. Rather, differences in perceptions about what institutional presidents *should* and *actually do* seemed to be between faculty and the other constituent groups. To identify statistically significant differences between constituent groups within each of the traditional and non-traditional institutional president categories, I ran Analyses of Variance and used both the Scheffe and Tamhane's T2 post hoc tests. The Scheffe test, which assumes equality of variance, performs simultaneous joint pairwise comparisons for all possible pairwise combinations of means using the *F* sampling distribution (IBM Knowledge Center, n.d.). Tamhane's T2, on the other hand, is a more conservative pairwise comparisons test based on a t-test, and assumes variances are unequal (IBM Knowledge Center, n.d.).

ANOVA identified four institutional president responsibilities/activities where faculty responses were significantly different from those of presidents and trustees, regardless of presidential career path: Academics, Capital Improvement, Fundraising, and Government Relations. In regard to Academics, faculty perceive presidents as spending less time than they should in this area; the discrepancy between *should* and *actually* do among faculty was significantly larger than the discrepancy between *should* and *actually* do for presidents and trustees. In the area of Capital Improvements, among traditional career path president institutions only, faculty perceive presidents as *actually* spending more time than they *should* on capital

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improvements. As far as Fundraising is concerned, faculty indicate presidents *should* and

actually do spend less time fundraising than either presidents or trustees indicated. Trustees and

president indicate that about 25% of a president's time *should* be spent on fundraising and that

approximately 23% of their president's time is *actually* spent fundraising. Interestingly, faculty,

on the other hand, assign much less importance to fundraising, suggesting fundraising *should*

only occupy about 7% of presidents' time and perceive that their president *actually* spends about

9% of their time engaged in fundraising. As far as Government Relations are concerned,

presidents and trustees indicated that presidents *should* spend about 7.5% of their time on these

types of activities and that approximately 8% of their president's time is *actually* spent on this

type of activity. Faculty, on the other hand, indicate that Government Relations *should* occupy

about 25% of presidents' time and reporting that their president *actually* does spend that same

amount of time on this activity. So, although no constituent group reported a large discrepancy

between what presidents *should* do and what they *actually* spend time doing when looking at

government relations, faculty assigned much more importance to this activity than the other two

groups (presidents and trustees).

In sum, institutional presidents and trustees largely share similar perceptions about what

presidents *should* spend their time doing and what they *actually* spend their time doing. Faculty

had a handful of discrepant perceptions, and those perceptions reflect higher priority on

government relations and lower priority on budget and fundraising than presidents and trustees

expressed.

Summary

The research questions and results for this study were:

1. *Do faculty and trustee perceptions of the effectiveness of the leadership approach of institutional presidents differ depending on whether or not the president has a traditional academic career path?* The answer is no, though in this sample, among faculty, once institutional factors and characteristics of the president are controlled, non-traditional career path presidents were viewed more positively in their leadership approach effectiveness.

2. *Do institutional presidents and two of their key constituent groups (trustees and faculty) similarly perceive the leadership approach effectiveness of their institutional president?* The answer is yes for trustees, whose perceptions are similar to the presidents' self-perceptions, and no for faculty, whose perceptions are less positive than the presidents' self-perceptions.

3. *Do institutional presidents and two of their key constituent groups (trustees and faculty) similarly perceive how institutional presidents should and actually do spend their time with regard to carrying out presidential responsibilities?* The answer is yes, with presidents and trustees particularly in harmony. Faculty, on the other hand, perceive institutional presidents as spending less time on academic issues than they should; spending more time fundraising than they should; and prioritizing government relations more than presidents and trustees. They also perceived traditional-career path president as spending mover time on capital improvements than they should.

CHAPTER FIVE

DISCUSSION

In this chapter, I review the study's purpose and results and discuss my findings. I also address the study's limitations, implications for policy and practice, as well as possible directions for future research. Finally, I offer my conclusions based on the results of this study.

Summary of Results

The research questions for this study were: (a) Do faculty and trustee perceptions of the effectiveness of the leadership approach of institutional presidents differ depending on whether or not the president has a traditional academic career path? (b) Do institutional presidents and two of their key constituent groups (trustees and faculty) similarly perceive the leadership approach effectiveness of their institutional president? (c) Do institutional presidents and two of their key constituent groups (trustees and faculty) similarly perceive what institutional presidents should and actually do spend their time doing in regard to presidential responsibilities? The genesis for this study stemmed from conversations I had with faculty members, during a presidential search, who were quite clear that they did not believe that a candidate with a non-traditional career path could be an effective institutional president. As the number of CAOs/provosts aspire to institutional presidency continues to decline, we can expect that the number of non-traditional career path institutional presidents will increase. What implications does this have for the perceptions of effectiveness of presidents among two of their key constituent groups, faculty and trustees? The answer has implications for the shrinking tenure of presidents of institutions of higher education and, consequently, for the stability of those institutions.

To explore the research questions, I surveyed faculty senate presidents and vice presidents, and chairs and vice chairs of board of trustees of four-year colleges and universities in the U.S., along with institutional presidents themselves. The data came from 118 institutions, with 58 presidents, 80 faculty, and 59 trustees responding. I operationalized perceived leadership approach effectiveness using a modified version of the Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988).

Finding 1: *The effectiveness of the leadership approach of institutional presidents with a traditional career path are not perceived more positively by constituents (trustees and faculty) than those with a non-traditional career path.*

The lack of difference in the faculty and trustee perceptions of the effectiveness of non-traditional and traditional career path presidents' leadership approaches is a bit surprising given the literature. More institutional presidents still follow the traditional career path to the presidency than the non-traditional path (American Council on Education, 2017; Birnbaum & Umbach, 2001; Cook & Kim, 2012; Selingo et al., 2017), making the traditional career path the normative career path to the institutional presidency. However, as the number of non-traditional career path presidents grows (American Council on Education, 2017; Hartly & Godin, 2009), some, like Richard Ekman (2010a), caution that:

> There are lessons for higher education from analogous shifts in the leadership of other sectors of society. The American automobile industry is a prime example. Its management became dominated by people who had not designed or built cars, and those CEO's presided over a long period in which expensive, unreliable, and energy-consuming vehicles persisted long after foreign competitors had improved their products. (para. 5)

This concern about non-traditional career path presidents is rooted firmly in the understanding that "…the purpose of higher education is to pursue, discover, produce, and disseminate knowledge, truth, and understanding. Research, writing, publication, and instruction are all vehicles for enacting this…" (Austin, 1990, p. 62). When viewed through the lens of Expectation States Theory, an institutional president's career path represents a specific status characteristic (Correll & Ridgeway, 2003). In light of the historic prevalence of traditional career path institutional presidents (Cook & Kim, 2012), non-traditional career path presidents were expected to receive lower ratings by faculty and trustees because this status characteristic deviates from the norm. While unexpected, two simultaneously occurring shifts related to the institutional presidency help to explain this finding. First, is the changing nature and duties of institutional presidents (American Council on Education, 2017; Birnbaum, 1992; Cohen & March, 1986; Cook & Kim, 2012; Ekman, 2010b; Fisher & Koch, 1996; Fisher et al., 1988; Fleming, 2010; Risacher, 2004; Selingo et al., 2017; Trombley, 2007). Chief among these changes is the increase in the amount of time institutional presidents report spending on financial management issues and fundraising (Almanac of Higher Education, 2009; American Council on Education, 2017; Cook & Kim, 2012, Selingo et al., 2017), along with a decrease in the amount of time spent on academic issues (Cook & Kim, 2012; Selingo et al., 2017). The findings of the present study support this trend as institutional president respondents indicated that they only spend 16.9% of their time working on academic and faculty issues, while spending 39.4% of their time on budget issues and fundraising. At the same time, as the nature of the position has changed, the number of CAOs/ provosts aspiring to the institutional presidency is decreasing (Cejda & Rewey, 2001; Eckel, Cook, & King, 2009; Hammond, 2013; Hartley & Godin, 2009; Monks, 2012; Selingo, et al., 2017). Although the non-traditional career path remains the non-

normative path to the institutional presidency, averaging between 30-35% since 2001 (American Council on Higher Education, 2017), we could be experiencing a change in attitude to non-traditional career path presidents. As more constituents are exposed to non-traditional career path institutional presidents, perhaps these constituents' experience with the actual performance of non-traditional career path presidents in office is positive enough to challenge their assumptions about the ability of such presidents, thereby beginning to enable non-traditional career path presidents to be seen as legitimate claimants to the position.

Not only did I not find any significant differences in trustee and faculty perceptions of presidents' leadership approach effectiveness by presidents' career path, but the presidents also did not differ, by career path, in their self-perceptions. However, in two of the sub-sample regression models involving faculty (models 1 & 2), foundation assets were associated with greater perceived presidential leadership effectiveness. As these results are derived from the new 10 item index that measures collegiality, the findings are not surprising when viewed in the context of the president's role in fundraising as described by Hodson (2010). He contends that presidents perform ten specific functions, crucial to the success of a fundraising campaign. They include:

- Setting Institutional Priorities
- Articulation the Case for Support
- Assessing Institutional Readiness
- Empowering Constituents
- Inspiring Donor Confidence
- Invest in External Relationships
- Encouraging Faculty and Staff Participation

- Cultivating and Soliciting Gifts, and

- Thanking and Recognizing Donors (Hodson, 2010, pp. 40 – 43)

Many of these activities relate to the collegial frame as described by Bensimon (1989). As Bensimon (1989) stated, "Presidents who use a collegial frame seek participative, democratic decision making and strive to meet people's needs and help them realize their aspirations. Emphasis here is on interpersonal skills, motivating others, and putting the interests of the institution first" (p. 109).

These findings also indicated that the length of term in office was negatively associated with collegiality, a finding similar to results reported by Birnbaum (1992). The majority of "new presidents" in his study enjoyed high faculty support, while the majority of "old presidents" had mixed to low levels of faculty support (Birnbaum, 1992, p. 4). As a new president assumes their position, they tend to be "…very visible during their first months on the job as they spend time touring the campus, receiving delegations, consulting with campus participants, asking questions, and seeing and being seen" (Birnbaum, 1992, p. 10). Given that "all presidencies begin with a vacancy created by the leave-taking predecessor, and it is likely that the predecessor did not have the confidence of the faculty" (Birnbaum, 1992, p. 8), how does the relationship with faculty fray? As the honeymoon period of a presidency ends, the president's attention turns to the day-to-day operations of running the institution and addressing its challenges. This change in focus is what Birnbaum (1992) attributed to breakdown in president/faculty relations as:

Institutional problems are often related to resource acquisition or political support issues created by changes in the external environment. Both the nature of the problems and the planning of solutions are likely to be proposed or defined by trustees or other senior administrators, and presidents find themselves spending more time responding to the

external community and to their trustees, coordinating boards, and administrative colleagues and less time with the faculty. (p. 13)

Given the role of institutional president has evolved into a more externally focused position, these results support the proposition that the increasing focus on external relations by institutional presidents can damage their relationship with their faculty.

The sole result that approached significance ran counter to the expected relationship: *Faculty perceived non-traditional career path presidents' leadership approach effectiveness more positively than traditional career path presidents*. A possible explanation of this finding could be that faculty members have lower expectations of non-traditional presidents that the presidents are able to meet. Similarly, faculty could rate traditional presidents lower because of role projection (Turner, 1956), whereby faculty members rate traditional presidents, those with prior faculty experience, lower because the faculty are judging the presidents against how they believe they would act if they were president.

Finding 2: *Presidents' view of their own leadership approach effectiveness does not differ substantially from the perceptions of trustees, but faculty perceive presidents' leadership approach as less effective than do presidents. Constituents will view institutional presidents differently, in terms of perceived leadership approach effectiveness, than presidents see themselves.*

In the 28 president-trustee pairs, there were virtually no differences, on average, between institutional presidents' self-assessments of their leadership approach effectiveness and the perceptions of their trustees. In the 26 president-faculty pairs, faculty assessed the effectiveness of their presidents' leadership approach lower by about 19% than the presidents assessed

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themselves, and the president-faculty gap is smaller for non-traditional career path presidents in this sample that for the traditional career path presidents.

The relative match between trustees' and presidents' perceptions of president's leadership approach effectiveness and the relative mismatch between faculty's and presidents' perceptions of the effectiveness of the president's leadership approach may be related to the institutional role each group plays. Although faculty may be engaged in shared governance of their institutions, their primary concerns typically are related to curricular matters, academic freedom, and maintaining a collegial work environment (Austin, 1990; Bergquist & Pawlak, 2008; Birnbaum, 1992; Hubbell, 2012). This is consistent with their principal role: the creation and dissemination of knowledge through teaching, research, publication (Austin, 1990; Birnbaum, 1992; Hubbell, 2012), all of which are the core enterprises of higher education (Ekman, 2010a). To this end, faculty work is characterized by a great deal of autonomy and loyalty to discipline and department over institution (Austin, 1990; Bergquist & Pawlak, 2008; Hubbell, 2012). The focus among faculty is distinctly different from the more administrative concerns of presidents and boards of trustees.

Presidents and trustees are charged with the oversight and management of the institution as a whole (Fisher & Koch, 1996; Legon, Lombardi, and Rhoades, 2013; Shattock, 2008). Collectively, they may tend to share perspectives shaped by administrative responsibilities regarding regulatory compliance, meetings, fiscal management, and other administrative tasks (Bergquist & Pawlak, 2008; Hubbell, 2012; Shattock, 2008). As Vaughn and Weisman (2003) observed, "The team of trustees and president is formidable in terms of power, prestige, influence, and importance... Together, the team leads in establishing, refining, interpreting, and communicating the college's mission; the team sets student tuition … obtains resources; and

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approves programs, appointments, and expenditures" (p. 53). Given the proximity with which

trustees and presidents work on institutional management issues and that trustees are also tasked

with evaluating presidential performance (Birnbaum, 1992: Fisher & Koch, 1996; McGoey,

2007; Michael, et al., 2001), there is little surprise that trustees and presidents would have similar

perceptions of the effectiveness of presidential leadership approach as the president's

performance must be in line with trustee expectations or risk dismissal.

Finding 3: *Overall, institutional presidents and trustees largely share similar perceptions about*

what presidents should spend their time doing and what presidents actually spend their time

doing. However, faculty perceive institutional presidents as spending less time on academic

issues than they should; spending more time fundraising than they should; and prioritizing

government relations more than presidents and trustees. They also perceived traditional-career

path president as spending more time on capital improvements than they should.

   The similarities between president and trustee responses, with respect to the "should

versus actual" analysis, are not surprising given their somewhat similar responsibilities and areas

of concern, discussed above in regard to the previous findings. The nature of the relationship

between the trustees and the president also helps explain these results. Although one of the

primary, ongoing, responsibilities of the trustees is the evaluation of the institutional president

(Birnbaum, 1988, 1992; Fisher & Koch, 1996; Fujita, 1994; McGoey, 2007; Michael, et al.,

2001), there is a symbiosis that exists between the two. McGoey (2007) observed that, for a

strong working relationship to be developed between trustees and presidents, two things must

occur:

    The first is for the president to fulfill the goals set, hopefully mutually, with the board of

    trustees. Thus, a president must be results oriented, with a staff that can assist the

president, to begin gaining the trust of the board. Secondly, the president must feel

comfortable educating the board on the issues facing the management of the institution.

(p. 101)

This simultaneous supervisory/educational relationship between the trustees and president

require the two groups to hold similar views as to where the president focuses their time.

The discrepancy between the perception of faculty and presidents, with respect to the

should versus actually do analysis, can be attributed to the growth and evolution of institutions of

higher education. Administrators and faculty members have long had a tenuous relationship

(Flemming, 2010) which has only been exacerbated, according to Birnbaum (1988), as

"…colleges and universities [have] become more divers, fragmented, specialized, and connected

with other social systems…" (p. 11). As a result, "…institutional missions do not become

clearer; rather, they multiply and become sources of stress and conflict rather than integration"

(Birnbaum, 1988, p. 11). Flemming (2010) contended that:

This lack of homogeneity in the understanding of postsecondary institutions has led to

conceptual ambiguity, in which each group defines the institution according to their own

perceptions, values, and issues of importance. As a result, these varying perceptions of

institutional purpose cultivate an environment in which college and university presidents

are held accountable to multiple standards that derive largely from idiosyncratic interests.

(p. 253)

Faculty roles in institutional governance, through faculty senates/assemblies for instance, are

primarily focused on curricular matters (Austin, 1990; Bergquist & Pawlak, 2008; Birnbaum,

1992). Additionally, individuals who ascend to faculty governance leadership positions do so

having been enculturated to view higher education through a discipline/department lens, as

opposed to viewing it through an institutional lens (Austin, 1990; Bergquist & Pawlak, 2008; Hubbell, 2012), and come from discipline specific subcultures that may have their own values and priorities (Flemming, 2010; Fujita, 1994), all of which influence their interpretation of the presidents' intents and actions. In turn, these cultural experiences shape the behavioral expectations that members of the faculty reference group have for individuals serving in the role of institutional president (Turner, 2001).

As reported in Table 5, 48% of the responding institutions in this study had enrollments of less than 5,000 students. At face value, this seems like a relatively large percentage of small institutions, capable of skewing the results. However, as Selingo (2016) noted:

> While we tend to picture higher education in the U.S. as dominated by public flagship campuses with tens of thousands of students, or small private colleges with thousands of students, in reality tiny colleges the size of many high schools are much more common in the market. (para. 2)

He goes on to report, "About 40% of American colleges enroll 1,000 or fewer students," and "another 40% enroll fewer than 5,000 students" (Selingo, 2016, para. 3). Therefore, given the prevalence of smaller institutions within the U.S. higher education sector, the fact that they also make up the largest percentage of institutional enrollments in this study is not surprising.

Overall, the findings of the present study are similar to previous research on president/constituent perception (Bensimon, 1990; Fujita, 1994). The present study found greater congruence between the perceptions of trustees and institutional presidents than between faculty and institutional presidents/trustees, which I attribute to constituent group's cultural frame of reference. This is consistent with Bensimon's (1990) finding that "… the bureaucratic frame induces greater agreement between presidents and their observers than any other frame…" (p.

85). In much the same way, Fujita (1994) found greater satisfaction with institutional president performance from trustees and senior administrators than from faculty, leading her to conclude that "…the presidents of the institutions in the sample were evaluated differently depending on the constituency of the evaluator. These findings give strong support to the view that campus leaders reach conclusions about events through the particular lenses of their roles…" (p. 88) and they also highlight the inherent tension between the administrative authority (Weber (1946/1972) of the trustees and the expert knowledge of faculty (Bass, 1981; Fisher & Koch, 1996; Fisher, et al., 1988; Northouse, 2007; Raven and French, 1958).

Limitations

Like all studies, this one has a number of limitations. First, survey research, the method used here, has inherent limitations. As Babbie (2002) explained, "Standardized questionnaire items often represent the least common denominator in assessing people's attitudes, orientations, circumstances, and experiences" (p. 303). As an exploratory study (Babbie, 2008), this research surveyed institutional presidents' constituents, using a standardized questionnaire, to assess their perceptions of the effectiveness of their presidents' leadership approach. While this approach provides us with a quantifiable rating of the perceived effectiveness of an institutional president's leadership approach, it does not provide any insight into the interactions and experiences that helped to shape this perception.

This study sought to understand the perspective of the trustee and faculty constituent groups, so board chairs and vice chairs, as well as, faculty senate presidents and vice presidents served as "informants" (Babbie, 2008) were selected to represent the perceptions of their respective groups. The use of informants in this way may bias the responses given, as some respondents may have provided their personal perceptions of the effectiveness of their

president's leadership approach, as opposed to that of the group in general. This concern was expressed in an email from a faculty senate president who declined to participate in the study. He wrote:

> The idea of speaking for "the faculty as a whole" is entirely antithetical to my understanding of what faculty are, how they work, how I as chair of the faculty senate should represent them, etc. etc. I truly have no idea what "the faculty" in an institution boasting of 6000 of them think about the president..." (personal communication, November 7, 2015).

The use of self-other ratings (Atwater, et al., 1998; Atwater & Yammarino, 1992; Brett & Atwater, 2001; Cast, Stets, & Burke, 1999; Fleenor et al., 2010) also brings with it some inherent issues that can influence the results. Social desirability bias, leniency bias, self-enhancement bias are all factors identified in the literature (Atwater et al., 1998; Atwater & Yammarino, 1992; Brett & Atwater, 2001; Cast et al., 1999; Fleenor et al., 2010), known to influence the validity of self-other research.

For the purpose of this study, presidential career path was defined in binary terms of traditional or non-traditional, with a traditional president being someone who began their career as faculty member and moved into academic administration, ultimately serving as a provost or CAO prior to becoming an institutional president (Birnbaum & Umbach, 2001; Hatley & Godin, 2009; Wessel & Keim, 1994) and a nontraditional president being an individual whose career did not include service as a faculty member. However, these categories are described in slightly more nuanced terms in the literature. Birnbaum and Umbach (2001) also considered individuals without prior experience as a faculty member but who have spent their careers in non-academic administration at institutions of higher education (aka "stewards") to be of the traditional career

path. Additionally, they divide non-traditional presidents into subcategories of "spanners" and "strangers" (Birnbaum & Umbach, 2001). According to their conceptualization, spanners are "…boundary spanners who maintain significant commitments both to higher education and to other types of institutions or organizations. They have been outside the academy at some recent point in their career before assuming the presidency" (Birnbaum & Umbach, 2001, p. 206), and they define strangers as presidents with no faculty experience who come to the institutional presidency "…from business, the military, politics, or some other nonacademic position, without previous experience in a college or university" (Birnbaum & Umbach, 2001, p. 206). Reducing career path categories to a binary and lumping three different subgroups into the non-traditional category limited the ability to explore what, if any, impact specific career trajectories had on how presidents from each of those sub groups are perceived.

Another limitation of this study is related to representativeness of the sample. In this sample, presidents of institutions about which data were obtained are more likely to be white men than the national population of institutional presidents. Additionally, nearly half of all respondents in this sample are from institutions with less than 5,000 students. The known population of institutions for this study was obtained from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) Data Center database and contained 2,495 post-secondary U.S. institutions. Through a purposive sampling strategy (Babbie, 2008), military academies, community colleges, specialty institutions (medical, law, art, seminaries, music, and tribal schools), system offices, branch campuses, institutions with shared boards of trustees, and institutions with interim presidents or new presidents who had been in their position for less than one academic year were removed. Only institutions whose trustee and faculty senate leaders' contact information was publicly available on the institution's web site or was obtained

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through a request on an institutional administration office from the sample were emailed surveys (42 institutions did not publicly display employee information, did not have a searchable directory, or their directory was password protected; 48 institutions responded indicating that they were not willing to participate). After this process, I was able to send surveys to constituents at 254 institutions. Of those, 118 institutions had constituent responses, representing 11% of the winnowed sample population. The sample consisted of 41% of the total sample population and relatively close in characteristics to the sample population, which should make the results informative. However, because this study employed a non-probability sampling method it is not clear the extent to which we can generalize the results.

Directions for Future Research

Although this study did not find that institutional presidents' career path related to perceptions of how effective their leadership approach is among trustee and faculty constituents, it did highlight that faculty tend to perceive the role and effectiveness of presidents slightly differently from presidents and trustees. Therefore, continued investigation into the differences between how effectively presidential leadership approaches are viewed by trustees and faculty is warranted. A mixed methods approach could be employed to yield richer data, especially research in which respondents provide descriptive explanations or rationales for their perceptions of an institutional president's leadership. This could help provide greater understanding of what, specifically, presidents do, or fail to do, that cause them to be perceived as effective or ineffective by their respective constituents and potentially improve communication and relationships with these groups. A mixed methods approach may also lend insight as to ways that intuitional types shape perceptions of institutional leadership.

Rather than broad investigations of perceptions of presidential effectiveness across institution types, future research could focus on specific institutional types (i.e. public or private) with similar Carnegie classifications (i.e. Doctoral Universities, Master's Colleges and Universities, Baccalaureate Colleges). Qualitative research examining presidential position descriptions and evaluation tools could help to lay the ground work for how discussions of presidential effectiveness are framed within these subsections of institutions of higher education. As Selingo (2013) speculated, "…the attributes of future presidents will be more specific to individual institutions, as tomorrow's leaders confront challenges that are unique to their sector, state, region, or mission. One description won't fit all" (para. 7). In addition to a more focused exploration of presidential effectiveness based on institutional type, future research should also move beyond the "traditional versus nontraditional" binary employed by this study to further explore the perceptions of institutional president effectiveness by career path using the "scholar, steward, spanner, stranger" framework developed by Birnbaum and Umbach (2001). Of particular interest are the perceptions of nontraditional presidents from the "stranger" subcategory and how they compare to presidents from the other subcategories. Because they are coming from outside of higher education, one might expect that strangers would rate lower on the Institutional President Collegiality Index and that they would be more likely to employ bureaucratic and/or political frames (Bensimon, 1989) than presidents in the other subcategories.

As noted in the literature review, the perceived legitimacy of the selection process is crucial for an institutional president to be viewed as valid by the rest of the institution's constituents. Concerns regarding the process employed by the agent of selection (Read, 1974) can negatively impact the perceived legal authority of a new institutional president and can cause

constituents to not view an institutional president's appointment as legitimate (Birnbaum, 1988; Birnbaum, 1992; Read, 1974; Zelditch, 2001). As Gardner (2018) noted:

> Closed presidential searches have become the rule rather than the exception in higher education in recent decades in part because candidates, and search firms, prefer them. Potential new presidents may not want to jeopardize the stability of their current position through a public announcement that they are seeking new ones. (para. 3)

However, Mark Parcells, a member of the University of Delaware's Faculty Senate, believed that closed searches are "…inconsistent with the principles of transparency and collaborative deliberation that are hallmarks of academe" (Stripling, 2015, para. 25). These countervailing positions often leave search committees caught between highly confidential process recommended by search consultants and the expectation of transparency by constituent groups (Stripling, 2015). The way committees conduct the search process not only impacts how the search itself is viewed, but it can also call into question the legitimacy of the selected candidate and negatively impact how their presidency is perceived. Given the institutional importance of a presidential search, future research could explore the perceived legitimacy of the presidential search process and what impact, if any, it has on shaping constituent expectations and perceptions of the selected candidate.

Finally, while this study did not set out to critique *The Effective College President* (Fisher et al., 1988), the issues encountered during data analysis using the Fisher/Tack Effective Leadership Inventory are worth noting. Their original inventory was based on a predetermined number of 40 items (Fisher et al., 1988, p.132), and their sub-scales did not all reflect validity and/or reliability of an acceptable level. This raised concerns about whether I should have used Fisher et al.'s (1988) instrument. The reduced 10-item Institutional President Collegiality Index

that I developed through an exploratory factor analysis of the data collected using the

Fisher/Tack Effective Leadership Inventory (Fisher et al., 1988) has an acceptable validity and

reliability for each sub-sample, and the sample, as a whole, in this study. Future research that

uses the Institutional President Collegiality Index may help further refine the instrument and its

reliability and validity. Given that the Institutional President Collegiality Index is comprised of

items that are closely associated with the collegiality frame described by Bensimon (1989),

future researchers could work to develop individual quantitative indices for the bureaucratic,

political, and symbolic frames. The creation of these separate incidences are warranted because

each constituent group defines and evaluates the effectiveness of an institutional president

differently based on that group's specific vantage point. If valid and reliable indices can be

created for the other frames, they could, perhaps, be used to create a single measure of

effectiveness that incorporates the institutional president, trustee, and faculty perspectives.

Implications for Policy and Practice

Higher education, as an industry, has entered a period of volatility and uncertainty. As

Jack Stripling (2017) noted in his recent article "Behind a Stagnant Portrait of College Leaders,

an Opening for Change" in *The Chronicle of Higher Education*, "Critics of perceived political

bias and intolerance on college campuses have been emboldened in recent years by debates over

free speech and political correctness. At the same time, divestment from public colleges and

universities is an ever more-accepted status quo" (para. 7). As these external pressures have

come to bear, the expectations placed on institutional presidents have changed (Birnbaum, 1992;

Cohen & March, 1986; Cook & Kim, 2012; Ekman, 2010; Fisher & Koch, 1996; Fisher et al.,

1988; Fleming, 2010; Risacher, 2004; Trombley, 2007). In addition to traditional academic

governance roles, the modern institutional president has become more involved in fundraising,

financial management, and strategic planning (Almanac of Higher Education, 2009; Cook & Kim, 2012, Selingo et al., 2017).

Although CAO/provost to president track remains the most common pathway to an institutional presidency (Cook & Kim, 2012), several researchers report a decline in the number of CAOs/ provosts who aspire to be institutional presidents (Ekman, 2010; Ezarik, 2010; Hartley & Godin, 2009; Michael et al., 2001; Risacher, 2004; Wessel & Keim, 1994). Hartley & Godin (2009) found that 74% of CAO/provosts at Council of Independent Colleges (CIC) institutions indicated that they do not plan to seek an institutional presidency because "the nature of the work is unappealing" (p. 36). Wendy Wilkins, former executive vice president and provost of New Mexico State University, echoed these sentiments in an editorial piece for the American Council on Education. She wrote:

> I certainly believe experience as provost can provide valuable training for an aspiring president. However, I personally also believe that service as the senior academic officer is preferable to service as a president.
>
> The work of the provost directly affects teaching, service, and, for my university and others, research and creative activity at the institution. I prefer to focus my attention toward activities that directly engage faculty and students. By contrast, the presidency is increasingly an externally focused position. (2012, para. 3-4)

Closely related to the nature of the work, Hartley & Godin (2009) also found that 26% of CIC CAO/provosts were not interested in seeking an institutional presidency because they did not want to "live in a fishbowl" (p. 36) and 25% found the time demands of the presidency "burdensome," believing that it would force them to spend "too much time away from family" (p.36). Wilkins (2012) echoed these sentiments when she wrote, "…the scarcity of personal time

and lack of privacy are well-known characteristics of the presidency, and many provosts cite them as reasons for not wishing to serve in that role" (para. 6). The changing nature of the presidency is also reflected in the list of areas for additional preparation expressed by CIC CAO/provosts. The top three areas for further preparation they identified included fundraising (69%), governing board relations (42%) and budget/financial management (32%) (Hartley & Godin, 2009, p. 35). These responses further illustrate the shifting focus of the institutional presidency away from the academic enterprise toward resource attraction, allocation, and management.

In response to these shifts, governing boards have begun to embrace the idea of hiring non-traditional candidates as institutional presidents. According to R. William Funk, former managing director of college president searches with Korn Ferry, "There's an emerging view that the president is more like a corporate CEO, and directed to external duties, and the provost is the chief operating officer and the internally focused academic leader" (Basinger, 2002, para. 25). Additionally, Basinger (2002) noted, "Trustees, particularly at public colleges, want presidents with well-honed political skills who can negotiate with state and federal lawmakers during tight financial times" (para. 13). Basinger (2002) continued, "Boards at both public and private institutions also seek presidents with business knowledge to be savvy financial managers. And some boards like former politicians' fundraising experience (para. 14).

Although trustees may be willing to embrace non-traditional candidates, Selingo (2013) cautioned that "…a vocal contingent of faculty members on many campuses will continue to refuse to accept a president who has never compiled a syllabus or been through a tenure process" (para. 10). In an op-ed in *The Chronicle of Higher Education*, Ekman (2010a) explained the fear of non-traditional presidents this way:

…we should be concerned that a growing number of colleges are being led by people

who have never had direct experience in the heart of the enterprise as faculty members,

department chairs, deans, or provosts. If the number continues to increase, the risk is that

higher education will become an industry that is led by people who do not truly

understand it, who view it as a commodity to be traded, a production problem to be

solved efficiently, or a brand to be marketed. (para. 4)

As Dowdall (2000) speculated, "Perhaps faculty members hope that, having been through these

things himself or herself, the president will be more sympathetic to faculty issues" (para. 9). This

speculation illustrates role-taking behavior (Turner, 1956) as it involves faculty members

optimistically predicting the role performance of a traditional career path institutional president

by projecting (Turner, 1956) how they think they would act if they were to serve in such a

position.

       Though there is no shortage of opinion and speculation related to the virtues of hiring a

traditional versus non-traditional president, Jane Dowdall, a former senior vice president with the

Witt Kieffer executive search firm, observed, "…little is known about how well applicants from

non-traditional backgrounds stack up against those from inside academe" (Schmidt, 2008, para.

2). Although the present study is by no means an exhaustive exploration of the perceptions of the

effectiveness of the leadership approach of traditional versus non-traditional presidents, it is

among the first studies to investigate whether or not career path impacts the perceptions of the

effectiveness of institutional presidents' leadership approach. Career path, in this study, was not

significantly related to trustee and faculty perceptions of effectiveness of the institutional

presidents' leadership approach.

The results of this study show little empirical evidence to support the notion that institutional presidents with traditional career paths are perceived to have a more effective leadership approach than presidents who had a non-traditional career path. These results have implications for the training of presidential search committees. Lucy Leske, a senior partner with the Witt/Kieffer executive-search consulting firm, counted "employment history" (Leske, 2016, para. 19) among the factors against which search committee members can have a bias. To help mitigate the effect of bias in senior level executive searches in higher education, Leske (2016) recommended search committee members take personal assessments to help them become more aware of the personal biases they have and that committees use rubrics to evaluate and score the skills and competencies of candidates; these measures can help to lessen the impact of candidate characteristics in the screen process. In addition to Leske's recommendations, committees should also be exposed to research related to presidential effectiveness. As they identify personal biases via self-assessment, the presentation of empirical data related to status characteristics, such as career path, could help committee members become more open to considering non-traditional candidates for institutional presidencies.

Birnbaum (1992) noted, "…good leadership in academic organizations [is] based on constituent support" (p. 67). The issues upon which institutional presidents choose to focus their time and energies will impact how they are perceived by their various constituent groups. Therefore, institutional presidents would be wise to not only to know what is important to their constituents and work to address those issues, but to also spend time interacting with these groups of people. As Fisher and Koch (1996) advised, "These people must know that the president sincerely cares about them and their welfare. Many of these people will continue to

support the president enthusiastically, even when in the midst of exceedingly controversial activities or mistakes" (p. 77).

Conclusion

Although there is ample anecdotal information speculating that individuals, who have followed non-traditional career paths to the institutional presidency are somehow less qualified and/or capable of serving in the position than individuals who have followed the traditional career path (Barden, 2016; Dowdall, 2000; Ekman, 2010; Leske, 2016; Selingo, 2013), there is little empirical evidence to support this view (Schmidt, 2008). The present study examined whether the career path of an institutional president impacted how effective their leadership approach was perceived by their trustee and faculty constituents and found no significant differences in the perceptions of trustee or faculty constituents of their institutional presidents' leadership approach effectiveness by career path. Further, the study found virtually no difference, on average, between institutional presidents' self-assessments of their leadership approach effectiveness and the perceptions of their trustees. Faculty, on the other hand, assessed the effectiveness of their presidents' leadership approach slightly lower (about 19%) than the presidents scored themselves. However, the president-faculty gap was actually smaller for non-traditional career path presidents in this sample than for the traditional career path presidents.

As external pressures continue to exert themselves on the higher education sector, changing both the expectations placed on the institutions and the role and duties of institutional presidents (American Council on Education, 2017; Birnbaum, 1992; Cohen & March, 1986; Cook & Kim, 2012; Ekman, 2010b; Fisher & Koch, 1996; Fisher et al., 1988; Fleming, 2010; Risacher, 2004; Selingo et al., 2017; Trombley, 2007), there is a growing need for presidents and their key constituents to better understand one another. Although the results of this study indicate

that presidents, trustees, and faculty members shared a great deal of consensus about what presidents should be and are doing, there are some gaps in perception between faculty and presidents, pointing to the need for greater communication about priorities, particularly in the areas of presidents' efforts around budget and advocating with the government on behalf of the institution.

Richard Ekman, president of the Council of Independent Colleges, recently remarked, "There is no generic set of skills that makes you a good president in every setting. Being a successful president is very much a matter of fit between the individual and the institution" (Gardner, 2016, para. 7). Though the present study found no evidence, within its sample, that traditional career path presidents are perceived as having a more effective leadership approach than their non-traditional counterparts, a bias against non-traditional candidates still exists on some campuses. Therefore, institutional presidential search committees should take great care to look beyond simple status characteristics and select candidates who possesses the combination of skills and experiences best suited to address the specific challenges they face, regardless of career path.

Northouse (2007) contended that the following are tenets central to the understanding of the phenomenon of leadership: "(a) leadership is process; (b) leadership involves influence; (c) leadership occurs in a group context; and (d) leadership involves goal attainment" (p. 3). In explaining his rationale for selecting these tenants, he states:

> Defining leadership as a process means that it is not a trait or characteristic that resides in the leader but a transactional event that occurs between the leader and his or her followers. Process implies that a leader affects and is affected by followers. It emphasizes

that leadership is not a linear, one-way event but rather an interactive event. (Northouse, 2007, p. 3)

Leadership is "…a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2007, p. 3). The perceived effectiveness of a leader's approach, therefore, is dependent on the followers' observations of the leader's behaviors and the assumptions they make about how a leader should act (Bass, 1981). The manner in which institutional presidents in higher education choose to discharge the duties of their office will influence how their constituents perceive the effectiveness of their leadership approach, even more so than the career path that led them to that position.

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Permission to use Fisher/Tack Effective Leadership Inventory

Subject: Permission **From:** jlfisher6@verizon.net 10/30/14 09:36 AM

Dear Shawn,

You have Dr. James L. Fisher's permission in using his Fisher/Tack Effective Leadership Inventory in your research for your doctoral program.

Sheryl Tucker
Assistant to Dr. James L. Fisher

Subject: Re: FW: James L. Fisher **From:** Shawn M Hoke 10/30/14 07:29 PM

Mr. Reisman:

Thank you very much for your help, Dr. Fisher contacted me today as well! I greatly appreciate your assistance!

Shawn M. Hoke
ALS Doctoral Candidate

On Thu, 30 Oct 2014 04:51:49 +0000
 "Reisman, Larry" <larry.reisman@tcpalm.com> wrote:

Shawn:

I have forwarded your email to Dr. Fisher.

Larry Reisman, editorial page editor

From: Tomasik, Mark
Sent: Wednesday, October 29, 2014 9:36 PM
To: Reisman, Larry
Subject: Fwd: James L. Fisher

Larry: could you please respond?

Begin forwarded message:
From: Shawn M Hoke <s.m.hoke@iup.edu<mailto:s.m.hoke@iup.edu>>
Date: October 29, 2014 8:57:53 PM EDT

To: <mark.tomasik@tcpalm.com<mailto:mark.tomasik@tcpalm.com>>
Subject: James L. Fisher
Dear Mr. Tomasik:

Good evening. My name is Shawn Hoke and I am a doctoral student at Indiana University of Pennsylvania. My dissertation topic is perceived presidential effectiveness and I am interested in exploring whether or not the career path of a college/university president influences how their leadership effectiveness is perceived by faculty and members of the institution's governing board. I am interested in using/adapting the Fisher/Tack Effective Leadership Inventory for my research, however, I am having some difficulty in tracking down current contact information for Dr. Fisher to gain his permission.

I have seen that he has written for your paper and I was wondering if you might be able to forward this message to him, provided that you are still in touch with him.

Any assistance you can provide would be most appreciated.

Thank you.

Shawn M. Hoke
ALS Doctoral Candidate

Appendix B

Purposeful Sample List

Agnes Scott College	Atlantic University College
Alabama A & M University	Auburn University
Alabama State University	Augsburg College
Alaska Pacific University	Augusta State University
Albion College	Augustana College
Albright College	Augustana College
Alfred University	Aurora University
Allegheny College	Austin College
Alma College	Ave Maria University
Alverno College	Averett University
American International College	Avila University
American University	Azusa Pacific University
Amherst College	Babson College
Anderson University	Bacone College
Andrews University	Baker University
Appalachian State University	Baldwin Wallace University
Arcadia University	Ball State University
Arizona State University	Barclay College
Armstrong Atlantic State University	Barnard College
Asbury University	Barry University
Assumption College	Bates College
Atenas College	Bay Path College
Athens State University	Bayamon Central University
Baylor University	Beacon College
Becker College	Bismarck State College
Belhaven University	Blackburn College
Bellarmine University	Bloomfield College
Bellevue University	Bloomsburg University of Pennsylvania
Belmont Abbey College	Blue Mountain College
Beloit College	Bluefield College
Benedict College	Bluefield State College
Benedictine College	Bluffton University
Benedictine University	Bob Jones University
Bennett College	Boston College
Bennington College	Boston University
Bentley University	Bowdoin College
Berea College	Bowie State University
Berry College	Bowling Green State University

Bethany College	Bradley University
Bethany College	Brandeis University
Bethany Lutheran College	Brandman University
Bethel College	Brenau University
Bethel University	Brescia University
Bethel University	Brevard College
Bethesda University of California	Brewton-Parker College
Bethune-Cookman University	Briar Cliff University
Biola University	Bridgewater College
Birmingham Southern College	Bridgewater State University
Brigham Young University	Carlow University
Brown University	Carnegie Mellon University
Bryan College-Dayton	Carroll College
Bryant University	Carroll University
Bryn Mawr College	Carson-Newman University
Bucknell University	Carthage College
Buena Vista University	Case Western Reserve University
Burlington College	Castleton State College
Butler University	Catawba College
Cabrini College	Catholic University of America
Cairn University-Langhorne	Cedar Crest College
Caldwell College	Cedarville University
California Baptist University	Central Baptist College
California Lutheran University	Central Christian College of Kansas
Calvin College	Central College
Cambridge College	Central Michigan University
Cameron University	Central State University
Campbell University	Central Washington University
Campbellsville University	Centralia College
Canisius College	Centre College
Capital University	Chadron State College
Capitol College	Chaminade University of Honolulu
Cardinal Stritch University	Champlain College
Carleton College	Chapman University
Charleston Southern University	Coastal Carolina University
Chatham University	Coe College
Chestnut Hill College	Coker College
Chicago State University	Colby College
Chipola College	Colby-Sawyer College
Chowan University	Coleman University
Christian Brothers University	Colgate University

Christopher Newport University	College of Central Florida
Cincinnati Christian University	College of Charleston
City University of Seattle	College of Mount Saint Vincent
City Vision College	College of Mount St Joseph
Claflin University	College of Our Lady of the Elms
Claremont McKenna College	College of Saint Elizabeth
Clarion University of Pennsylvania	College of Saint Mary
Clark Atlanta University	College of St Joseph
Clark University	College of the Atlantic
Clarke University	College of the Holy Cross
Clarkson College	College of the Ozarks
Clarkson University	College of William and Mary
Cleary University	Colorado Christian University
Clemson University	Colorado College
Cleveland State University	Colorado Mesa University
Cleveland University-Kansas City	Colorado Mountain College
Clinton College	Colorado School of Mines
Colorado State University	Davenport University
Columbia College	Davidson College
Columbia College	Davis & Elkins College
Columbia International University	Davis College
Columbia Southern University	Daytona State College
Columbia University in the City of New York	Dean College
Columbus State University	Delaware State University
Concord University	Delaware Valley College
Connecticut College	Denison University
Converse College	DePaul University
Corban University	DeSales University
Cornell College	Dickinson College
Criswell College	Dillard University
Crowley's Ridge College	Dine College
Crown College	Dixie State University
Culver-Stockton College	Dominican College of Blauvelt
Curry College	Dominican University
D'Youville College	Dominican University of California
Daemen College	Donnelly College
Dakota State University	Dordt College
Dakota Wesleyan University	Dowling College
Dallas Baptist University	Drake University
Dallas Christian College	Drew University
Dartmouth College	Drexel University

Drury University	Elmira College
Duke University	Elon University
Duquesne University	Embry-Riddle Aeronautical University
Earlham College	Emerson College
East Carolina University	Emmanuel College
East Central University	Emmanuel College
East Stroudsburg University of Pennsylvania	Emory & Henry College
East Texas Baptist University	Emory University
East-West University	Endicott College
Eastern Florida State College	Erskine College
Eastern Illinois University	Eureka College
Eastern Kentucky University	Excelsior College
Eastern Mennonite University	Fairfield University
Eastern Michigan University	Fairleigh Dickinson University
Eastern New Mexico University	Fairmont State University
Eastern Oregon University	Farmingdale State College
Eastern University	Faulkner University
Eastern Washington University	Fayetteville State University
Eckerd College	Felician College
Edgewood College	Ferris State University
Edinboro University of Pennsylvania	Ferrum College
Edward Waters College	Finlandia University
Elizabethtown College	Fisher College
Elmhurst College	Fisk University
Fitchburg State University	Gainesville State College
Florida Agricultural & Mechanical University	Gallaudet University
Florida Atlantic University	Gannon University
Florida College	Gardner-Webb University
Florida Gateway College	Geneva College
Florida Gulf Coast University	George Fox University
Florida Institute of Technology	George Mason University
Florida International University	George Washington University
Florida Southern College	Georgetown College
Florida State University	Georgetown University
Fontbonne University	Georgia Christian University
Fordham University	Georgian Court University
Fort Lewis College	Gettysburg College
Francis Marion University	Glenville State College
Franciscan University of Steubenville	Goddard College
Franklin and Marshall College	Golden Gate University-San Francisco
Franklin College	Goldey-Beacom College

Franklin Pierce University	Gonzaga University
Franklin University	Goodwin College
Freed-Hardeman University	Gordon College
Fresno Pacific University	Gordon State College
Friends University	Goshen College
Frostburg State University	Goucher College
Furman University	Governors State University
Grace University	Harvey Mudd College
Grand Valley State University	Hastings College
Grand View University	Haverford College
Gratz College	Hawaii Pacific University
Great Lakes Christian College	Heidelberg University
Green Mountain College	Henderson State University
Greensboro College	Hendrix College
Greenville College	High Point University
Grinnell College	Hilbert College
Grove City College	Hiram College
Guilford College	Hiwassee College
Gulf Coast State College	Hobart William Smith Colleges
Gustavus Adolphus College	Hodges University
Gwynedd Mercy University	Hofstra University
Hamilton College	Hollins University
Hamline University	Holy Cross College
Hampden-Sydney College	Holy Family University
Hampshire College	Holy Names University
Hampton University	Hood College
Hanover College	Hope College
Harding University	Horizon University
Harris-Stowe State University	Houghton College
Hartwick College	Houston Baptist University
Harvard University	Howard Payne University
Howard University	Jarvis Christian College
Humboldt State University	John Brown University
Huntingdon College	John Carroll University
Huntington University	John F Kennedy University
Husson University	John Paul the Great Catholic University
Illinois College	Johns Hopkins University
Illinois Institute of Technology	Johnson C Smith University
Illinois State University	Johnson University
Illinois Wesleyan University	Judson College
Immaculata University	Judson University

Independence University	Juniata College
Indian River State College	Kalamazoo College
Indiana Institute of Technology	Kansas State University
Indiana State University	Kansas Wesleyan University
Indiana University of Pennsylvania	Kean University
Indiana University	Keiser University-Ft Lauderdale
Indiana University-Purdue University	Kent State University
Indiana Wesleyan University	Kentucky Christian University
Iona College	Kentucky State University
Iowa Wesleyan College	Kentucky Wesleyan College
Ithaca College	Kenyon College
Jacksonville State University	Kettering College
Jacksonville University	Kettering University
James Madison University	Keystone College
King's College	Lebanon Valley College
Knox College	Lee University
Kuyper College	Lees-McRae College
La Roche College	Lehigh University
La Salle University	Lenoir-Rhyne University
La Sierra University	Lesley University
Laboure College	LeTourneau University
Lafayette College	Lewis & Clark College
LaGrange College	Lewis University
Lake Erie College	Lexington College
Lake Forest College	Liberty University
Lake Superior State University	Limestone College
Lake Washington Institute of Technology	Lincoln Christian University
Lake-Sumter State College	Lincoln College
Lakeland College	Lincoln Memorial University
Lander University	Lincoln University
Landmark College	Lincoln University of Pennsylvania
Lane College	Lindenwood University
Langston University	Lindsey Wilson College
Lasell College	Lipscomb University
Laurel University	Livingstone College
Lawrence University	Lock Haven University
Le Moyne College	Logan University
Le Moyne-Owen College	Loma Linda University
Longwood University	Mars Hill University
Loras College	Martin Methodist College
Louisiana College	Martin University

Louisiana State University	Mary Baldwin College
Lourdes University	Marygrove College
Loyola Marymount University	Marylhurst University
Loyola University Chicago	Marymount University
Loyola University Maryland	Maryville College
Loyola University New Orleans	Maryville University of Saint Louis
Lycoming College	Marywood University
Lynchburg College	Massachusetts Institute of Technology
Lyndon State College	McDaniel College
Lynn University	McKendree University
Lyon College	McMurry University
Macalester College	McNeese State University
MacMurray College	McPherson College
Malone University	Medaille College
Manchester University	Menlo College
Manhattan College	Mercer University
Mansfield University of Pennsylvania	Meredith College
Maria College of Albany	Merrimack College
Marietta College	Messiah College
Marist College	Methodist University
Marquette University	Metropolitan College of New York
Metropolitan State University	Morehead State University
Miami University of Ohio	Morehouse College
Michigan State University	Morgan State University
Michigan Technological University	Morningside College
Midway College	Mount Aloysius College
Midwestern State University	Mount Holyoke College
Miles College	Mount Ida College
Millersville University of Pennsylvania	Mount Mary University
Milligan College	Mount Mercy University
Millikin University	Mount Olive College
Mills College	Mount Saint Mary College
Millsaps College	Mount St Mary's College
Misericordia University	Mount St Mary's University
Mississippi College	Mount Vernon Nazarene University
Missouri State University-Springfield	Murray State University
Missouri University of Science & Technology	Naropa University
Missouri Valley College	Nazareth College
Missouri Western State University	Nebraska Wesleyan University
Mitchell College	Neumann University
Molloy College	New College of Florida

Monmouth College	New England College
Monmouth University	New Jersey City University
Montclair State University	New Jersey Institute of Technology
Moravian College	New Mexico Institute of Mining Technology
New Mexico State University	Northwest Christian University
Newberry College	Northwest Florida State College
Newbury College	Northwest Missouri State University
Newman University	Northwest University
Niagara University	Northwestern College
Nichols College	Northwestern Michigan College
North American University	Northwestern University
North Carolina A & T State University	Norwich University
North Carolina Central University	Notre Dame College
North Carolina State University	Notre Dame de Namur University
North Carolina Wesleyan College	Notre Dame of Maryland University
North Central College	Nyack College
North Central University	Oakland City University
North Dakota State University	Oakland University
North Park University	Oakwood University
Northeastern Illinois University	Oberlin College
Northeastern University	Occidental College
Northern Illinois University	Oglethorpe University
Northern Kentucky University	Ohio Dominican University
Northern Marianas College	Ohio Northern University
Northern Michigan University	Ohio State University
Northern New Mexico College	Ohio Valley University
Northern State University	Ohio Wesleyan University
Northland College	Oklahoma Baptist University
Oklahoma Christian University	Pepperdine University
Oklahoma City University	Philadelphia University
Oklahoma State University	Piedmont College
Oklahoma Wesleyan University	Piedmont International University
Old Dominion University	Pillar College
Olivet College	Point Loma Nazarene University
Olivet Nazarene University	Point Park University
Olympic College	Point University
Oral Roberts University	Polk State College
Oregon Institute of Technology	Pomona College
Oregon State University	Portland State University
Otterbein University	Prairie View A & M University
Our Lady of Holy Cross College	Pratt Institute

Our Lady of the Lake College	Prescott College
Ozark Christian College	Presentation College
Pace University-New York	Princeton University
Pacific Lutheran University	Providence College
Pacific Union College	Purdue University
Pacific University	Queens University of Charlotte
Palm Beach Atlantic University	Quincy University
Palo Alto University	Quinnipiac University
Paul Quinn College	Radford University
Pennsylvania State University	Ramapo College of New Jersey
Pensacola State College	Randolph College
Randolph-Macon College	Sacred Heart University
Reed College	Saginaw Valley State University
Regent University	Saint Ambrose University
Regis College	Saint Anselm College
Regis University	Saint Augustine College
Relay Graduate School of Education	Saint Cloud State University
Rensselaer Polytechnic Institute	Saint Edward's University
Rhodes College	Saint Francis University
Rice University	Saint Gregory's University
Ripon College	Saint Johns River State College
Rivier University	Saint Joseph's College of Maine
Roanoke College	Saint Joseph's College-New York
Robert Morris University Illinois	Saint Louis Christian College
Roberts Wesleyan College	Saint Louis University
Rochester College	Saint Martin's University
Rochester Institute of Technology	Saint Mary's College
Rockhurst University	Saint Mary's College of California
Rocky Mountain College	Saint Mary-of-the-Woods College
Roger Williams University	Saint Michael's College
Rose-Hulman Institute of Technology	Saint Norbert College
Rosemont College	Saint Pauls College
Rowan University	Saint Peter's University
Rust College	Saint Vincent College
Rutgers University	Saint Xavier University
Salem College	Slippery Rock University of Pennsylvania
Salem State University	Smith College
Salve Regina University	Snow College
Samford University	Sofia University
San Diego Christian College	South Dakota State University
Santa Clara University	South Florida State College

Santa Fe College	South Georgia College
Sarah Lawrence College	South Texas College
Schreiner University	Southeastern Louisiana University
Seattle Pacific University	Southeastern University
Seattle University	Southern Arkansas University
Selma University	Southern Methodist University
Seton Hill University	Southern Nazarene University
Shenandoah University	Southern New Hampshire University
Shiloh University	Southern Utah University
Shippensburg University of Pennsylvania	Southern Virginia University
Shorter University	Southern Wesleyan University
Siena College	Spalding University
Siena Heights University	Spring Arbor University
Silver Lake College of the Holy Family	Springfield College
Simmons College	St Bonaventure University
Simmons College of Kentucky	St Catherine University
Simpson College	St Francis College
Skidmore College	St John's University-New York
St Lawrence University	Tennessee State University
St Luke University	Tennessee Technological University
St Mary's College of Maryland	Tennessee Wesleyan College
St Mary's University	Texas A & M University
St Olaf College	Texas Christian University
St Petersburg College	Texas College
St Thomas Aquinas College	Texas Lutheran University
St Thomas University	Texas Southern University
St Vincent's College	Texas State University
Stanford University	Texas Tech University
State College of Florida-Manatee-Sarasota	Texas Wesleyan University
Stephen F Austin State University	Texas Woman's University
Stephens College	The College of New Jersey
Stetson University	The College of New Rochelle
Stevens Institute of Technology	The College of Saint Scholastica
Stevenson University	The New School
Stillman College	The Robert B Miller College
Stonehill College	The Sage Colleges
Susquehanna University	The University of Alabama
Sweet Briar College	The University of Findlay
Syracuse University	The University of Montana
Tabor College	The University of Tampa
Talladega College	The University of Tennessee

Temple University	The University of Texas
The University of West Florida	Union College
Thiel College	Union University
Thomas Aquinas College	Unity College
Thomas College	University of Akron Main Campus
Thomas Edison State College	University of Arizona
Thomas University	University of Arkansas
Toccoa Falls College	University of Arkansas at Little Rock
Tougaloo College	University of Arkansas at Monticello
Transylvania University	University of Bridgeport
Trevecca Nazarene University	University of California-Berkeley
Trinity College	University of Central Arkansas
Trinity College of Florida	University of Central Florida
Trinity Lutheran College	University of Central Missouri
Trinity Washington University	University of Charleston
Trocaire College	University of Chicago
Troy University	University of Cincinnati
Truett-McConnell College	University of Colorado Boulder
Truman State University	University of Connecticut
Tufts University	University of Dallas
Tulane University of Louisiana	University of Dayton
Tusculum College	University of Denver
Tuskegee University	University of Detroit Mercy
Union College	University of Dubuque
Union College	University of Evansville
University of Fort Lauderdale	University of Mississippi
University of Georgia	University of Missouri
University of Hartford	University of Mobile
University of Hawaii	University of Montana
University of Houston	University of Montevallo
University of Idaho	University of Nebraska
University of Illinois	University of New England
University of Indianapolis	University of New Hampshire
University of Iowa	University of New Haven
University of Jamestown	University of New Mexico
University of Kansas	University of New Orleans
University of Kentucky	University of North Carolina at Asheville
University of La Verne	University of North Carolina at Chapel Hill
University of Louisiana	University of North Carolina at Charlotte
University of Louisville	University of North Carolina at Greensboro
University of Maine	University of North Carolina at Pembroke

University of Mary	University of North Carolina Wilmington
University of Mary Hardin-Baylor	University of North Dakota
University of Mary Washington	University of North Florida
University of Maryland	University of North Georgia
University of Massachusetts-Amherst	University of North Texas
University of Massachusetts-Boston	University of Northern Colorado
University of Michigan	University of Northwestern Ohio
University of Minnesota	University of Northwestern-St Paul
University of Notre Dame	University of the Ozarks
University of Oklahoma	University of the Pacific
University of Pennsylvania	University of Texas
University of Pittsburgh	University of Tennessee
University of Portland	University of Tulsa
University of Puget Sound	University of Utah
University of Redlands	University of Vermont
University of Rhode Island	University of Virginia
University of Rio Grande	University of Wisconsin
University of Rochester	University of Wyoming
University of Saint Francis-Fort Wayne	Upper Iowa University
University of Saint Mary	Utah State University
University of San Francisco	Utah Valley University
University of Scranton	Utica College
University of Sioux Falls	Valencia College
University of South Alabama	Valparaiso University
University of South Carolina	Vanderbilt University
University of South Dakota	Vanguard University of Southern California
University of South Florida	Vassar College
University of Southern California	Villa Maria College
University of Southern Indiana	Villanova University
University of St Francis	Virginia Baptist College
University of St Thomas	Virginia Commonwealth University
University of St Thomas	Virginia Tech
Virginia State University	Wesleyan College
Virginia Union University	Wesleyan University
Virginia University of Lynchburg	West Chester University of Pennsylvania
Viterbo University	West Virginia State University
Voorhees College	West Virginia University
Wabash College	West Virginia Wesleyan College
Wagner College	Western Carolina University
Wake Forest University	Western Illinois University
Walla Walla University	Western Kentucky University

Walsh University	Western Michigan University
Warner Pacific College	Western New England University
Warren Wilson College	Western New Mexico University
Wartburg College	Western State Colorado University
Washburn University	Western Washington University
Washington & Jefferson College	Westminster College
Washington Adventist University	Westmont College
Washington and Lee University	Wheaton College
Washington University in St Louis	Wheaton College
Wayland Baptist University	Wheeling Jesuit University
Waynesburg University	Wheelock College
Weber State University	Whittier College
Webster University	Whitworth University
Welch College	Wilberforce University
Wellesley College	
Wilkes University	
Willamette University	
William Jessup University	
William Jewell College	
William Paterson University of New Jersey	
William Woods University	
Williams Baptist College	
Williams College	
Wilmington College	
Wilmington University	
Wilson College	
Wisconsin Lutheran College	
Wittenberg University	
Wofford College	
Worcester Polytechnic Institute	
Worcester State University	
Wright State University	
Xavier University	
Yale University	
York College	
York College Pennsylvania	
Young Harris College	
Youngstown State University	

Appendix C

Administrative Assistant Assistance Email

Subject: Research Assistance

Date: Following IRB Approval

Dear *<<first name>,*

Greetings! My name is Shawn Hoke and I am a doctoral candidate at Indiana University of Pennsylvania. I am preparing to conduct survey research for my dissertation which explores faculty and trustee perceptions of leadership style effectiveness of college and university presidents, as well as self-perceptions of presidents. I would very much like to include your institution in my sample, however, I was unable to find email and mailing addresses for the chair and vice chair of your board of trustees on your institution's web site.

I am writing to ask for your assistance in providing that information to me. Any information provided to me will only be used for the express purposes of mailing these individuals a letter of introduction to my study from Dr. Michael Schwartz, President Emeritus of Kent State and Cleveland State Universities, and to email them an invitation to participate, complete with an "opt out" link. The online survey itself should take no more than 10 minutes to complete and responses will be kept strictly confidential. Results will only be reported only in an aggregate form and no identifying information about respondents, or their institutions, will be reported in any presentations or publications that stem from this research.

Please feel free to contact me, or my faculty sponsor listed below, if you have any questions regarding this study. This study has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (phone: 724-357-7730).

Thank you for your time and consideration.

Sincerely,

Shawn M. Hoke, Ph.D. Candidate, Principal Investigator
Administration and Leadership Studies Ph.D. Program, Nonprofit & Public Sectors
Indiana University of Pennsylvania
s.m.hoke@iup.edu

J. Beth Mabry, Ph.D., Associate Professor, Faculty Sponsor
Department of Sociology, ALS Ph.D. Program Faculty
102 McElhaney Hall
Indiana University of Pennsylvania
mabry@iup.edu

Appendix D

Dr. Michael Schwartz Letter of Support

Dear [Name],

Having served as the president of two public universities for a total of seventeen years, it has been more than a little interesting to me to observe that senior academic officers appear to be less inclined toward the presidency these days than in the past. At the same time, it also appears that people from other pathways to the college and university presidency are increasing in number. Some of these pathways are from within the institutions: chief business officers, chief student affairs officers, chief development officers are among them. In other cases, pathways to the presidency are taken from outside of higher education, most notably these are pathways from government, politics, business, and even sports.

But the diverging pathways do raise some very interesting questions about leadership, both style and substance, on the campuses, and most especially about perceptions of that leadership and its effectiveness. When presidents were uniformly "of the academic culture," the tension between professors and senior leadership, while always there, was a tension within a common culture. What happens when the tension between professorial views of administrators is enhanced by leadership that is not "of the academic culture" but of different, disparate cultures?

Mr. Shawn Hoke, a doctoral candidate at Indiana University of Pennsylvania and a former student of mine at Kent State University, is exploring some questions just like the one I have raised for his dissertation research, and I am writing to ask for your help with his work. He is a very good, careful, thoughtful scholar, and I think that you will enjoy participating in his research. He has a brief survey with which he needs your help and participation. It shouldn't take more than ten minutes of your time, and your brief investment of time will contribute to the literature that will grow as it explains more and more about the modern university presidency.

You'll be receiving an email invitation from Mr. Hoke within the next two weeks that will include a link to his survey.

From one who has "been there and done that," to those who are there and doing that, I would appreciate your aid for Mr. Hoke's work.

Very sincerely yours,

Michael Schwartz, Ph.D.

President Emeritus, Cleveland State University and President Emeritus, Kent State University

Appendix E

Invitation to Participate

Dear [Name],

My name is Shawn Hoke, I am a doctoral candidate at Indiana University of Pennsylvania and I am writing to ask for your assistance with my research. My dissertation is exploring the perceptions of the effectiveness of college and university presidents and I would greatly appreciate your participation in my study.

This online survey should take approximately 10 minutes to complete. If you choose to take this presidential leadership survey your responses will be kept confidential and the data collected through the survey will only be reported in an aggregate form. No individually identifiable data about participants will be reported in my dissertation or any subsequent publications.

This study has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730). Please feel free to contact me, or my faculty sponsor listed below, if you have any questions regarding this study.

Your participation in this survey is completely voluntary and you are free to stop responding at any time by closing your browser. The submission of your completed survey indicates your consent to participate in the study. If you are interested in participating, please click the following link and it will take you to my survey instrument.

[Survey Link]

You may receive a reminder email in about a week if you have not responded by then. To opt out of reminders, please click on the "opt out" link at the end of this message.

Thank you for your time and consideration,

Sincerely,

Shawn M. Hoke, Ph.D. Candidate
Administration and Leadership Studies, Nonprofit & Public Sectors
Indiana University of Pennsylvania
s.m.hoke@iup.edu

Beth Mabry, Ph.D., Associate Professor
Department of Sociology
Indiana University of Pennsylvania
mabry@iup.edu

[survey link again]   [opt out link]

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Appendix F

Qualtrics Welcome/Consent Screen

Informed Consent

The following information is provided in order to help you to make an informed decision whether or not to participate in this survey. This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (724-357-7730). The survey should take no more than ten minutes to complete.

TITLE: Exploring the Relationship Between the Perceived Effectiveness of Institutional Presidents and their Career Path

PRIMARY INVESTIGATOR: Shawn Hoke, Doctoral Candidate, Indiana University of Pennsylvania

PURPOSE OF STUDY: The purpose of this study is to investigate whether or not institutional presidents' career paths predict faculty members' and trustees' perceptions of their effectiveness as leaders, and how those perceptions align with presidents' self-perceptions of their performance.

RISKS: There are no known risks associated with this study except those associated with every day computer usage.

BENEFITS AND COMPENSATION: There are no direct benefits or compensation for participation in this study.

CONFIDENTIALITY: Your name or email will never appear in publicized results and will be kept strictly confidential. All responses will be secured in the password-protected account with the Qualtrics survey tool.

RIGHT TO WITHDRAW: You are under no obligation to participate in the study and are free to withdraw your consent to participate at any time.

CONTACT INFORMATION: I understand that should I have any further questions about my participation in the study, I may contact:

Shawn Hoke, Doctoral Candidate, Indiana University of Pennsylvania
Administration and Leadership Studies, Nonprofit & Public Sectors
s.m.hoke@iup.edu
814-229-2829

or my advisor:

Beth Mabry, Ph.D., Associate Professor
McElhaney Hall, Room 102
441 North Walk
Indiana, PA 15705
mabry@iup.edu
724-357-1289

VOLUNTARY CONSENT: By continuing with the survey, I acknowledge I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. I certify that I consent to participate in this research project.

Appendix G

Email Reminder One

Subject: Fwd: Complete Your Presidential Leadership Survey

Date: 14 days after survey launch

Hi *<<first name>,*

This is a friendly reminder to complete your university leadership survey. We're looking forward to having your participation so we can include *<<university name>>* in the study.

<u>Complete the survey today</u>.

Thank you very much.

Shawn
Shawn M. Hoke, Ph.D. Candidate
Indiana University of Pennsylvania

---------- Forwarded message ----------
From: Shawn Hoke <ebarker@alumni.cmu.edu>
Date: Mon, Jun 15, 2015 at 2:30 PM
Subject: Complete Your University Leadership Survey
To: <<name>> <<email address>>

Dear [Name],

My name is Shawn Hoke, I am a doctoral candidate at Indiana University of Pennsylvania and I am writing to ask for your assistance with my research. My dissertation is exploring the perceptions of the effectiveness of college and university presidents and I would greatly appreciate your participation in my study.

This online survey should take approximately 10 minutes to complete. If you choose to take this presidential leadership survey your responses will be kept confidential and the data collected through the survey will only be reported in an aggregate form. No individually identifiable data about participants will be reported in my dissertation or any subsequent publications.

This study has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730). Please feel free to contact me, or my faculty sponsor listed below, if you have any questions regarding this study.

Your participation in this survey is completely voluntary and you are free to stop responding at any time by closing your browser. The submission of your completed survey indicates your consent to participate in the study. If you are interested in participating, please click the following link and it will take you to my survey instrument.

[Survey Link]

You may receive a reminder email in about a week if you have not responded by then. To opt out of reminders, please click on the "opt out" link at the end of this message.

Thank you for your time and consideration,

Sincerely,

Shawn M. Hoke, Ph.D. Candidate
Administration and Leadership Studies, Nonprofit & Public Sectors
Indiana University of Pennsylvania
s.m.hoke@iup.edu

Beth Mabry, Ph.D., Associate Professor
Department of Sociology
Indiana University of Pennsylvania
mabry@iup.edu

[survey link again]   [opt out link]

Appendix H

Email Reminder Two

Subject: Fwd: Complete Your Presidential Leadership Survey

Date: 28 days after survey launch

Hi *<<first name>>,*

We're looking for your participation in an important survey of leadership of college and university presidents across the country.

By completing the survey, you will contribute to an important body of leadership research and it will only take a few minutes of your time.

To participate, **complete the survey today.**

Thank you very much.

Shawn
Shawn M. Hoke, Ph.D. Candidate
Indiana University of Pennsylvania

---------- Forwarded message ----------
From: Shawn Hoke <ebarker@alumni.cmu.edu>
Date: Mon, Jun 15, 2015 at 2:30 PM
Subject: Complete Your University Leadership Survey
To: <<name>> <<email address>>

Dear [Name],

My name is Shawn Hoke, I am a doctoral candidate at Indiana University of Pennsylvania and I am writing to ask for your assistance with my research. My dissertation is exploring the perceptions of the effectiveness of college and university presidents and I would greatly appreciate your participation in my study.

This online survey should take approximately 10 minutes to complete. If you choose to take this presidential leadership survey your responses will be kept confidential and the data collected through the survey will only be reported in an aggregate form. No individually identifiable data about participants will be reported in my dissertation or any subsequent publications.

This study has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730). Please feel free to contact me, or my faculty sponsor listed below, if you have any questions regarding this study.

Your participation in this survey is completely voluntary and you are free to stop responding at any time by closing your browser. The submission of your completed survey indicates your consent to participate in the study. If you are interested in participating, please click the following link and it will take you to my survey instrument.

<div align="center">[Survey Link]</div>

You may receive a reminder email in about a week if you have not responded by then. To opt out of reminders, please click on the "opt out" link at the end of this message.

Thank you for your time and consideration,

Sincerely,

Shawn M. Hoke, Ph.D. Candidate
Administration and Leadership Studies, Nonprofit & Public Sectors
Indiana University of Pennsylvania
s.m.hoke@iup.edu

Beth Mabry, Ph.D., Associate Professor
Department of Sociology
Indiana University of Pennsylvania
mabry@iup.edu

[survey link again]   [opt out link]

Email Reminder Three

Subject: Complete Your Presidential Leadership Survey by 8/28/15

Date: 42 days after survey launch

Hi *<<first name>,*

Over <<##>> have participated in our university leadership survey, but we're missing responses from <<university name>>. You have ten days to complete the survey, so be sure to **complete the survey today.**

It will only take a few minutes of your time, and if you've already started you can pick up where you left off.

Thank you very much.

Shawn
Shawn M. Hoke, Ph.D. Candidate
Indiana University of Pennsylvania

---------- Forwarded message ----------
From: Shawn Hoke <ebarker@alumni.cmu.edu>
Date: Mon, Jun 15, 2015 at 2:30 PM
Subject: Complete Your University Leadership Survey
To: <<name>> <<email address>>

Dear [Name],

My name is Shawn Hoke, I am a doctoral candidate at Indiana University of Pennsylvania and I am writing to ask for your assistance with my research. My dissertation is exploring the perceptions of the effectiveness of college and university presidents and I would greatly appreciate your participation in my study.

This online survey should take approximately 10 minutes to complete. If you choose to take this presidential leadership survey your responses will be kept confidential and the data collected through the survey will only be reported in an aggregate form. No individually identifiable data about participants will be reported in my dissertation or any subsequent publications.

This study has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730). Please feel free to contact me, or my faculty sponsor listed below, if you have any questions regarding this study.

Your participation in this survey is completely voluntary and you are free to stop responding at any time by closing your browser. The submission of your completed survey indicates your consent to participate in the study. If you are interested in participating, please click the following link and it will take you to my survey instrument.

[Survey Link]

You may receive a reminder email in about a week if you have not responded by then. To opt out of reminders, please click on the "opt out" link at the end of this message.

Thank you for your time and consideration,

Sincerely,

Shawn M. Hoke, Ph.D. Candidate
Administration and Leadership Studies, Nonprofit & Public Sectors
Indiana University of Pennsylvania
s.m.hoke@iup.edu

Beth Mabry, Ph.D., Associate Professor
Department of Sociology
Indiana University of Pennsylvania
mabry@iup.edu

[survey link again]   [opt out link]

Appendix J

Email Reminder Four

Subject: Last chance to complete your presidential leadership survey

Date: 56 days after survey launch

Hi *<<first name>>,*

This is your last chance to complete the presidential leadership survey. We won't be able to include the results from <<university name>> unless we get your completed results by this Friday.

Start or finish up your survey today.

Thank you very much.

Shawn
Shawn M. Hoke, Ph.D. Candidate
Indiana University of Pennsylvania

---------- Forwarded message ----------
From: Shawn Hoke <ebarker@alumni.cmu.edu>
Date: Mon, Jun 15, 2015 at 2:30 PM
Subject: Complete Your University Leadership Survey
To: <<name>> <<email address>>

Dear [Name],

My name is Shawn Hoke, I am a doctoral candidate at Indian University of Pennsylvania and I am writing to ask for your assistance with my research. My dissertation is exploring the perceptions of the effectiveness of college and university presidents and I would greatly appreciate your participation in my study.

This online survey should take approximately 10 minutes to complete. If you choose to take this presidential leadership survey your responses will be kept confidential and the data collected through the survey will only be reported in an aggregate form. No individually identifiable data about participants will be reported in my dissertation or any subsequent publications.

This study has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730). Please feel free to contact me, or my faculty sponsor listed below, if you have any questions regarding this study.

Your participation in this survey is completely voluntary and you are free to stop responding at any time by closing your browser. The submission of your completed survey indicates your consent to participate in the study. If you are interested in participating, please click the following link and it will take you to my survey instrument.

[Survey Link]

You may receive a reminder email in about a week if you have not responded by then. To opt out of reminders, please click on the "opt out" link at the end of this message.

Thank you for your time and consideration,

Sincerely,

Shawn M. Hoke, Ph.D. Candidate
Administration and Leadership Studies, Nonprofit & Public Sectors
Indiana University of Pennsylvania
s.m.hoke@iup.edu

Beth Mabry, Ph.D., Associate Professor
Department of Sociology
Indiana University of Pennsylvania
mabry@iup.edu

[survey link again]   [opt out link]

Appendix K

Fisher/Tack Effective Leadership Inventory for Presidents

Directions: This questionnaire is designed to identify the characteristics of an effective college president and focuses on the following three areas: attitudes/styles, professional information and personal data.

Part I: Personal Attitudes and Leadership Style

Please react to the following statements about your own characteristics as a leader by checking the appropriate responses. Your responses should represent your perception of yourself as a leader.

As an Institutional President, I:

1. Am sometimes viewed as hardnosed.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

2. Believe that the respect of those to be led is essential.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

3. Believe that an effective leader takes risks.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

4. Am primarily concerned about being liked.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

5. Try to achieve consensus.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

6. Believe in organizational structure.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

7. Believe that the leader should be perceived as self-confident.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

8. Believe in close collegial relationships.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

9. Believe that the leader serves the people.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

10. Believe in merit pay.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

11. Am sometimes viewed as assertive.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

12. Am rarely in keeping with the status quo.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

13. Delegate responsibility and authority to subordinates.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

14. Believe in the values of one-on-one meetings.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

15. Maintain a measure of mystique.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

16. Use large social functions to advance the institution.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

17. Choose another CEO as a confidant.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

18. Believe in community involvement.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

19. Always appear energetic.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

20. Am often viewed as a loner.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

21. Count committee meetings as mistakes.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

22. Would rather be viewed as a strong leader than a good colleague.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

23. Accept loss gracefully.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

24. Tend to work long hours.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

25. Often like people who are different.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

26. Only occasionally speak spontaneously.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

27. Am warm and affable.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

28. Would rather be influential than professionally admired.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

29. Dress well.
  - ○ Strongly Agree
  - ○ Agree
  - ○ Undecided
  - ○ Disagree
  - ○ Strongly Disagree

30. Deeply care about the welfare of the individual.
  - ○ Strongly Agree
  - ○ Agree
  - ○ Undecided
  - ○ Disagree
  - ○ Strongly Disagree

31. Believe in the institution at all costs.
  - ○ Strongly Agree
  - ○ Agree
  - ○ Undecided
  - ○ Disagree
  - ○ Strongly Disagree

32. Encourage creative types even though often in disagreement.
  - ○ Strongly Agree
  - ○ Agree
  - ○ Undecided
  - ○ Disagree
  - ○ Strongly Disagree

33. Appear to make decisions easily.
  - ○ Strongly Agree
  - ○ Agree
  - ○ Undecided
  - ○ Disagree
  - ○ Strongly Disagree

34. Appear confident even when in doubt.
  - ○ Strongly Agree
  - ○ Agree
  - ○ Undecided
  - ○ Disagree
  - ○ Strongly Disagree

35. View myself and the institution as one.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

36. Am often seen as somewhat aloof.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

37. Enjoy stirring things up.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

38. Am rarely viewed as flamboyant.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

39. Appear to enjoy the perquisites of the office.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

40. Smile a lot.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

Part II: Demographic Information

Age: _____

Gender: ○ Male ○ Female

Race: ○ White
      ○ African American
      ○ Asian American
      ○ Hispanic/Latino(a)
      ○ American Indian/Alaskan Native
      ○ Pacific Islander
      ○ Other (please specify): _____

Marital Status: ○ Never married
               ○ Married
                     ○ Opposite Gender
                     ○ Same Gender
               ○ Domestic Partnership
               ○ Separated
               ○ Divorced
               ○ Widowed

Children: Do you have children? ○ No ○ Yes

If yes, do you have children under the age of 18? ○ No ○ Yes

Religious Preference: ○ Buddhist
                     ○ Christian (Protestant)
                     ○ Christian (Roman Catholic)
                     ○ Jewish
                     ○ Muslim
                     ○ None
                     ○ Other (please specify): _____

Appendix L

Fisher/Tack Effective Leadership Inventory Modified for Faculty

Directions: This questionnaire is designed to identify the characteristics of an effective college president and focuses on the perception of the personal attitudes and leadership style of the president of your institution. Please react to the following statements about the characteristics of your institution's president by checking the appropriate responses. Your responses should represent the perception of your faculty, in general, of your institution's president as a leader.

In general, the faculty at this institution think that our president...:

1. Is sometimes viewed as hardnosed.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

2. Believes that the respect of those to be led is essential.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

3. Believes that an effective leader takes risks.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

4. Seems primarily concerned about being liked.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

5. Tries to achieve consensus.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

6. Believes in organizational structure.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

7. Believes that the leader should be perceived as self-confident.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

8. Believes in close collegial relationships.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

9. Believes that the leader serves the people.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

10. Believes in merit pay.
    - ○ Strongly Agree
    - ○ Agree
    - ○ Undecided
    - ○ Disagree
    - ○ Strongly Disagree

11. Is sometimes viewed as assertive.
    - ○ Strongly Agree
    - ○ Agree
    - ○ Undecided
    - ○ Disagree
    - ○ Strongly Disagree

12. Is rarely in keeping with the status quo.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

13. Delegates responsibility and authority to subordinates.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

14. Believes in the values of one-on-one meetings.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

15. Maintains a measure of mystique.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

16. Uses large social functions to advance the institution.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

17. Chooses other CEOs as a confidants.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

18. Believes in community involvement.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

19. Always appear energetic.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

20. Is often viewed as a loner.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

21. Counts committee meetings as mistakes.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

22. Would rather be viewed as a strong leader than a good colleague.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

23. Accepts loss gracefully.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

24. Tends to work long hours.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

25. Often likes people who are different.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

26. Only occasionally speaks spontaneously.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

27. Is warm and affable.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

28. Is more concerned with being influential than being professionally admired.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

29. Dresses well.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

30. Cares deeply about the welfare of individuals.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

31. Believes in the institution at all costs.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

32. Encourages creative types even though often in disagreement.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

33. Appears to make decisions easily.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

34. Appears confident even when in doubt.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

35. Views him/herself and the institution as one.
   - ○ Strongly Agree
   - ○ Agree
   - ○ Undecided
   - ○ Disagree
   - ○ Strongly Disagree

36. Is often seen as somewhat aloof.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

37. Enjoys stirring things up.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

38. Is rarely viewed as flamboyant.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

39. Appears to enjoy the perquisites of the office.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

40. Smiles a lot.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

Appendix M

Fisher/Tack Effective Leadership Inventory Modified for Trustees

Directions: This questionnaire is designed to identify the characteristics of an effective college president and focuses on the perception of the personal attitudes and leadership style of the president of your institution. Please react to the following statements about the characteristics of your institution's president by checking the appropriate responses. Your responses should represent the perception of your trustees, in general, of your institution's president as a leader.

In general, the trustees at this institution think that our president...:

1. Is sometimes viewed as hardnosed.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

2. Believes that the respect of those to be led is essential.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

3. Believes that an effective leader takes risks.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

4. Seems primarily concerned about being liked.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

5. Tries to achieve consensus.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

6. Believes in organizational structure.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

7. Believes that the leader should be perceived as self-confident.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

8. Believes in close collegial relationships.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

9. Believes that the leader serves the people.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

10. Believes in merit pay.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

11. Is sometimes viewed as assertive.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

12. Is rarely in keeping with the status quo.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

13. Delegates responsibility and authority to subordinates.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

14. Believes in the values of one-on-one meetings.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

15. Maintains a measure of mystique.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

16. Uses large social functions to advance the institution.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

17. Chooses other CEOs as a confidants.
    ○ Strongly Agree
    ○ Agree
    ○ Undecided
    ○ Disagree
    ○ Strongly Disagree

18. Believes in community involvement.
   - ◯ Strongly Agree
   - ◯ Agree
   - ◯ Undecided
   - ◯ Disagree
   - ◯ Strongly Disagree

19. Always appear energetic.
   - ◯ Strongly Agree
   - ◯ Agree
   - ◯ Undecided
   - ◯ Disagree
   - ◯ Strongly Disagree

20. Is often viewed as a loner.
   - ◯ Strongly Agree
   - ◯ Agree
   - ◯ Undecided
   - ◯ Disagree
   - ◯ Strongly Disagree

21. Counts committee meetings as mistakes.
   - ◯ Strongly Agree
   - ◯ Agree
   - ◯ Undecided
   - ◯ Disagree
   - ◯ Strongly Disagree

22. Would rather be viewed as a strong leader than a good colleague.
   - ◯ Strongly Agree
   - ◯ Agree
   - ◯ Undecided
   - ◯ Disagree
   - ◯ Strongly Disagree

23. Accepts loss gracefully.
   - ◯ Strongly Agree
   - ◯ Agree
   - ◯ Undecided
   - ◯ Disagree
   - ◯ Strongly Disagree

24. Tends to work long hours.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

25. Often likes people who are different.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

26. Only occasionally speaks spontaneously.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

27. Is warm and affable.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

28. Is more concerned with being influential than being professionally admired.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

29. Dresses well.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

30. Cares deeply about the welfare of individuals.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

31. Believes in the institution at all costs.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

32. Encourages creative types even though often in disagreement.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

33. Appears to make decisions easily.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

34. Appears confident even when in doubt.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

35. Views him/herself and the institution as one.
   ○ Strongly Agree
   ○ Agree
   ○ Undecided
   ○ Disagree
   ○ Strongly Disagree

36. Is often seen as somewhat aloof.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

37. Enjoys stirring things up.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

38. Is rarely viewed as flamboyant.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

39. Appears to enjoy the perquisites of the office.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

40. Smiles a lot.
   - ❍ Strongly Agree
   - ❍ Agree
   - ❍ Undecided
   - ❍ Disagree
   - ❍ Strongly Disagree

Appendix N

Institutional President Time Allocation Question for Presidents

About what percent of time do you think you *should be* spending on the following activities, and about what percent of time do you think you *actually spend* on these activities?

	% of time you should be spending	% of time you actually spend
Academic Issues	☐	☐
Budget/Financial Management	☐	☐
Capital Improvement Projects	☐	☐
Community Relations	☐	☐
Enrollment Management	☐	☐
Faculty Issues	☐	☐
Fundraising	☐	☐
Governing Board Relations	☐	☐
Government Relations	☐	☐
Personnel Issues	☐	☐
Strategic Planning	☐	☐

Appendix O

Institutional President Time Allocation Question for Faculty

About what percent of time do you think your <u>faculty believe</u> your institution's president *should be* spending on the following activities, and about what percent of time do you think the <u>faculty perceive</u> the president *actually spends* on these activities?

	% of time she or he should be spending	% of time she or he actually spends
Academic Issues	☐	☐
Budget/Financial Management	☐	☐
Capital Improvement Projects	☐	☐
Community Relations	☐	☐
Enrollment Management	☐	☐
Faculty Issues	☐	☐
Fundrasing	☐	☐
Governing Board Relations	☐	☐
Government Relations	☐	☐
Personnel Issues	☐	☐
Strategic Planning	☐	☐

Appendix P

Institutional President Time Allocation Question for Trustees

About what percent of time do you think your <u>trustees believe</u> your institution's president *should be* spending on the following activities, and about what percent of time do you think the <u>trustees perceive</u> the president *actually spends* on these activities?

	% of time she or he should be spending	% of time she or he actually spends
Academic Issues	☐	☐
Budget/Financial Management	☐	☐
Capital Improvement Projects	☐	☐
Community Relations	☐	☐
Enrollment Management	☐	☐
Faculty Issues	☐	☐
Fundraising	☐	☐
Governing Board Relations	☐	☐
Government Relations	☐	☐
Personnel Issues	☐	☐
Strategic Planning	☐	☐