LEADERSHIP FRAMES OF FEMALE PRESIDENTS OF AMERICAN RESEARCH
UNIVERSITIES

Courtney Welch, B.S.E., M.A.

Dissertation Prepared for the Degree of

DOCTOR OF EDUCATION

UNIVERSITY OF NORTH TEXAS

August 2002

APPROVED:

Michael K. Altekruse, Professor and Chair,
    Counseling, Development, and Higher
    Education
D. Barry Lumsden, Major Professor
Peter B. Lane, Minor Professor
Henry L. Harris, Committee Member
Ron W. Newsom, Program Coordinator for Higher
    Education
M. Jean Keller, Dean of the College of Education
C. Neal Tate, Dean of the Robert B. Toulouse
    School of Graduate Studies

Welch, Courtney, <u>Leadership Frames of Female presidents of American Research Universities,</u> Doctor of Education (Higher Education), August 2002, 139pp., 32 tables, references, 149 titles.

This study used case studies to examine the leadership frames of female presidents of four-year, public and private, coeducational research institutions both from the Intensive and Extensive Carnegie classifications within the United States. The population (*N*=30) surveyed was sent the Leadership Orientation Questionnaire (Self) developed from the previous research conducted by Lee Bolman and Terrance Deal. The Bolman and Deal leadership frame theory condensed existing organizational theories into a four-frame perspective consisting of a structural, human resource, political, and symbolic frame. Bolman and Deal theorized that the ability to use more than one frame is considered to be critical to the success of leaders and intensify that leader's capacity for making decisions and taking effective actions. The Leadership Orientation Questionnaire (Self) contains five sections that include rating scales for personal demographics, the four frames, eight leadership dimensions, and management and leadership effectiveness.

The research questions sought to identify the demographic characteristics and academic histories of the survey participants and the associations between these variables, the leadership frames represented among the survey participants, and how many, and which, of the four frames the survey participants use collectively. This study allowed its participants to examine their perceptions of their own leadership frames in order to analyze the frame that dominates the way certain universities communicate.

Thirteen of the thirty presidents (43%) completed and returned the survey. Survey participants who had 20 or more years of experience were more likely to exhibit the human resource or symbolic frame as their dominant style; presidents whose years of experience numbered less than 20 years exhibited a mulitframe perspective in their decision-making process. Overall, this research found that the survey participants exhibited most often the human resource frame, followed by the symbolic, structural, and political frames.

ACKNOWLEDGEMENTS

I want to express my appreciation to the members of the UNT faculty who have served on this dissertation committee. In particular, I would like to thank Dr. Barry Lumsden for his encouragement, support, and willingness to go the extra mile. To my Mom and Dad and husband Michael, thank you for the invaluable amounts of unconditional love, understanding, confidence and encouragement. Finally, I owe all that I am and accomplish to God. His will, and the talents He has given me, have brought me thus far. Thank you!

TABLE OF CONTENTS

Chapter

      The Problem
      Purposes of the Study
      Research Questions
      Definition of Terms
      Assumptions
      Delimitations
      Significance of the Study

      The General Historiography of American Women's Education
      Women and Leadership Theories
      The American University President
      Women as University Presidents

      Research Design
      Population of Study
      Instrumentation
      Sections of the Questionnaire
      Procedures for the Collection of Data
      Data Analysis

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Traditionally, in American higher education, trustees of colleges and universities have pursued and employed white, middle-aged, middle-class males as their educational leaders and chief executive officers, especially institutions of prestige and power. According to Lively (2000), this is because

> Higher education, like it or not, has always been a sort of status of class organization. The sense is that the highest class or highest prestigious are research universities. With any glass ceiling, it's easier to break into lower-prestige positions first. Institutions tend to look to their own for the presidential position (pp. 3-4).

Within the last 30 years, women and minorities have moved into tenured academic positions as well as the office of university president. According to Touchton, Shavlik, and Davis (1993), the decade of the 1990s represented the highest percentage of female university and college presidents than any previous decade.

In 1993, the American Council on Education published a report entitled *The American College President (1993 edition)*. This report provided a portrait detailing the who, what, where, and why of American college presidents from 1988 to 1993, regarding race, religion, academic background, field of study, and marital status. Of the 2,423 university and college presidents who were surveyed, 12% were women, an increase

1

from the 9.5 percent in 1986. The survey results asserted that more than one-third of female CEOs were in two-year colleges; only 11 (less than four percent) were presidents of doctorate-granting institutions (American Council on Education, 1993). According to Leatherman (1993), the survey indicated that, "if higher education intends to have its presidency reflect the population of the future, different recruitment efforts and selection processes will be required" (p. 2).

By 1995, the American Council on Education reported that 16% of all college and university presidents were women. Of all the female presidents, 48% headed public universities although mainly concentrated in two-year colleges where the proportion increased from 7.9% to 22.4 % (American Council on Education, 1995).

Despite those gains, women were still less likely in the 1990s to lead doctoral-granting institutions. In a later study conducted about the American College president, the American Council on Education (1998) reported that the percentage of female presidents of research institutions had risen from 3.8 to 13.2%. This growth is not surprising considering that there has been a continual increase in women who have earned doctorates and who have won tenure thereby working their way up the administrative and faculty ladder. To gain a clearer understanding of these leaders, further study is required.

This study focused on the Bolman and Deal leadership theories in which they condensed existing organizational theories into a four-frame perspective consisting of a structural frame, human resource frame, political frame, and symbolic frame.

Statement of the Problem

What are the leadership frames of female presidents of four-year, public and

private, coeducational, research institutions within the united states, and what are the relationships between their leadership frames and selected personal demographic characteristics and academic histories?

Purposes of Study

The purposes of this study were to:

1. Identify and describe the demographic characteristics and academic histories of female college and university presidents at coeducational, four-year, public and private, research institutions within the United States.

2. Describe the leadership frames of female presidents of four-year, public and private, coeducational research universities within the United States.

3. Determine if there are relationships among demographic characteristics and academic histories of female presidents of research universities and their leadership frames.

Research Questions

To provide a more complete description of female presidents of American research universities, the following research questions were addressed:

1. What are the demographic characteristics and academic histories of female college and university presidents at coeducational, four-year, public and private research institutions in the United States?

2. What leadership frames are represented among the survey participants?

3. What are the associations between the demographic characteristics and academic histories of female presidents of research universities and their leadership frames?

4. How many, and which of the four frames do the survey participants use collectively? (Bolman & Deal, 1992, p. 315).

Definitions of Terms

The following definitions explain and clarify the terminology used in this study.

Academic History: refers to the undergraduate and graduate degrees held by female university presidents and the schools from which they received their degrees.

Anarchical Institutional Culture: refers to institutions that are characterized by organized anarchy. These institutions exhibit problematic goals, non-bureaucratic management, and fluid participation in which decision-making processes are unclear (Birnbaum, 1988).

Bureaucratic Institutional Culture: refers to institutions that are characterized by "a systematic division of labor, rights, and responsibilities (that are) enforced through a hierarchical administrative control system" (Birnbaum, 1988, p. 111).

Chief Executive Officer, President or Chancellor: refers to the principal leader of a university or college that maintains the mission of the university, upholds the guidelines of the trustees, and manages the various governance issues related to the university.

Collegial Institutional Culture: refers to institutions that are "egalitarian and democratic, and members of the administration and faulty who consider each other as equals, all of whom have the right and opportunity for discuss and influence as issues come up" (Birnbaum, 1988, p.88).

Doctoral/Research Universities-Extensive: refers to "institutions that typically offer a wide range of Baccalaureate programs, and they are committed to graduate

education through the doctorate. During the academic period they award 50 or more

doctoral degrees per year across at least 15 disciplines" (Carnegie Foundation, 2000).

Doctoral/ Research Universities–Intensive: refers to "institutions that typically

offer a wide range of Baccalaureates programs, and are committed to graduate education

through the doctorate. These institutions award at least ten doctoral degrees per year

across three or more discipline, or at least 20 doctoral degrees per year overall" (Carnegie

Foundation, 2000).

Frame: refers to a perspective for understanding leadership behavior.

Human Resources Frame: "focuses on the interaction between individual and

organizational needs. Human resource leaders value relationships and feelings and seek

to lead through facilitation and empowerment" (Bolman & Deal, 1992, p. 315).

Leadership: refers to the social and political process of influence demonstrated by

one person and thereby affecting the behavior of many others (Yukl, 1994).

Leadership Frame: refers to "what helps us to order experience and decide what

actions to take. . . Frames are also tools for action, and every tool has its strengths and

limitations" (Bolman & Deal, 1991, p. 11).

Multiframe Thinking: refers to the simultaneous ad flexible use of multiple

frames in order to better understand and serve organizations.

Political Frame: will "emphasize conflict among different groups and interests for

scarce resources. Political leaders are advocates and negotiators who spend much of their

time networking, creating coalitions, building a power base, and negotiating

compromises" (Bolman & Deal, 1992, p. 315).

Political Institutional Culture: refers to institutions that consist of "individuals or groups with different interests that interact by forming coalitions, bargaining, compromising, and reaching agreements that they believe to be to their advantage" (Birnbaum, 1988, p.130). It is an institution in the process of becoming. In terms of the administration decision-making becomes diffused and decentralized. According to Birnbaum (1988) "a college as a political system is to consider it as a supercoalition of subcoalitions with diverse interest, preferences, and goals" (p.132).

Structural Frame: emphasizes "rationality, efficiency, structure, and policies. Structural leaders value analysis and data, keep their eye on the bottom line, set clear directions, hold people accountable for results, and try to solve organizational problems with new policies and rules – or through restructuring" (Bolman & Deal, 1992, pp. 314-315).

Symbolic Frame: "sees a chaotic world in which meaning and predictability are socially constructed and facts are interpretative rather than objective. Symbolic leaders pay diligent attention to myth, ritual, ceremony, stories, and other symbolic forms"

Assumptions

The following assumptions undergirded this study:

1. The self-reported data provided by the respondents does not differ from the same data that would be reported by third-party observers.

2. The instrument to be used is valid and reliable.

3. Survey respondents truthfully responded to the survey instrument.

Delimitations

This study was restricted to female presidents of public and private, four-year,

coeducational research universities in the United States.

Significance of the Study

This study explored the self-perceived frames of leadership of female presidents

of higher education institutions that are classified in the new Carnegie Classification as

either Doctoral/ Research-Extensive, or Doctoral/ Research-Intensive. The intent of the

research was to produce data about the leadership orientation frames of this population in

order to add to and enrich the existing literature on women in senior-level positions as

university administrators, as well as the existing body of knowledge on leadership.

In addition, this study intended to serve as a valuable investigation of the

leadership frame perceptions among the various survey participants. The expectation was

that future female university presidents might use this research as a resource to assess

their own individual leadership styles and frames with future and past leaders. According

to Bolman and Deal (1991),

> Scholars have spent considerable time and energy trying to identify the
>
> characteristics, traits, or styles of effective leaders. Policymakers and others have
>
> spent even more on programs designed to improve leadership skills. Yet research
>
> and training often have produced disappointing results. Why? Perhaps we have
>
> been looking in the wrong place and have been paying too little attention to how
>
> leaders think (p. 1).

To understand human behavior is a necessary element for effective leaders and

institutions to recognize. Therefore, this study allowed its participants to examine

their perceptions of their own leadership frames in order to analyze the frame that

dominates the way university communication and direction occurs.

CHAPTER 2

REVIEW OF RELATED LITERATURE

According to Plato ". . . the female sex must share with the male, to the greatest extent possible, both in education and in all else" (Kersey, 1981, p.315). To provide a richer, deeper understanding of the leadership styles and professional responsibilities of female presidents of America's research colleges and universities, this literature review explored the major components concerning the development of women as educated citizens and senior-level administrative employees within American higher education.

The General Historiography of American Women's Education

Historically, educating women beyond the traditional finishing school model has been considered threatening and dangerous to societal norms. Since the 18th century in America, women's education revolved around a theory of "republican motherhood" (Rush, 1787). According to this theory, future mothers were to be educated in order to instill important republican values in their children, thereby establishing a strong male citizenry. During the 18th century, many scholars believed that an educated woman would lose her femininity or decide not to marry and have children, therefore destroying ideal womanhood.

By the mid-19th century, ideal womanhood began to include the development of a woman's intellect, even though there was still political and social opposition to this inclusion (Burstyn, 1980). During this period public schools began to allow women to

attend, thereby increasing the literacy rate to an equality between males and females. Unlike men, women were barred from attending college simply because they were women. Due to the Industrial Revolution and the American Civil War, women began to be included as participants within the economic market revolution of the mid-19[th]century. They often occupied jobs outside their domestic sphere. In turn, because of the shortage of male students during the Civil War, American institutions of higher education began to consider women as paying students, thereby saving many universities from closing their doors due to financial bankruptcy.

In 1873 Edward H. Clarke, a Boston physician, published his work *Sex in Education*. He claimed that because men and women differ biologically these genders should be taught different curricula with different methods. Clarke claimed that women's health would suffer terribly if they were exposed to masculine instructional methods. He also maintained in his study that women are psychologically and intellectually incapable of completing or grasping the same curricula and responsibilities required in male higher education institutions (Studer-Ellis, 1995).

In response to Clarke's assumption numerous 19th century northern reformers strove to provide women an education equal to that of men and employment opportunities after graduation. Troy Female Seminary, established in 1821 by Emma Willard in Troy, New York, was the first institution to expand the standard women's curriculum of art, sewing, and music to include more modern courses that had been available only to male students.

Between 1837 and 1889 seven women's colleges were established and became

known as the Seven Sisters. These colleges included Mt. Holyoke, Vassar, Wellesly, Smith, Radcliffe, Bryn Mawr, and Barnard (Weatherford, 1994). The Seven Sisters colleges were founded on a specific and intentional philosophy of educating women to a "masculine standard" and encouraged women to pursue other professions beyond their domesticity (Minnich, O'Barr, & Rosenfeld, 1988).

Despite the advances in American higher education that single-sex institutions achieved for women, the true measure would be the acceptance and development of American coeducational institutions. In 1837, Oberlin College became the first coeducational institution, thereby changing the access to higher education for women forever. The success of female students at Oberlin College in the 1850s encouraged women's rights leaders that coeducation would soon be accepted throughout the country. In geographic areas where traditional views toward female education were weak and where economic conditions were severe, coeducation was accepted and encouraged. During the American Civil War and Reconstruction period female students who paid tuition became the economic saving grace for many traditionally all-male institutions (Mendonca, 1995). The 1862 passage of the Morril Land Grant Act further encouraged coeducation primarily because the taxpayers who paid for the development of these state universities demanded that their daughters could and should attend.

By 1872, 97 colleges and universities had admitted women. According to Solomon (1985) "the first eight state universities to accept women were Iowa (1855), Wisconsin (1867), Kansas, Indiana, Minnesota (1869), Missouri, Michigan, and California (1870). Of these, California, Iowa, Kansas, and Minnesota admitted women

11

only from the home state" (p. 53). Between 1870 and 1957, the percentage of American institutions of higher education that became coeducational rose from 29 to 74%, and enrolled 90% of all college women (Clifford, 1989). By 1981, there were 1,928 degree-granting American institutions of higher education, and 92 percent were considered coeducational (Solomon, 1985).

As a direct result of both World War I and World War II, more women went to college and received degrees, as well as obtaining collegial opportunities in campus leadership. These educated women soon began to work within the university system as faculty and then set their sights on leadership positions within university administration.

By the early 20th century there were a few groundbreaking women who joined the faculties of many selective American universities and colleges. One such woman was Alice Hamilton who joined the Harvard Medical School faculty in 1919. Although Hamilton had an international reputation as a toxicologist, she was told that her appointment hinged on her agreement that she would never march in a Harvard commencement procession (Graham, 1978). Graham (1978) has noted that "Yale and Princeton (did not accept) their first women as undergraduates until 1969" (p.767). Throughout the 1970s, women who desired administrative positions at coeducational institutions usually occupied only the upper-level positions of the Dean of Women or the Associate Dean of Students. (Graham, 1973). Within the last 30 years, the face of American higher education administration has changed dramatically, especially pertaining to its senior staff.

Women and Leadership Theories

In 1790 in a letter to Thomas Jefferson, Abigail Adams wrote that, "great necessities call forth great leaders" (Bennis & Nanus, 1985, p.1). Throughout time, no matter the country or the condition, good leadership has been desired and debated. Therefore, leadership has always been a phenomenon for educational researchers to investigate and attempt to define. In fact, according to Bass (1990), leadership is considered "one of the world's oldest preoccupations. . . purposeful stories have been told through the generations about leader's competencies, ambitions, shortcomings, leader's rights and privileges, and the leader's duties and obligations" (Bass, 1990, p.3). Cunningham (1985) asserted that from his own study of leadership literature there is a total of 350 different definitions pertaining to the concept of leadership. In fact, after reviewing the literature, the reader is left wondering if any one researcher has a firm grasp of this ever-evolving concept of leadership. Ogawa and Bossert (1995) claimed that

> Leadership flows through the networks of roles that comprise organizations. The medium of leadership and the currency of leadership lie in the personal resources of people. And leadership shapes the systems that produce patterns of interaction and the meanings that other participants attach to organizational events (p. 225).

According to Allen (1996) higher education leadership implies a firm command of "developmental programs and activities, including those promoting skill development, personal initiative, political action, management skills, personal development, ethical development, and service learning" (p. 11).

Research on leadership has revolved around various categories. These categories provide

some framework in which to identify the differences and similarities between these styles. These category styles include such concepts as trait theories, power theories, behavioral theories, cultural theories, and contingency theories (Bass, 1981; Burns, 1978).

Fisher (1988) asserts that trait theories are no longer a major focus of leadership research but can describe general characteristics of a successful university president. Such effective presidential characteristics include superior judgment, confidence, charisma, and decisiveness (Jablonski, 1996). According to Senge (1990), effective leaders must master five disciplines, which include a "shared vision, team learning, personal mastery, mental models, and system thinking" (pp. 6-10). Bolman and Deal (1991, 1992) built upon many aspects of these theories and created their leadership frame theory in which they identified four specific leadership style categories. These leadership frames are detailed as the following:

1. Structural frames – emphasize rationality, efficiency, structure, and policies. Structural leaders value analysis and data, keep their eye on the bottom line, set clear directions, hold people accountable for results.

2. Human resource frame – focuses on the interaction between individual and organizational needs. Human resource leaders value relationships and feelings and seek to lead through facilitation and empowerment. Essential to this frame is the work by Abraham Maslow (1987). These leaders seek a good organizational fit that emphasize many of the social needs detailed in Maslow's hierarchy.

3. Political frame – emphasizes conflict among different groups and interests for scarce resources. Political leaders are advocates and negotiators who spend much of their time networking, creating coalitions, building a power base and negotiating compromises. Bolman and Deal (1992) claim that that in this frame organization members compete for power and use conflict as a positive source for change.

4. Symbolic frame – focuses on a chaotic world in which meaning and predictability are socially constructed and facts are interpretative rather than objective. Symbolic leaders pay diligent attention to myth, ritual, ceremony, stories, and other symbolic forms (Bolman, Deal, 1992, pp. 314-315).

The research conducted by Bolman and Deal (1992) concluded that through these leadership frames organizations and their leaders could be adequately assessed. Bolman and Deal (1984) claimed that

frames are windows on the world. Frames filter out some things while allowing others to pass through easily. Frames help us to order the world and decide what action to take. Every manager uses a personal frame, or image, of organizations to gather information, make judgements and get things done (p.4).

Researchers studying trends in higher education as well as leadership have become interested in the last twenty years in the differences between male and female leaders in terms of their personality traits and leadership styles. Bolman and Deal stressed in their research that the ability for leaders to employ a mulitframe approach is critical for making decisions and taking effective actions. Their research on the multiframe approach

is supported by research studies by Covey (1990), Fiedler and Gracia (1987), Kanter (1984) and Nadler and Hibino (1990). Of the research that reviewed the multiframe approach, Bolman and Deal (1991, 1992), Bensimon (1987), and Harlow (1994) indicated that leaders rarely use more than two frames collectively and seldomly use all four frames collectively.

According to Denmark (1977),

> women are less likely than men to be authoritarian and use authoritative power since their power is more limited by the expectations of the group; they are therefore more likely than men to focus on human relations skills (p. 104).

The unfortunate reality for most female administrators is that (they) are often evaluated on being feminine and managerial at the same time. When women act in a manner that emphasizes the feminine they risk losing their authority (Jablonski, 1996). Studies by Shakeshaft (1987), Loden (1985), and Brandehoff (1985) would concur with Denmark's assessment of women administrators. According to these researchers, women administrators in the 1980s and 1990s are beginning to find their own leadership styles without relying on authoritative or dominating management trends of the 1970s. (Welch, 1990). Research conducted by Epstein (1988) described women leaders as those who exhibit caregiver-like qualities such as "spiritual strength, moral superiority, strong nurturance ability, and emotional sensitively" (p.111).

Loden (1985) argued in the book *Feminine Leadership or How to Succeed in Business Without Being One of the Boys* that "women prefer and tend to behave in terms of an alternative feminine leadership model characterized by cooperatives, collaboration

of managers and subordinates, lower control for the leader, and a problem solving based on intuition and empathy as rationality" (p. 78).

The current literature about the relationship between gender and leadership is divided between three prominent themes: women as a disadvantaged leader, women as an equal but unique type of leader, and women as an effective leader. One assumption that pertains to all female leadership theories is the fact that "women experience the social world differently than men do and that this translates into a particular ethic and (hence) a different experience and exercise of leadership" (Bensimon, 1989, p.148).

The first researcher to challenge the concept of male versus female leadership styles was S. L. Bem. In 1974, Bem developed a Sex Role Inventory to characterize stereotypic leadership traits. Subsequently, researchers who have used this inventory instrument have found consistently that "effective, transformational leaders exhibit androgynous characteristics that reflect a combination of so-called male and female behavior" (Fisher & Koch, 1996, p.90). Eagly and Johnson (1990) compared research studies on gender leadership style theories in their article "Gender and Leadership Style: A Meta-Analysis". Their results indicated that there were

both the presence and the absence of differences between the sexes. In contrast to the gender stereotype expectation that women lead in an interpersonally oriented style and men in a task-oriented style, female and male leaders did not differ in these two styles in organizational studies (Eagly & Johnson, 1990, p. 233).

According to Friesen (1983), there have been 3 phases of research on female leadership styles. First, in the 1960s researchers wanted to investigate whether women

17

had the abilities to be effective leaders. One of the many barriers that women administrators have attempted to overcome is the limited societal vision of a leader. Researchers Porter, Geis, and Jennings (1983) asserted that "becoming a leader depends on acting like a leader, but it depends even more directly on being seen as a leader" (Porter et al., 1983, p. 1035). Since the 1970s, more women have received advanced degrees and have begun to enter senior-level positions of higher education administration, thereby attempting to change the stagnant societal view of leadership.

Secondly, throughout the 1970s and early 1980s, educational researchers desired to determine whether women needed to alter their personality traits in order to become effective leaders. This assumption was dismissed through research studies conducted by Petty & Lee (1976) and Haccoun, Haccoun, & Sallay (1978). Their research concluded that "women do not need to adopt male stereotypic behaviors in order to be successful leaders" (Friesen, 1983, p.227). Lastly, at the beginning of the 1990s educational researchers encouraged acceptance of the different leadership styles among female and male administrators maintaining that these styles could be complimentary instead of disruptive.

As current literature suggests, the catch word for gender specific leadership styles is androgyny. Scholars on the subject of leadership styles agree that in the 21st century higher education administrators do not have to exhibit specific masculine or feminine qualities to be effective leaders, but recognize that the manner and mode of how issues are analyzed, evaluated, and solved will be different (Mitchell, 1993). In terms of power, Shakeshaft (1987) noted that "men are less likely to give their power to others; whereas,

women use power to empower others based on the belief that power is not finite but expands as it is shared" (Welch, 1990, p.177).

Current research on leadership styles is now being discussed in terms of skills and abilities rather that gender. Therefore, the research associated with female leaders is now focused on identifying the necessary skills and abilities needed for the success and survival of the female senior officers. In 1991, Astin and Leland researched female leadership and found that collective action, passionate commitment, and consistent performance were the dominant elements included in a successful female presidential term. According to Touchton et al. (1993) "as women continually seek senior levels of higher education administration the interest in women in general and women leaders in particular has risen, and women leaders, especially presidents, have become popular research topics" (p.2). While many of the leadership theories discussed in this review were classified as female, the growing consensus is that an effective leadership style is based more on behavioral actions and dynamics of the organization rather than gender. Hopefully, with further research female leaders will use this research to promote deeper self-discovery and self-reflection about the challenges and concerns pertaining to the future of female senior level leadership styles with American higher education.

<center>The American University President</center>

The American college president has gone through five distinct historical periods, which consist of the Colonial period (1636-1819); the Era of the Academy ending with the Morill Act; the Era of the Emerging University (1862-1915); the Golden Age of the University (1915-1975; and the Era of Uncertainty (1975- to the present). After the Civil

<center>19</center>

War and the passage of the Morill Act the background of the student body as well as the university president has become more diverse. In the mid-19th century university presidential appointments were no longer restricted to those men tied to the clergy but now secular candidates were considered.

Clark Kerr (1984) claimed that, "strengthening presidential leadership is the most urgent concern on the agenda of higher education" (Fisher & Koch, 1996, p. x). Within the presidential leadership studies conducted by Bensimon, Neumann and Birnbaum (1989) they concluded that good presidents must be active strategists. Birnbaum (1992) illustrated in his book *How Academic Leadership Works* that "presidents can influence their institutions . . through instrumental leadership, which makes some things more visible and obvious, and through interpretative leadership, which makes some things more desirable" (p. 152). Fujita (1994) claimed that presidents must be " be in effect, all things to all people" (p. 75). She asserted that no matter the gender "good presidents (are the ones who) remind themselves of the importance of spending time nurturing and maintaining relationships on campus – especially with faculty – and of continually taking time to understand that which is important to community members" (Fujita, 1994, p.89).

According to Kingsley a president "is a bard or a minstrel, or troubadour, telling stories of the tribe and singing songs of the clan or race or people – that special clan that is one's college or university" (Kinglsley, 1987, p.18). Both Moore (1980) and Keller (1983) asserted that various institutional demands, daily crises, and long hours bombard today's university presidents. Effective college presidents need to develop a leadership style that is a balanced combination of "bureaucrat, intellectual, egalitarian, and

counselor" (Astin & Scherrei, 1980, p. 70). Establishing that balance may be the most difficult task. Overall, university presidents need to constantly reassess their strengths and weaknesses in order to encourage and unify an institutional vision. According to Simmons (1983),

> the president must find time for long-range planning– for developing a vision for the college in cooperation with senior officers and faculty leadership and for working to implement that plan. Only the president has the overall perspective to ensure that such planning is done. . . If these factors are in place, a little good luck helps. Above all, a sense of humor is essential to survival (p. 64).

According to Tierney (1989), there is a strong connection between university symbolism and the perception of effective presidential leadership. From studying the data collected by the National Center for Postsecondary Governance and Finance in their 5-year longitudinal study entitled *The Institutional Leadership Project* (1989), Tierney asserted that "symbolism both defines leadership and is defined by the organization in which the leader resides" (p.156). He maintained that the data could be divided into 6 categories that would represent "all organizational symbols" (Tierney, 1989, p. 157). Tierney defined these 6 categories in terms of presidential leadership. They are as follows:

1. Metaphorical symbols – presidents provide figures of speech for themselves, their organization, environment, and activities;

2. Physical symbols – president's intention is to make a statement with physical symbols, for example new libraries, faculty club, attention to the grounds, etc.;

3. Communicative symbols – these presidents make a point to talk with students, entertain faculty, or stroll around campus. These presidents think of themselves as caring individuals when they talk with students about student concerns;

4. Structural symbols – new presidents tend to embrace decision-making structures as symbols of change more than individuals who have served in their positions longer

5. Personification symbols – some presidents see themselves as the main symbol of the institution;

6. Ideational symbols – presidents generate ideas that serve as symbolic ideologies about their institutions. A president perceives that leadership is often inextricably bound up with the symbolic generation of an institutional mission or ideology (Tierney, 1989, pp. 158-163).

Tierney (1989) concluded that a

symbolic view of leadership and organizations needs to move beyond functionalist definitions of organizational symbolism. We need to pay attention to the processes whereby organizational members interpret the symbolic activities of leaders, rather than assume that all individuals march to the same organizational beat (p. 165).

In 1988, Fisher, Tack and Wheeler conducted a study on presidential effectiveness. They discovered that effective presidents exhibited a leadership style that could be characterized as leaders who are action oriented, decision makers, as well as, maintaining the goals and vision of the institution. Above all Benismon, (1991) advises

that

> the president who dares to forget charisma, who dares to ignore those who
>
> counsel her to be distant, who dares to engage with the campus as a colleague,
>
> who dares to spend as much time listening as talking, who dares to know the
>
> expectations of the campus, and who dares to downplay the heroic image of
>
> leadership and stress instead the image of leader as servant and interpreter of
>
> important events, will in the long run have more opportunities to influence her
>
> constituents (p. 80).

Benismon's (1987) study entitled *The Meaning of Good Presidential Leadership: A Frame Analysis* used Bolman and Deal's leadership frames to examine which ones were most frequently used by university presidents. Benismon interviewed 32 presidents of whom 13 (41%) viewed situations for a single frame with the structural and human resource frames more utilized that the political and symbolic frames. Researchers have interpreted Benismon's results of multiframe use as follows: eight of the college presidents dealt with their universities through a multiframe perspective. Of those presidents researched, five had their multiframe orientation formed from a human resource, political, and symbolic frame perspective. Only one president studied by Benismon's research indicated that he utilized all four frames. Benismon's research concluded that the majority of his survey participants demonstrated either a single or paired frame rather than a multiframe perspective.

He concluded that each frame holds specific leadership behavior for university presidents, such as:

1. Presidents with a bureaucratic frame are likely to emphasize their role in making decisions, getting results, and establishing systems of management.

2. 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 one of interpersonal skills, motivating others, and putting the interests of the institution first.

3. In the political frame, the president is a mediator or negotiator between shifting power blocs.

4. Within the symbolic frame presidents are representatives of the shared meanings and beliefs in which organizational structures and processes are invented (Bensimon, 1989, pp. 108-110).

Bensimon concluded that presidents who exhibit a multi-frame leadership style are effective in an unstable and shaky university environment, whereas those presidents who use a uni-frame leadership style would be more affective in a well-established university culture.

In Fisher and Koch's (1996) book entitled *Presidential Leadership* the author supported and utilized the French and Raven's (1959) topology classifications to detail the different types of leadership power that characterize a university president. Fisher and Koch defined the leadership powers as the following:

1. Coercive, which is the threat or use of punishment by the president;

2. Reward, which involves the ability of the president to reward and provide incentives;

3. Legitimate, which is the importance of presidential position and which must be provided by the institution's governing board;

4. Expert, which is based on the real or perceived knowledge of the president; and

5. Referent, or charisma, which is based either upon a feeling of trust and oneness with the president, or a desire for such a feeling and which should result in the development of a significant public presence (Fisher & Koch, 1996, p. xii).

Burns (1978) provides an excellent discussion of the differences between a transactional or transformational leader. Burns claimed that

transactional leaders approach followers with an eye to exchanging on thing for another; jobs for votes, or subsidies for campaign contributions. . . Transforming leadership, while more complex, is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower (Fisher & Koch, 1996, p.23).

Birnbaum (1992) asserted that there are four necessary principles involved in achieving successful presidential leadership in dealing with university governance:

1. faculty support of the president depends on their belief that they have influence in governance.

2. Influence in governance can come in at least two forms – through

participation and through accountability.

3. Good governance depends on acceptance, and to be acceptable, it must conform to the expectations of the participants.

4. Understanding those expectation requires authentic listening and sensitively to the interpretative importance of governance structures and processes in academic settings (Birnbaum, 1992, p.179).

Miller (1991) asserted that there are

specific activities for the presidents to become involved with include: orientation programs, student and alumni joint receptions, presentation of recognition for student volunteerism, visibility at social and athletic functions, and even participation in such activities as dorm Olympics and homecoming events (p. 14-15).

One of the many dimensions of presidential responsibility is dealing with the university's athletic departments. Cobb, J. P. (1991) The role of women presidents and chancellors in intercollegiate athletics, discussed in the book *Women at the Helm: Pathfinding presidents at state colleges and universities (42-50),* (Sturnick, Milley, & Tisinger, 1991, p.44) concerns many athletic departments have about female university presidents. After interviewing 21 female presidents about their knowledge and concerns about their university's athletic departments, researchers found that

These twenty-one women presidents demonstrate a leadership profile clearly supportive of intercollegiate athletics in all aspects. They each emphasize the importance of academic performance in all competitive team sports. Budget

issues, fund-raising plans, growth prospects and the community image of campus sports are of universal concern to them. Not unexpectedly, their concerns resemble those of their male counterparts.

According to Miller (1991), the role of college presidents in fundraising "has come full-circle since faculty leaders role in soliciting gifts in the Colonial Colleges" (p. 4). Fundraising is increasingly becoming a major responsibility of university presidents in the 20th century, especially in terms of an institutional capital campaign. Cook (1997) claimed in the article entitled, "Fundraising and the College Presidency in an Era of Uncertainty" claimed that a university president has six duties:

1. creating assertive board leadership in fundraising;

2. enunciating the master plan of the institution and obtaining a consensus on mission and goals;

3. using his or her time and appearances wisely;

4. meeting regularly with senior development staff to assess campaign strategy and analyze strengths and weaknesses;

5. Spending considerable time in cultivating prospects for major gifts;

6. insisting on continuity in development strategy rather than zigzagging from one approach to another (p. 75).

Many higher educational institutions rely heavily on the fundraising "invention" of a capital campaign in order to conduct research projects, offer certain departmental programs, or increase their overall endowment. Cook (1997) contends that because of the ever-increasing involvement of presidential fundraising as well as the "increasing

complexity of fundraising, presidents and other university personnel must have a greater familiarity with tax laws, planned giving, estate planning, and other technical aspects of philanthropy" (p. 54).

Worth (1993) claimed that

> the president must be at once the interpreter of the educational environment in general and the standard bearer for his or her institution's unique mission within that environment. The president must take the lead in defining and articulating the institution's missions and priorities (p. 53).

Today, presidents are being selected not only for their scholarship, vision, and leadership, but also for their perceived ability to raise money. For example, when Ruth Simmons left the presidency of Smith College for the presidency of Brown University she had achieved the university's capital campaign goal of $250 million and challenged the college to set a new fund-raising goal of $425 million. According to Milley (1991) in her chapter entitled "Women Are Used to Asking: Women Presidents as Fundraisers," 61% of American Association of State Colleges and Universities (AASCU) women presidents claimed that fundraising was a major part of their presidential duties. Milley based her conclusions on 18 responses of the 25 mailed surveys to AASCU women presidents.

According to Rhodes, (1997) successful institutional fundraising requires a strong feeling of partnership and shared responsibility between the president, administration, faculty, and donors. Rhodes' claimed that effective partnerships are not only based on the contribution of resources, but more deeply on trust, common goals, and creative ideas. Therefore, capital campaigns require presidential leadership that promotes critical

decision-making, energy, creative insights, and excellent organizational skills within their Development and Advancement department. Fisher and Quehl (1989) asserted that it is not only the responsibility of the vice-presidents of development to create and encourage profitable relationships with donors, but claimed that 40% of the university president's schedule should be devoted to fundraising activity during a capital campaign. Milley (1991) concurs with Fisher and Quehl (1989) and states that as AASCU (American Association of State Colleges and Universities) institutions

> become more involved in private fundraising, so too, must their presidents accept
> the search for private dollars as part of their responsibility. Presidents must spend
> more and more time in this arena and, to their many roles ranging from academic
> leader to budget manager to governmental relations liaison, they must add chief
> fundraiser (p. 31).

According to the American Council on Education's report entitled *The American College President (2000 edition)*, the 21st century university president rank, from most to least important, fundraising, planning, community relations, budget issues, and academic programs as their top responsibilities. Fisher and Koch (1996) sum up the overall picture of a university president by stating that, "to become influential, a president must be visible. To become visible, a president must be bold. To be bold, a president must risk being controversial. To remain at all comfortable and retain the presidency under such conditions, you must know what you are talking about" (p. 169).

<center>Women as University Presidents</center>

"If we are to achieve a richer culture, rich in contrasting values, we must

<center>29</center>

recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will a fitting place." Margaret Mead (1935)

Women are encouraged to apply. These words are boldly printed in many of the college and university advertisements that are soliciting for new presidents. Historically, women have been underrepresented in both faculty and administrative positions within American institutions of higher education, especially within the senior levels. According to Touchton and Shavilk's (1984) research, "less than a decade age, men held 95% of all college and university presidencies. Of the women presidents, two-thirds were members of religious orders, and most of the others headed colleges primarily for women" (Tinsley, Secor, & Kaplan, 1984, p.47).

Research completed in the 1930s revealed that women presidents led only 16 of the 748 four-year colleges. In this study, researchers excluded Roman Catholic colleges because many of these institutions were led by nuns and therefore had been given their appointments by the church (Blanton, 1941). Forty years later, Fisher and Koch (1996) found similar results, stating that "in 1970 only six percent of all college presidents were women and 90% of this group consisted of the presidents of Roman Catholic women's colleges" (p.84).

Shakeshaft (1987) asserted that research on women in higher education administration has progressed through six stages of historical development. First, higher education organizations indicate that statistically there is a lack of women in administration, thereby creating the second stage in which researchers study and describe women in administration through both qualitative and quantitative research methods. The

third stage usually investigates the studies about the discrimination of women in administration. The fourth stage of research allows female administrators to begin to describe their own experiences and leadership styles.

After this self-evaluation, researchers then began to assign particular leadership styles to these women administrators. Lastly, the stages came full circle and compared the experiences of both men and women in higher education administration in order to illuminate the differences and similarities (Shakeshaft, 1987).

As the 20th century progressed, so did leadership opportunities for women in higher education. The results of a 1972 survey by the National Education Association indicated that women were the chief executives of only 32 or 3.37% of the 950 four-year postsecondary institutions, and only three or 0.58 percent of the 520 two-year colleges within the United States (National Education Association, 1973).

Most of the changes in women's positions in higher education from the 1970s to the present "emerged within the context of confusing federal guidelines, individual and bureaucratic resistance, and a strong commitment on the part of many women and men who believe in the goals of affirmative action" (Astin & Snyder, 1982, p. 27).
In the early 1980s the American Council of Education became focused on studying women in higher education and created the Office of Women in Higher Education to research this growth and a Commission on Women in Higher Education to regulate the studies being conducted.

In 1975, Carol Frances began a national study of the employment patterns and salary levels of women and minorities in chief executive positions in higher education.

Frances completed her research for the College and University Personal Association (CUPA) in 1976, and after analyzing 1,037 surveys found that "at all institutions men dominated the chief executive positions, holding 96% of those posts. Women held 16% of all administrative positions at the survey institutions, including minority women holding two percent of the positions" (Chamberlain, 1988, p.319). In terms of salary, women in 1975-1976 were paid only 80% as much as men in the same positions. A follow-up study was completed in 1979 to determine if there had been any progress in female employment in senior levels of higher education administration. The results indicated that men occupied 96% of the higher executive positions in higher education, but women controlled 20% of administrative positions compared with the 16% three years earlier.

Astin and Synder (1982) conducted a survey of 92 institutions to investigate the growth or decrease of women in academia between 1972 and 1980. Their results indicated that women accounted for 24.5% of all new hires between 1975 and 1980 compared to the 16.7% between 1967 and 1972. According to Astin and Snyder's (1982) research "selective institutions appeared to have shown even greater progress with respect to recruitment and hiring of women" (p.28). Indirectly, according to a 1986 CUPA survey, "salary differentials between men and women have been widening instead of narrowing. . . women's salaries were on the average 43% lower than those of men in similar positions compared with 20% lower ten years earlier" (Chamberlain, 1988, p.321). Although there has been progress, a research study completed in 1984 by Forrest,

Andrea, and Ellickson reported seven general characteristics of women in higher education administration.

These include the following:

1. the higher the rank, the fewer the women;

2. the more prestigious the school, the fewer the women;

3. the higher the prestige of administrative job, the fewer the women;

4. women who are at the top are at the bottom of the top;

5. men hold 84% of the administrative posts in universities across the United States;

6. from 1977-1978, the modal rank for men was professor, for women, assistant professor; and

7. women are promoted more often but in smaller steps, and men are promoted less often but make greater leaps (Miller, 1987, p. 31).

According to Ortiz (1980,1981), women who expressed an interest in senior-level administrative positions often met with negative reactions. Specifically, "women who expressed administrative aspirations before becoming tenured as teachers often had difficulty getting tenure. Women who were successful in gaining administrative positions learned to keep quiet, get experience and administrative certification, and wait for a position" (Adkinson, 1981, p. 322). In direct contrast, men who desired to pursue senior-level administrative positions were considered to be following a natural career development. (Adkison, 1981).

According to Tisinger (1991) in her edited book entitled *Women at the Helm* since the early 1980s, there have been 30-35 women CEOs of four-year institutions in the public sector at any one time, or roughly 10 percent of the total number of chief institutional officers in the country" (p. 1). Lively (2000) built upon this research in her article entitled "Women in Charge" in which she states that "during the late 70s,the 80s and the early 90s they (women) earned their Ph.D.'s, earned tenure, became full professors, and went on to serve as department chairwomen, deans, and in other posts that allowed them to demonstrate their administrative talents" (p. 3).

In 1984, the American Council of Education indicated that liberal arts institutions are the largest employer of female administrators compared to any other institutional category in the Carnegie Classification system. These categories of four-year universities and colleges included research, comprehensive, and liberal arts. The research results indicated that the largest employer of male administrators were found in research and comprehensive universities and colleges. In liberal arts colleges there was a distribution of 30.3% male administrators to 60.5% female administrators. Respectively, in comprehensive universities and colleges there was a distribution of 45.6% male administrators to 29.6% female administrators. (Tinsley, 1984). Moore (1980) found that "the majority of female administrators – 71.8% –was found at private colleges. Only 28.2% were employed in public institutions" (Tinsley, Secor, & Kaplan, 1984, p.8).

Green (1988) conducted a comprehensive study on the American college president. Within this study she profiled 200 female college presidents. She discovered that the average female college president was 53 years old, Caucasian, unmarried, with an

earned Ph.D., and had either specialized in education or the humanities. Therefore, because of the increasing percentage of females earning doctorates and tenure the universities in the 1990's have a larger pool of educated women than ever before for search committees to interview. Between 1975 and 1995 the total number of women college presidents tripled to 453 (Table 1).

In 1993, Touchton et al. completed a study of 260 female college presidents; Gatteau (2000) summarized the results in the following statements:

1. 28% of women presidents headed a women's college.

2. The women CEOs ranged in age from 36 to 73, with the median age of 51.

3. 50% of the women CEOs were Catholic, 37 % were Protestant, and 4% were Jewish.

4. 34% of the women presidents reported being members of a religious order.

5. Of the women CEOs surveyed who were not members of a religious order, 48% were currently married; 26% were separated, divorced, or widowed; and 24% had never been married (p. 37-38).

Table 1

Increase in Women CEOs in Higher Education, 1975-1995

SCHOOL TYPE	1975	1984	1992	1995
		Women College Presidents		
Private				
2-year	34	48	30	38
4-year	98	134	154	199
Public		Women College Presidents		
2-year	11	72	106	138
4-year	5	32	58	78

Total	148	286	348	453
Total	2500	2800	3000	2903
Percentage With women CEOs	5	10	12	16

Note. Table adapted from "Women Presidents in U.S. Colleges and Universities", American Council on Education. 1995.

Also in this study Touchton et al. (1993) claimed that "although women presidents collectively are becoming more racially and ethnically diverse, more women of color are needed in these top leadership roles" (p. 1). The following table adapted from the American Council on Education's 1995 report on *Women Presidents in U.S. Colleges and Universities* represents the racial diversity or the lack thereof of female CEOs in American higher education.

Table 2

Racial Diversity of Women CEOs in Higher Education, 1995

Race	Total # Women CEOs	Percentage Women CEOs
African American	39	9
American Indian	7	2
Asian American	2	<.01
Caucasian	381	84
Hispanic/Latina	24	5
Total	453	100

Note. Adapted from "Women Presidents in U.S. Colleges and Universities," American Council on Education, 1995.

In 1998, the American Council on Education statistics indicated that there were 460 women among the 2,380 presidents of institutions of higher education, representing the largest group of women CEOs in the United States. As earlier noted (Table 1) the majority of current female presidents lead 2-year colleges. According to DiCroce (1995),

this is a good institutional fit for women since the educational philosophy of community

colleges is grounded in "the beliefs of democracy and equal opportunity, thereby

resulting in a commitment to the values of open access, diversity, and inclusiveness"

(p.80). The report asserted that even though women have made great strides in obtaining

high-level administrative positions, women presidents still continue to be

underrepresented in comparison with the total number of senior staff positions in

American colleges and universities (Higher Education and National Affairs, 2000).

Recently, in *The American College President (2000 edition)* the American

Council of Education reported 'that since 1986, the percentage of female college

presidents has doubled – from 9.5 percent to 19% - while the percentage of minority

presidents increased from 8 percent to 11% during the same time period" (Higher

Education and National Affairs, 2000, p. 1). Data from the report *The American College

President: 2000 edition,* depict demographic characteristics of the 20th century American

university and college president.

Table 3

Presidents' Characteristics in 1998 and 1986

Category	1998	1986
Women	19.3%	9.5%
Minority	11.3%	8.1%
Married	83.8%	85%
Has Ph.D	80.7%	76.6%
Average Age	57.6	52.3
Average years in present job	6.9	6.3
Average years in prior job	6.2	5.6
Average years full time faculty	7.8	6.4

The first woman to head a collegiate institution was Julia Sears who was appointed chief executive officer of Mankato Normal School in 1872. Since then there has been at least one women at the helm of a public four-year college (Sturnick, 1991, pp. 96-103). Historically, top research universities have been the slowest to hire women as their presidents. In 1978, Hanna H. Gray was the first women to be named the president of a research university - University of Chicago. She established and maintained a successful presidency until she stepped down in 1993. Gray's appointment was followed by Duke University's presidential appointment of Nannerl O. Keohane later in 1978; and in 1979 the University of Pennsylvania appointed Judith Rodin as its chief executive (Lively, 2000). These women run the day-to-day operations of some of the most prestigious complex universities in the country. Currently there are 30 female presidents who head Doctoral/Research-Extensive and Doctoral/Research-Intensive universities in the United States. They oversee budgets, decide which programs will grow or shrink, sign off on faculty hires, advise trustees, and increasingly raise funds through for capital campaigns.

In her book *Cracking the Wall,* Mitchell (1993) concluded that even though there has been increasing hirings of female senior staff, "the increase is still most evident in community college settings as compared to large, comprehensive institutions" (Mitchell, 1993, p.4). In 1995, Smith College created history by naming Ruth J. Simmons as its chief executive officer. This appointment was monumental because Simmons was the first African-American female president to be named to this selective educational

institution. On July 1, 2001 Simmons made history again by beginning her new presidency at Brown University. Simmons is the first African-American to head an Ivy League University.

An earlier study by Salimbene (1982) indicated that college presidents, whether male or female, received work experience at institutions of similar institutional type. In addition, those college presidents who participated in the study also indicated that a mentor or mentors played an important role in their career advancements. Kanter (1977) concurred that having a mentor was essential for a woman's success in higher education administration. McGrath (1992) stated that, "relationships are critical to advancement and being recognized as a 'member of the club' is as important as hard work and competence" (p.63).

At the beginning of the 1970s "only one woman was a full professor at Harvard: the holder of a chair endowed for a female. In 1976 Harvard had only 14 tenured women professors" (Menges & Exum, 1983, p. 124). Fortunately, with this growth of female tenured faculty and administrators there will also be an increasing number of possible mentors. The career paths of women presidents tend to follow the path from college professor to department chair to dean, and indicate that successful mentoring and networking are necessary elements in the advancement of women in higher education. If this research remains accurate, the professional pool of women for senior-level positions will continue to grow due to the rise of women receiving higher graduate degrees.

Mitchell (1993) asserted that the senior levels of higher education administration have many turns and twists that could derail careers quickly. Therefore, mentors are

irreplaceable for they "help proteges understand the rules of the game, they give positive support for accomplishments that provide feedback on performance" (Mitchell, 1993, p.7).

Another consideration for women wanting to pursue careers in senior levels of higher education administration revolves around their family characteristics and dynamics. According to Newman (1978), "women frequently have had to compromise their career aspirations because of inner conflict created by family responsibilities and role identification" (Gupton & Slick, 1996, p.xxviii). The female chief executive who has responsibilities outside her career must learn to balance her work, home, and personal needs. Early research on this subject indicated that, "men typically experience several geographical moves during their careers but patterns for women administrators are different. Women are not as mobile as men and one reason is because many women administrators have spouses who are also pursuing careers" (Mitchell, 1993, p. 18).

According to the American Council on Education, achieving a balanced life is becoming continually more difficult for women presidents. A report prepared in 1991 by Roberta Ostar for the Association of Governing Boards entitled *Public Roles and Private Lives: The Representational Role of College and University Presidents* examined the challenges and realities of being a university president. The presidents and their spouses surveyed for this study were both male and female representing 259, two and four-year, public and private institutions. Ostar (1991) examined aspects of the private lives of these university presidents. Most of spouses who participated in the survey were female. The following results were thought provoking:

1. The proportion of presidential spouses who worked either part-time or full-time was 43%. This statistic had not changed much over the last decade

2. Presidents and their spouses attended up to 170 social function a year on behalf of their institutions and were host at as many as 60 functions a year for donors, alumni, students, professors, and the community. Single female presidents held the most functions.

3. Sixty-two percent of the presidents lived in homes owned by their institutions, a practice that provides little privacy and often public criticism.

4. Male presidents served an average of six to seven while female presidents served an average of three and one half years (Leatherman, 1991, p. 2).

Touchton, Shavlik, and Davis (1993) concluded that

what separates these women leaders from their male colleagues, however, are not these typical and expected roles of the president, but what they do in addition. These additional challenges – or irritations, as the case may be – center on the everyday burdens that are still pervasive to a greater or lesser degree throughout the world of women leaders (p. 46).

Statistically, in the year 2000, 90% of male presidents were married, compared with 57% of female presidents. Only about half of the female spouses have their own careers, compared with three-quarters of the male spouses (Basinger, 2001). One of the challenges of women in administration is often trying to balance a two-career marriage. According to Simmons and Jarcow (1990) in their chapter entitled "Women

41

Administrators: Benefits and Costs" "marriages of women administrators often fail as their careers advance" (Welch, 1990, p. 178).

According to Fisher and Koch (1996), the modern university presidency may be described as follows:

1. Most presidents are male and married;

2. On many campuses, a female presidential spouse is expected to support, and even work, her husband, particularly in making ceremonial appearances and in planning and executing social events;

3. More than one-half of all women presidents do not have a spouse and therefore must answer the potentially delicate question of whether to use a male escort at social events;

4. Male presidential spouses will seldom be expected to plan and execute social events; and

5. A women president, whether or not she has a spouse, must still find a way to plan and execute social events (p. 104).

McElrath (1992) asserted that "interrupting a career does not generally occur because of pregnancy or child rearing; rather, professional women interrupt careers more often for a job-seeking spouse" (p. 269). McElrath also maintained that women who occupy low-level administrative positions often find that family may derail a career in transition. According to Julianne Basinger (2001) in her article "Struggling for a Balanced Life as a President,"

female presidents face unique issues in their jobs not because of their gender, but that the pressures can be greater for female college presidents . . . since they often have more family demands to juggle than their male counterparts do. Moreover, fewer women presidents have a spouse to help out (Basinger, 2001, p. 2).

As women continue to seek senior administration levels in American higher education, there also comes the responsibility to reach out to others who have experienced many of the same challenges and triumphs. In 1991, the Women Presidents Network was founded in order to foster encouragement and support among the female presidents of American colleges and universities. Since the early 1970s there has been intensifying interest on a woman's place in higher education administration and in reponse there have been numerous efforts to promote women's administrative careers in higher education.

National development programs to encourage women in higher education administration have been supported by the Carnegie Corporation and the Ford Foundation. In 1993, the American Council on Education's Office of Women in Education encouraged and sponsored a Women Presidents' Summit. At this summit, female college presidents met to discuss the unique needs, responsibilities, and goals for their universities as well as for themselves. Although the movement of women into administrative positions has been slow, the many women chief executives officers who currently lead American colleges and universities indicate that there has been more progress than in the past decades. Between October 1998 and March 1999, the Office of Women in Higher Education held eight roundtable discussions that consisted of women

presidents from all the Carnegie classifications except for Research I. Some of the results

of these roundtable meetings are as follows:

1. Gender stereotyping still plays a major roles in the ways in which women
   presidents, their leadership styles, and their priorities are perceived, as well as
   campus and external expectations of women's leadership.

2. Boards, even when they are supportive, often do not know how to work
   effectively with female presidents.

3. There are significant differences in female/male communication styles and –
   for the most part – in leadership styles.

4. Balancing life and work is a high priority for both single and married
   presidents.

5. The isolation that most campus presidents experience is exacerbated for
   female presidents who find it more difficult to fit into the mostly male
   networks in the community and elsewhere.

6. The presidents expressed an equally strong concern that they initiate new, and
   strengthen already exciting, strategic alliances for their institutions; a
   component of their focus on entering male networks was related tot heir desire
   to position their campuses strategically for the future.

7. The importance of team building and more effective stragetic planning as a
   theme was not gender specific, although participants' expectations of team
   building processes and outcomes may reflect female styles.

8. Because men and women are mentored differently (regardless of the mentor's gender), the women presidents consistently expressed their belief that women expect to develop their skills and leadership tools before entering a presidency, whereas it was their perception that many male presidents get on-the-job training.

Note: This list was adapted from the report issued from the American Council of Education (1995) Office of Women in Higher Education.

Through further investigation of the perspectives and experiences of these 21st century female college presidents, researchers will acquire a deeper understanding and context of the public roles and private lives of these leaders.

CHAPTER 3

PROCEDURES FOR THE COLLECTION AND ANALYSIS OF DATA

Introduction

The purposes of this study were to:

1. Identity and describe the demographic characteristics and academic histories of female college and university presidents at coeducational, public and private, four-year research universities within the United States.

2. Describe the leadership frames of female presidents of coeducational, public and private, four-year, research universities within the United States.

3. Determine what the relationships are between the demographic characteristics, academic histories of female presidents of research universities, and their leadership frames.

Research Questions

This study was directed by the following research questions:

1. What are the demographic characteristics and academic histories of female college and university presidents at coeducational, public and private, four-year, research institutions in the United States?

2. What are the leadership styles and frames among the survey participants?

3. Are there associations between the demographic characteristics and academic histories of female presidents of research universities and a particular

4. leadership style or frame?

5. How many and which of the four frames do the survey participants use collectively?

Research Design

The research involved a mailed survey. The study used a mailed questionnaire in order to collect data about the leadership frames of female presidents at coeducational, public and private, four-year, research institutions within the United States. Because a specific geographic area did not restrict the population, a survey questionnaire was intentionally chosen to adequately cover the survey participants. The use of a mailed questionnaire eliminated the cost of interviews, either by telephone or personal appointment.

According to Dillman (2000), mailed questionnaires allow the survey participants the flexibility of time to reflect upon the questions in order to provide complete and thoughtful responses. Another major advantage of a mailed survey questionnaire is that

they are relatively inexpensive to use. Even though mailed questionnaires have definite advantages; they are not without some disadvantages, primarily pertaining to the non-response error. In order to avoid this situation, three weeks after the first wave of surveys are mailed a follow-up letter will be sent to non-respondents, along with an additional copy of the questionnaire and another self-addressed stamped return envelope. Dillman (2000) has identified five variables that will aid in achieving a high response from your survey participants.

These include:

1. a respondent-friendly questionnaire

2. up to five contacts with the questionnaire recipients

3. inclusion of stamped return envelopes

4. personalized correspondence

5. a token financial incentive that is sent with the survey request (Dillman, 2000, p. 150).

In terms of Dillman's second suggestion, he maintained that the five necessary written contacts would need to be mailed first class and consist of the following items:

1. A brief letter sent to the respondents a few days prior to the questionnaire.

2. A questionnaire that includes a detailed cover letter explaining why a response is important.

3. A thank you postcard sent a few days to a week after the questionnaire.

4. A replacement questionnaire sent to non-respondents 2-4 weeks after the previous questionnaire mailing.

5. A final contact made by telephone a week or so after the fourth contact (if telephone numbers are available) (Dillman, 2000, p. 151).

Dillman's procedures were implemented in this study except for providing a financial incentive for a returned response (see letter of interest, Appendix B).

Population of the Study

The population consisted of all female chief executive officers, presidents, and or chancellors of coeducation, public and private, four-year, research institutions within the United States. A list of these presidents and their addresses was compiled from the Higher Education Directory (2001). To verify the gender of the presidents in instances where the listed name can indicate either sex, telephone calls were made to those institutions to clarify this matter.

Instrumentation

This study employed an existing survey instrument entitled Leadership Orientation Instrument (Self) developed by Lee G. Bolman and Terrence E. Deal (Appendix A). The research conducted by Bolman and Deal has been based on two theories. First, the ability to use more than one frame is considered to be critical to the success of leaders, as well as intensify that leader's capacity for making decisions and taking effective actions. Secondly, Bolman and Deal theorized that successful leaders must use different patterns of thinking in order to affectivity deal with vastly different and challenging situations. The review of literature supported each of the four frames as

49

important to understanding leadership orientations and styles. Therefore multiframe theorists have indicated that developing the ability of embrace multiple perspectives will achieve leaders effectiveness.

The Bolman and Deal instrument is now in its third form but was originally a pilot research study tested through a federal grant in 1988 and 1989. Bolman and Deal developed in the early 1990s this questionnaire to measure the characteristics of leadership within their four-frame model. The survey contains five sections that include rating scales for personal demographics, the structural, human resource, political, and symbolic leadership frames, and management and leadership effectiveness. The Leadership Orientation Instrument comes in parallel versions in which the participants may rate themselves and another survey that allows others to rate their colleagues.

The Leadership Orientation Instrument has established high ratings for both validity and reliability and has been used in numerous research studies reported in, journals and dissertations. The internal consistency scores for the structural frame items in section II of the Leadership Orientation Instrument is as follows: Split-half correlation = 0.875; Spearman-Brown coefficient = 0.933; and the Guttman (Rulon) coefficient = 0.933. The coefficient alpha for all items equaled 0.920, specifically the coefficient alpha for the odd items equaled 0.856 and the coefficient alpha for the even items equaled 0.834. There has been established reliability for each structural item in section II in which ranges from 0.904 -0.918. The internal consistency results for the human resource frame items are as follows: Split-half correlation = 0.867; Spearman-Brown coefficient = 0.929; Guttman (Rulon) coefficient = 0.929; coefficient alpha for all items = 0.931; coefficient

alpha for odd items = 0.902; and the coefficient alpha for the even items = 0.843. The standard reliability for each human resource item in section II ranges from .0918-0.929.

The internal consistency scores for the political frame items in section II are as follows: Split-Half correlation = 0.837; Spearman-Brown coefficient = 0.911; Guttman (Rulon) coefficient = 0.911; the coefficient alpha for all the items = 0.913; the coefficient alpha for the odd items = 0.839; and the coefficient alpha for the even items = 0.842.The standard reliability for the political frame items range from 0.900 - 0.903. The internal consistency for the symbolic frame items in section II are as follows: Split-Half correlation = 0.882; Spearman-Brown coefficient = 0.937; Guttman (Rulon) coefficient = 0.936; the coefficient alpha for all the items = 0.931; the coefficient alpha for the odd items = 0.846; and the coefficient alpha for the even items = 0.887.

The internal consistency and reliability scores for section III forced-choice of the four frames are as follows:

Structural frame – Split-half correlation = 0.64; Spearman-Brown coefficient = 0.783; Guttman (Rulon) coefficient = 0.780; coefficient alpha for all items = 0.841; the coefficient alpha for the odd items = 0.743; and the coefficient alpha for the even items = 0.782.The reliability for all structural frame items range from 0.793 - 0.833.

Human Resource Frame – Split-half correlation = 0.755; Spearman-Brown coefficient = 0.861; Guttman (Rulon) coefficient = 0.856; the coefficient alpha for all items = 0.843; the coefficient alpha for the odd items = 0.626; and coefficient alpha for

the even items = 0.792. The reliability scores for all human resource items range

from 0.791 - 0.878.

Political Frame – Split-half correlation = 0.708; Spearman-Brown coefficient = 0.829;

Guttman (Rulon) coefficient = 0.824; the coefficient alpha for all items = 0.799;

the coefficient alpha for the odd items = 0.680; the coefficient alpha for the even

items = 0.602. The reliability scores for all political frame items range from 0.736

to 0.802.

Symbolic Frame – Split-half correlation = 0.825; Spearman-Brown coefficient = 0.904;

Guttman (Rulon) coefficient = 0.892; the coefficient alpha for all items = 0.842;

the coefficient alpha for the odd items = 0.701; and the coefficient alpha even

items = 0.682.The item reliability statistics for all symbolic frame items range

from 0.793 - 0.844.

Part I of the Leadership Orientation Questionnaire:

This section contains questions concerning demographic information pertaining to

age, marital status, ethnicity, and educational background information. The data collected

from this section provided insights into the personal and educational similarities and

differences among female presidents of coeducational, public and private, four-year,

research institutions within the United States.

Part II of the Leadership Orientation Questionnaire:

The participants answer all the questions in part II with the following scale: 1 =

Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The main eight

questions in section II pertaining to each of the four frames Structural, Human Resource,

Political, and Symbolic sum to a total possible score of forty. The eight leadership dimensions in section II each contain four questions, therefore each leadership dimension has a total possible sum of twenty. The following is the frame sequence and corresponding questions for part II:

the structural items are included in questions 1, 5, 9, 13, 17, 21,25, and 29;

the human resource items are included in questions 2, 6, 10, 14, 18, 22, 26, 30;

the political items are included in questions 3, 7, 11, 15, 19, 23, 27, 31; and

the symbolic items are included in questions 4, 8, 12, 16, 20, 24, 28, 32

There are also subscales within each frame, again in a consistent sequence:

Analytic items are included in questions 1, 9, 17, 25;

Supportive items are included in questions 2, 10, 18, 26;

Powerful items are included in questions 3, 11, 19, 27;

Inspirational items are included in question 4, 12, 20, and 28;

Organized items are included in questions 5, 13, 21, 29;

Participative items are included in questions 6, 14, 22, 30;

Adroit items are included in questions 7, 15, 23, 31;

Charismatic items are included in questions 8, 16, 24, 32;

Part III of the Leadership Orientation Questionnaire:

The third part of the questionnaire contains six forced-choice items. The options under each item are arranged in the same sequence: structural, human resource, political, symbolic frames.

Part IV of the Leadership Orientation Questionnaire:

Part IV has two one-item measures in which the survey participant rates themselves compared to other individuals with comparable levels of experience and responsibilities their overall effectiveness as a manager, and effectiveness as a leader. The choice consists of indicating the bottom 20%, middle 20%, or the top 20%.

Part V of the Leadership Orientation Questionnaire:

Part V asks the survey participants to indicate how many years that they have been in their current position as well as how many total years of administrative experience in higher education they have completed.

Procedures for the Collection of Data

Approval for this study was obtained from the University of North Texas Institutional Research Board. The questionnaire was copied and sent with a cover letter and self-addressed envelope to the population of female presidents at coeducational, public and private, four-year, research institutions within the United States. Where necessary, a follow-up letter was sent along with another questionnaire achieving a 43% return of responses. After receiving each response a thank you letter was sent to each of the survey participants

Data Analysis

After the collection of the data, the Statistical Package for the Social Sciences (SPSS) version 10.0 and Microsoft's spreadsheet software Excel version 2001 was used to analyze the data. Descriptive and demographic data were analyzed using frequency counts and percentage distributions in order to profile the similarities and differences among female presidents of coeducational, public and private, four-year, research

54

institutions within the United States. Because of the small number of female presidents who participated in the research (N=13), tests for the significance of differences between and among individuals were abandoned in favor of frequency counts and percentage distributions

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

This chapter presents the results of the analysis of the data collected during the study. In the first section is an overall description of the demographic characteristics of the 13 research university presidents who participated in the research. The second section contains the results of the individual surveys in the form of 13 qualitative presidential case studies. Section three presents a comparison of the frame usage among the survey participants.

Thirty female presidents from four-year, coeducational, public and private research universities throughout the country were sent a letter to request their participation in the study. After the initial interest letter was sent, a follow-up letter was sent to the presidents who had not responded to the first letter. After the two letters were

sent, phone calls were made to determine if the non-responding presidents were willing to participate in the study. After repeated attempts to gain more participants, the final rate of return for the study was 43% (n=13). The survey participants represented two universities were from the West; two research universities were from the East; four research universities were from the North; two research universities were from the South; and three research universities were from the Midwest. All institutions were public universities.

SECTION 1

Research Question 1: What are the demographic characteristics and academic histories of the female presidents of research universities?

Table 4

Demographic Characteristics of the Female Research University Presidents

Variables	Number of Persons	Percentage
Age		
30-35	0	0
36-40	0	0
41-45	0	0
51-55	2	15
56-60	6	46
61-65	5	39
Total	13	100
Ethnicity		
African-American	0	0

Caucasian	13	100
Hispanic	0	0
Native American	0	0
Asian American	0	0
Other	0	0
Total	13	100

Marital Status

Currently Married	9	69
Divorced	2	15
Widowed	2	15
Never Married	0	0
Total	13	100

Table 4 continues

Table 4 cont.

Variables	Number of Persons	Percentage

Earned Doctorate

Yes	13	100
No	0	0
Total	13	100

Type of Degree

Ph.D	12	92
Ed.D.	1	8
J.D.	0	0
Other	0	0
Total	13	100

Type of Institution

Public	8	62
Private	5	38
Total	13	100

Fields of Study for Terminal Degree		
Biology	2	15
Biochemistry	1	8
American History	1	8
Environmental Engineering	1	8
English	2	15
Literature	1	8
Mathematics	1	8
Chemistry	1	8
Education	2	15
Anatomy	1	8
Total	13	100

Table 4 continues

Table 4 cont.

Variables	Number of Persons	Percentage
Carnegie Classification Of Institution		
Doctoral Research –Extensive	10	77
Doctoral Research – Intensive	3	23
Total	13	100

Research Question 2: What leadership frames are represented among the survey participants?

Research Question 3: What are the associations between the demographic characteristics and academic histories of female research universities and their leadership frames?

PRESIDENT # 1

President #1 leads an urban Doctoral Research-Extensive University on a 180-acre campus in Southern California. She is Caucasian, 63 years old and widowed. She

has an earned Ph.D. from Northwestern University, a Doctoral Research-Extensive University, in the field of biology. President # 1 has held her present position as a university president for seven years. She has had a total of 30 years of experience as an administrator in higher education. President # 1 reports herself to be in the top 20% in her effectiveness as an administrator and as a leader.

The following results are President # 1's responses to the Leadership Orientation Questionnaire (Self) along with totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 5

Responses of President # 1 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =32	
1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	always
9. Logical analysis and careful thinking	often
13. Implements clear, logical policies	often
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	always
25. Pays extraordinary attention to detail	sometimes
29. Clear structure and chain of command	sometimes

Human Resource Frame =37

2. Shows support and concern for others	always
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	always
14. Fosters participation in decisions	often
18. Consistently helpful to others	always
22. Listens to other people's ideas	often
26. Gives recognition for work well done	always
30. Highly participative manager	often

Political Frame = 31

3. Able to mobilize people and resources	often
7. Skillful and shrewd negotiator	often
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	sometimes

Table 5 continues

Table 5 cont.

Item Number and Frame	Mode Response
19. Effectively get powerful support	often
23. Politically sensitive and skillful	often
27. Builds a strong support base	often
31. Succeeds in conflict and opposition	often

Symbolic Frame =31

4. Inspires others to do their best	often
6. Highly charismatic	often
12. Able to inspire others	sometimes
16. Highly imaginative and creative	often
20. Communicates strong vision and mission	often
24. Creates new opportunities	often
28. Generates loyalty and enthusiasm	often
32. Models organizational goals and values	often

The individual responses of President # 1 on the eight dimensions of leadership appear in

Table 6.

Table 6

Responses of President # 1 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 15	sometimes
Organized - 17	often
Human Resource	
Supportive - 20	always
Participative - 17	often
Political	
Powerful - 16	often
Adroit - 15	sometimes
Symbolic	
Inspirational - 15	sometimes
Charismatic - 16	often

In Part III of questionnaire, the summative results of President # 1's forced choice

responses are as follows: Structural = 17, Human Resource = 19, Political = 6, and

Symbolic = 18. In Part III of the questionnaire the summative results of President # 1

forced choice responses are detailed in the following statements. President # 1 reports

that her strongest skills are her interpersonal skills. She reports that the best way to

describe her is as an inspirational leader and a humanist. President # 1 maintains that her

concern for people is what others most notice about her leadership style. She reports that

making good decisions has had the most influence on her success as an administrator.

President # 1 asserts that, above all, her imagination and creativity are her most important

leadership traits.

PRESIDENT # 2

President # 2 leads a rural Doctoral Research-Extensive University located in

Iowa. She is Caucasian, 56 to 60 years old, and married. She has an earned Ph.D. from the University of North Carolina, Chapel Hill, a Doctoral Research-Extensive University, in the field of biochemistry. President # 2 served 19 years as a member of the biochemistry faculty and as a Cancer Center administrator at the University of Kentucky. She has held her present position as a university president for six years. She has had a total of 11 years of experience as an administrator in higher education. President # 2 reports herself to be in the top 20% in her effectiveness as an administrator and leader. She has previously served as the provost and the vice president for academic affairs at the University of New Mexico and as the Vice Chancellor for graduate studies and research and the Dean of Research at the University of North Carolina at Chapel Hill.

The following results are President # 2's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 7

Responses of President # 2 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame = 36	
1. Thinks very clearly and logically	always

5. Emphasizes planning and time lines	always
9. Logical analysis and careful thinking	always
13. Implements clear, logical policies	always
17. Problem solves with facets and logic	always
21. Sets goals and hold people accountable	always
25. Pays extraordinary attention to detail	sometimes
29. Clear structure and chain of command	sometimes

Human Resource Frame =34

2. Shows support and concern for others	often
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	often
14. Fosters participation in decisions	always
18. Consistently helpful to others	often

Table 7 continues

Table 7 cont.

Item Number and Frame	Mode Response
22. Listens to other people's ideas	often
26. Gives recognition for work well done	often
30. Highly participative manager	often

Political Frame = 36

3. Able to mobilize people and resources	often
7. Skillful and shrewd negotiator	often
11. Unusually persuasive and influential	always
15. Deals cleverly with conflict	often
19. Effectively get powerful support	always
23. Politically sensitive and skillful	always
27. Builds a strong support base	always
31. Succeeds in conflict and opposition	often

Symbolic Frame =39

4. Inspires others to do their best	always

6. Highly charismatic	often
12. Able to inspire others	always
16. Highly imaginative and creative	always
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	always
32. Models organizational goals and values	always

The individual responses of President # 2 on Section II's eight dimensions of leadership

appear in Table 8.

Table 8

Responses of President # 2 on the Eight Dimensions of Leadership on the Leadership
Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 18	often
Organized - 18	often
Human Resource	
Supportive - 16	often
Participative - 16	often
Political	
Powerful - 19	often
Adroit -17	sometimes
Symbolic	
Inspirational - 20	always
Charismatic - 19	often

In Part III of the questionnaire, the summative results of President # 2's forced choice responses are as follows: Structural = 14, Human Resource = 9, Political = 14, and Symbolic = 23, which also support the symbolic frame as her strength. In Part III of the questionnaire the summative results of President # 2 forced choice responses are detailed in the following statements. President # 2 reports that her strongest skill is her ability to excite and motivate. She reports that the best way to describe her is as an inspirational leader, a skilled negotiator and a visionary. President # 2 maintains that her charisma is what others most notice about her leadership style. She reports that making good decisions has had the most influence on her success as an administrator. President # 2 asserts that, above all, her imagination and creativity are her most important leadership traits.

PRESIDENT # 3

President # 3 leads an urban Doctoral Research-Intensive University located on a 177-acre campus in Boston, Massachusetts. She is Caucasian, 56 to 60 years old, and married. She has an earned Ph.D. from the State University of New York, a Doctoral Research-Extensive University, in the field of American history. She has held her present position as a university president for twelve and a half years. She has had a total of 27 years of experience as an administrator in higher education. President # 3 reports herself to be in the top twenty percent in her effectiveness as an administrator and leader.

The following results are President # 3 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions

pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part

II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions

in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are

as follows:

Table 9

Responses of President # 3 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =33	
1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	often

Table 9 continues

Table 9 cont.

Item Number and Frame	Mode Response
9. Logical analysis and careful thinking	often
13. Implements clear, logical policies	often
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	often
25. Pays extraordinary attention to detail	always
29. Clear structure and chain of command	often
Human Resource Frame =32	
2. Shows support and concern for others	often
6. Builds trust through open relationships	often
10. Sensitivity and concern for others	often
14. Fosters participation in decisions	often
18. Consistently helpful to others	often
22. Listens to other people's ideas	often
26. Gives recognition for work well done	often
30. Highly participative manager	often

Political Frame = 35

3. Able to mobilize people and resources	often
7. Skillful and shrewd negotiator	often
11. Unusually persuasive and influential	always
15. Deals cleverly with conflict	often
19. Effectively get powerful support	always
23. Politically sensitive and skillful	often
27. Builds a strong support base	always
31. Succeeds in conflict and opposition	often

Symbolic Frame =37

4. Inspires others to do their best	often
6. Highly charismatic	always
12. Able to inspire others	always
16. Highly imaginative and creative	often
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	always
32. Models organizational goals and values	often

The individual responses of President # 3 on the eight dimensions of leadership appear in

Table 10.

Table 10

Responses of President # 3 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 16	often
Organized - 17	often
Human Resource	
Supportive - 17	often
Participative - 16	often
Political	
Powerful - 16	often
Adroit - 16	often

Symbolic
     Inspirational - 19   often
     Charismatic - 16   often

In Part III of the questionnaire, the summative results of President # 3's responses are as follows: Structural = 12, Human Resource = 16, Political = 16, and Symbolic = 16. In Part III of the questionnaire the summative results of President # 3 forced choice responses are detailed in the following statements. President # 3 reports that her strongest skill is her ability to excite and motivate. She reports that the best way to describe her is as an inspirational leader and a visionary. President # 3 maintains that her charisma is what others most notice about her leadership style. She reports that making good decisions, and energizing and inspiring others, has had the most influence on her success as an administrator. President # 3 asserts that, above all, her imagination and creativity are her most important leadership traits.

PRESIDENT # 4

President # 4 leads an urban Doctoral Research-Intensive University located on a 191-acre campus in central Missouri. She is Caucasian, 55 years old, and divorced. She has an earned Ph.D. from the University of Florida, a Doctoral Research-Extensive University, in the field of environmental engineering and geophysics. She previously held the positions of the Dean of the Graduate College, Assistant Vice President for Research, and the Vice Provost for Academic Affairs at the University of Arizona. Before taking her present position she was the Provost of Tulane. She has held her present position as a university president for a year and a half. She has had a total of 13 years of experience as

68

an administrator in higher education. President # 4 reports herself to be in the top 20% in her effectiveness as an administrator and leader.

The following results are President # 4 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 11

Responses of President # 4 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =30	
1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	often
9. Logical analysis and careful thinking	often
13. Implements clear, logical policies	often
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	always
25. Pays extraordinary attention to detail	sometimes
29. Clear structure and chain of command	occasionally

Human Resource Frame =31

2. Shows support and concern for others	often
6. Builds trust through open relationships	often
10. Sensitivity and concern for others	often
14. Fosters participation in decisions	always
18. Consistently helpful to others	sometimes
22. Listens to other people's ideas	often
26. Gives recognition for work well done	often
30. Highly participative manager	sometimes

Political Frame = 38

3. Able to mobilize people and resources	often
7. Skillful and shrewd negotiator	often
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	often
19. Effectively get powerful support	always
23. Politically sensitive and skillful	often
27. Builds a strong support base	always
31. Succeeds in conflict and opposition	often

Symbolic Frame =36

4. Inspires others to do their best	often

Table 11 continues

Table 11 cont.

Item Number and Frame	Mode Response
6. Highly charismatic	often
12. Able to inspire others	always
16. Highly imaginative and creative	always
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	often
32. Models organizational goals and values	often

The individual responses of President # 4 on the eight dimensions of leadership appear in

Table 12.

Table 12

Responses of President # 4 on the Eight Dimensions of LeadershipIncluded on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 15	sometimes
Organized - 11	occasionally
Human Resource	
Supportive - 15	sometimes
Participative - 16	often
Political	
Powerful - 18	often
Adroit - 16	often
Symbolic	
Inspirational - 18	often
Charismatic - 18	often

In Part III of the questionnaire, the summative results of President # 4's forced

choice responses are as follows: Structural = 10, Human Resource = 18, Political = 11,

and Symbolic = 21. The high human resource frame score contradicts President # 4

previously espoused strengths, although the symbolic frame remains dominant. In Part III

of the questionnaire the summative results of President # 4 forced choice responses are

detailed in the following statements. President # 4 reports that her strongest skills are her

interpersonal skills. She reports that the best way to describe her is as an inspirational

leader and a visionary. President # 4 maintains that her concern for people is what others

most notice about her leadership style. She reports that building strong alliances and a

power base as well as energizing and inspiring others has had the most influence on her

success as an administrator. President # 4 asserts that, above all, her imagination and creativity are her most important leadership trait.

PRESIDENT # 5

President # 5 leads an urban Doctoral Research-Intensive University located on a 335 acre campus in southern Nevada. She is Caucasian, 57 years old, and married. She has an earned Ph.D. from the State University of New York at Binghamton, a Doctoral Research- Extensive University, in the field of English and American literature. She has held her present position as a university president for six and a half years. She has had a total of 25 years of experience as an administrator in higher education. President # 5 reports herself to be in the top 20% in her effectiveness as a leader and middle 20% as an administrator.

The following results are President # 5's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 13

Responses of President # 5 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response

Structural Frame =30

1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	often
9. Logical analysis and careful thinking	often
13. Implements clear, logical policies	often
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	always
25. Pays extraordinary attention to detail	sometimes
29. Clear structure and chain of command	sometimes

Human Resource Frame =32

2. Shows support and concern for others	often
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	often
14. Fosters participation in decisions	often
18. Consistently helpful to others	often
22. Listens to other people's ideas	often
26. Gives recognition for work well done	sometimes
30. Highly participative manager	often

Political Frame = 30

3. Able to mobilize people and resources	always
7. Skillful and shrewd negotiator	sometimes
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	often
19. Effectively get powerful support	sometimes

Table 13 continues

Table 13 cont.

Item Number and Frame	Mode Response
23. Politically sensitive and skillful	sometimes
27. Builds a strong support base	often
31. Succeeds in conflict and opposition	often

Symbolic Frame =38

4. Inspires others to do their best	always
6. Highly charismatic	often

12. Able to inspire others	always
16. Highly imaginative and creative	often
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	always
32. Models organizational goals and values	always

The individual responses of President # 4 on the eight dimensions of leadership appear in

Table 14.

Table 14

Responses of President # 5 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 15	sometimes
Organized - 15	sometimes
Human Resource	
Supportive - 15	sometimes
Participative - 17	often
Political	
Powerful - 16	often
Adroit - 14	occasionally
Symbolic	
Inspirational - 20	always
Charismatic - 18	often

In Part III of the questionnaire, the summative results of President # 5's responses

are as follows: Structural = 21, Human Resource = 14, Political = 16, and Symbolic = 9.

The forced choice response in Section III indicates that the structural frame is a high

leadership orientation for President # 5. In Part III of the questionnaire the summative

results of President # 5 forced choice responses are detailed in the following statements.

President # 5 reports that her strongest skills are her political skills. She reports that the

best way to describe her is as a technical expert and a politician. President # 5 maintains that her attention to detail is what others most notice about her leadership style. She reports that building strong alliances and a power base and making good decisions have had the most influence on her success as an administrator. President # 5 asserts that, above all, her ability to think clearly and logically is her most important leadership trait.

<p style="text-align:center">PRESIDENT # 6</p>

President # 6 leads an urban Doctoral Research-Extensive University located on a 200-acre campus in New Hampshire. She is Caucasian, widow, between the ages 61 and 65. She has an earned Ph.D. from Indiana University, a Doctoral Research- Extensive University, in the field of mathematics. She has held her present position as a university president for five and a half years. She has had a total of 17 years of experience as an administrator in higher education. President # 6 reports herself to be in the 20% in her effectiveness as a leader and as an administrator.

The following results are President # 6 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 15

Responses of President # 6 to the Leadership Orientation Questionnaire

<p style="text-align:center">75</p>

Item Number and Frame	Mode Response
Structural Frame =36	
1. Thinks very clearly and logically	always
5. Emphasizes planning and time lines	often
9. Logical analysis and careful thinking	always
13. Implements clear, logical policies	always
17. Problem solves with facets and logic	always
21. Sets goals and hold people accountable	always
25. Pays extraordinary attention to detail	often
29. Clear structure and chain of command	often
Human Resource Frame =36	
2. Shows support and concern for others	often
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	often
14. Fosters participation in decisions	always
18. Consistently helpful to others	often
22. Listens to other people's ideas	always
26. Gives recognition for work well done	often
30. Highly participative manager	always
Political Frame = 30	
3. Able to mobilize people and resources	always
7. Skillful and shrewd negotiator	sometimes

Table 15 continues

Table 15 cont.

Item Number and Frame	Mode Response
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	sometimes
19. Effectively get powerful support	often
23. Politically sensitive and skillful	sometimes
27. Builds a strong support base	often
31. Succeeds in conflict and opposition	often

Symbolic Frame =36

4. Inspires others to do their best	always
6. Highly charismatic	often
12. Able to inspire others	always
16. Highly imaginative and creative	often
20. Communicates strong vision and mission	often
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	often
32. Models organizational goals and values	always

The individual responses of President # 6 on the eight dimensions of leadership appear in

Table 16.

Table 16

Responses of President # 6 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 19	often
Organized – 17	often
Human Resource	
Supportive - 16	often
Participative - 20	always
Political	
Powerful - 17	often

Table 16 continues

Table 16 cont.

Frame and Dimension	Mode Response
Adroit - 13	sometimes
Symbolic	
Inspirational - 18	often
Charismatic - 18	often

In Part III of the questionnaire, the summative results of President # 6's forced choice responses are supportive of the self-espoused description of President # 6 leadership orientation in Section II. They are as follows: Structural = 17, Human Resource = 16, Political = 10, and Symbolic = 18. In Part III of the questionnaire the summative results of President # 6 forced choice responses are detailed in the following statements. President # 6 reports that her strongest skills are her analytic skills. She reports that the best way to describe her is as an inspirational leader and a visionary. President # 6 maintains that her ability to succeed in the face of conflict and opposition is what others most notice about her leadership style. She reports that coaching and developing people and making good decisions have had the most influence on her success as an administrator. President # 6 asserts that, above all, her ability to think clearly and logically is her most important leadership trait.

PRESIDENT # 7

President # 7 leads an suburban Doctoral Research-Extensive University located on a 560-acre campus in New York. She is Caucasian and married, between the ages 56 and 60. She has an earned Ph.D. from University of Rochester School of Medicine and Dentistry, a Doctoral Research- Extensive University, in the field of anatomy. She has held her present position as a university president for five years. She has had a total of 16 years of experience as an administrator in higher education. President # 7 reports herself to be in the top 20% in her effectiveness as a leader and as an administrator.

The following results are President # 7 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1

78

= Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions

pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part

II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions

in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are

as follows:

Table 17

<u>Responses of President # 7 to the Leadership Orientation Questionnaire</u>

Item Number and Frame	Mode Response
Structural Frame =32	
1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	often
9. Logical analysis and careful thinking	often
13. Implements clear, logical policies	often
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	sometimes
25. Pays extraordinary attention to detail	always
29. Clear structure and chain of command	often

Human Resource Frame =34

2. Shows support and concern for others	always

Table 17 continues

Table 17 cont.

Item Number and Frame	Mode Response
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	often
14. Fosters participation in decisions	always
18. Consistently helpful to others	often
22. Listens to other people's ideas	often
26. Gives recognition for work well done	often

30. Highly participative manager	sometimes

Political Frame = 34

3. Able to mobilize people and resources	always
7. Skillful and shrewd negotiator	sometimes
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	sometimes
19. Effectively get powerful support	always
23. Politically sensitive and skillful	always
27. Builds a strong support base	always
31. Succeeds in conflict and opposition	often

Symbolic Frame =34

4. Inspires others to do their best	always
6. Highly charismatic	often
12. Able to inspire others	often
16. Highly imaginative and creative	sometimes
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	often
32. Models organizational goals and values	often

The individual responses of President # 7 on the eight dimensions of leadership appear in

Table 18.

Table 18

Responses of President # 7 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 17	often
Organized - 15	often

Human Resource
    Supportive - 16   often
    Participative - 17   often
Political
    Powerful - 18   often
    Adroit - 15   often
Symbolic
    Inspirational - 19   often
    Charismatic - 16   often

In Part III of the questionnaire, the summative results of President # 7's forced choice responses are as follows: Structural = 15, Human Resource = 14, Political =16, and Symbolic = 15. In Part III of the questionnaire the summative results of President # 7 forced choice responses are detailed in the following statement. President # 7 reports that her strongest skills are her ability to excite and motivate. She reports that the best way to describe her is as an inspirational leader and a visionary. President # 7 maintains that her ability to succeed in the face of conflict and opposition is what others most notice about her leadership style. She reports that energizing and inspiring others has had the most influence on her success as an administrator. President # 7 asserts that, above all, her imagination and creativity are her most important leadership traits.

PRESIDENT # 8

President # 8 leads a suburban Doctoral Research-Extensive University located on a 1,623-acre campus in North Carolina. She is Caucasian and married, between the ages 51 and 55. She has an earned Ph.D. from Dartmouth College, a Doctoral Research-Intensive University, in the field of chemistry. President # 8 taught chemistry for 22 years at the University of Texas at Austin, previously held the position of Vice President for

81

Research at the University of Texas She has held her present position as a university president for three years. She has had a total of eight years of experience as an administrator in higher education. President # 8 reports herself to be in the top twenty percent in her effectiveness as a leader and as an administrator.

The following results are President # 8 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 19

Responses of President # 8 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =40	
1. Thinks very clearly and logically	always
5. Emphasizes planning and time lines	always
9. Logical analysis and careful thinking	always

13. Implements clear, logical policies	always
17. Problem solves with facets and logic	always
21. Sets goals and hold people accountable	always
25. Pays extraordinary attention to detail	always
29. Clear structure and chain of command	always

Human Resource Frame =40

2. Shows support and concern for others	always
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	always
14. Fosters participation in decisions	always
18. Consistently helpful to others	always
22. Listens to other people's ideas	always
26. Gives recognition for work well done	always
30. Highly participative manager	always

Political Frame = 40

3. Able to mobilize people and resources	always
7. Skillful and shrewd negotiator	always
11. Unusually persuasive and influential	always
15. Deals cleverly with conflict	always
19. Effectively get powerful support	always
23. Politically sensitive and skillful	always
27. Builds a strong support base	always
31. Succeeds in conflict and opposition	always

Symbolic Frame =40

4. Inspires others to do their best	always

Table 19 continues

Table 19 cont.

Item Number and Frame	Mode Response
6. Highly charismatic	always
12. Able to inspire others	always
16. Highly imaginative and creative	always
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	always
32. Models organizational goals and values	always

The individual responses of President # 8 on the eight dimensions of leadership appear in

Table 20.

Table 20

Responses of President # 8 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 20	always
Organized - 20	always
Human Resource	
Supportive – 20	always
Participative – 20	always
Political	
Powerful – 20	always
Adroit – 20	always
Symbolic	
Inspirational – 20	always
Charismatic – 20	always

In Part III of the questionnaire, the summative results of President # 8's forced

choice responses are as follows: Structural = 22, Human Resource = 14, Political = 16,

and Symbolic = 8. The structural frame is dominant. In Part III of the questionnaire the

summative results of President # 8 forced choice responses are detailed in the following

statements. President # 8 reports that her strongest skills are her analytic skills. She

reports that the best way to describe her is as a technical expert and analyst. President # 8

maintains that her ability to succeed in the face of conflict and opposition is what others

most notice about her leadership style. She reports that making good decisions has had

the most influence on her success as an administrator. President # 8 asserts that, above all, her ability to clearly and logically think is her most important leadership traits.

<div align="center">PRESIDENT # 9</div>

President # 9 leads an urban Doctoral Research-Extensive University located on a 200-acre campus in North Carolina. She is Caucasian, married, female above the age of 66. She has an earned Ph.D. from New York University, a Doctoral Research-Extensive University, in the field of biology. She has held her present position as a university president for seven years . She has had a total of 20 years of experience as an administrator in higher education. President # 9 reports herself to be in the middle 20% in her effectiveness as a leader and as an administrator.

The following results are President # 9 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 21

Responses of President # 9 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =37	
1. Thinks very clearly and logically	always

5. Emphasizes planning and time lines	always
9. Logical analysis and careful thinking	always
13. Implements clear, logical policies	always
17. Problem solves with facets and logic	always
21. Sets goals and hold people accountable	often
25. Pays extraordinary attention to detail	always
29. Clear structure and chain of command	sometimes

Human Resource Frame =40

2. Shows support and concern for others	always
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	always
14. Fosters participation in decisions	always
18. Consistently helpful to others	always
22. Listens to other people's ideas	always
26. Gives recognition for work well done	always
30. Highly participative manager	always

Political Frame = 28

3. Able to mobilize people and resources	sometimes
7. Skillful and shrewd negotiator	sometimes
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	often
19. Effectively get powerful support	often
23. Politically sensitive and skillful	sometimes
27. Builds a strong support base	often
31. Succeeds in conflict and opposition	sometimes

Symbolic Frame =26

4. Inspires others to do their best	often

Table 21 continues

Table 21 cont.

Item Number and Frame	Mode Response
6. Highly charismatic	occasionally
12. Able to inspire others	often
16. Highly imaginative and creative	occasionally
20. Communicates strong vision and mission	often
24. Creates new opportunities	sometimes

| 28. Generates loyalty and enthusiasm | often |
| 32. Models organizational goals and values | sometimes |

The individual responses of President # 9 on the eight dimensions of leadership appear in

Table 22.

Table 22

Responses of President # 9 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 20	always
Organized - 17	often
Human Resource	
Supportive - 19	often
Participative - 18	often
Political	
Powerful - 15	sometimes
Adroit - 13	sometimes
Symbolic	
Inspirational - 16	often
Charismatic - 10	occasionally

In Part III of the questionnaire, the summative results of President # 9's forced

choice responses are as follows: Structural = 13, Human Resource = 24, Political =14,

and Symbolic = 9, thereby supporting President # 9 espoused leadership orientation as

human resource. In Part III of the questionnaire the summative results of President # 9

forced choice responses are detailed in the following statements. President # 9 reports

that her strongest skill is her interpersonal skills. She reports that the best way to describe

her is as a good listener and humanist. President # 9 maintains that her ability to succeed

in the face of conflict and opposition is what others most notice about her leadership style. She reports that coaching and developing people has had the most influence on her success as an administrator. President # 9 asserts that, above all, her caring and support for others is her most important leadership trait.

PRESIDENT # 10

President # 10 leads a Doctoral Research-Extensive University located on a 1,200-acre campus in a small town in Ohio. She is Caucasian, married, female between the ages 56 and 60. She has an earned Ph.D. from University of Pittsburgh, a Doctoral Research-Extensive University, in the field of special education and Educational Research. She has held her present position as a university president for 11 years. She has had a total of 21 years of experience as an administrator in higher education. President # 10 reports herself to be in the top 20% in her effectiveness as a leader and as an administrator.

The following results are President # 10 's responses to the Leadership Orientation Questionnaire (Self) along with the sum totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 23

Responses of President # 10 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response

Structural Frame =31

Item	Mode Response
1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	often
9. Logical analysis and careful thinking	often
13. Implements clear, logical policies	often
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	often
25. Pays extraordinary attention to detail	sometimes
29. Clear structure and chain of command	often

Human Resource Frame =34

Item	Mode Response
2. Shows support and concern for others	always
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	always
14. Fosters participation in decisions	often
18. Consistently helpful to others	always
22. Listens to other people's ideas	always
26. Gives recognition for work well done	often
30. Highly participative manager	always

Political Frame = 35

Item	Mode Response
3. Able to mobilize people and resources	often
7. Skillful and shrewd negotiator	often
11. Unusually persuasive and influential	always
15. Deals cleverly with conflict	often
19. Effectively get powerful support	always
23. Politically sensitive and skillful	often

Table 23 continues

Table 23 cont.

Item Number and Frame	Mode Response
27. Builds a strong support base	often
31. Succeeds in conflict and opposition	always

Symbolic Frame =38

4. Inspires others to do their best	always
6. Highly charismatic	always
12. Able to inspire others	always
16. Highly imaginative and creative	sometimes
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	always
32. Models organizational goals and values	always

The individual responses of President # 10 on the eight dimensions of leadership appear

in Table 24.

Table 24

Responses of President # 10 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 15	sometimes
Organized - 16	often
Human Resource	
Supportive - 19	often
Participative - 19	often
Political	
Powerful - 18	often
Adroit - 17	often
Symbolic	
Inspirational - 20	always
Charismatic - 18	often

In Part III of the questionnaire, the summative results of President # 10's forced

choice responses are as follows: Structural = 8, Human Resource = 19, Political =15, and

Symbolic = 18. In Part III of the questionnaire the summative results of President # 10

forced choice responses are detailed in the following statements. President # 10 reports that her strongest skills are her interpersonal skills. She reports that the best way to describe her is as an inspirational leader and a visionary. President # 10 maintains that her ability to succeed in the face of conflict and opposition is what others most notice about her leadership style. She reports that energizing and inspiring others has had the most influence on her success as an administrator. President # 10 asserts that, above all, her toughness and aggressiveness are her most important leadership traits.

<p style="text-align:center">PRESIDENT # 11</p>

President # 11 leads an urban Doctoral Research-Extensive University located on a 90-acre campus in Wisconsin. She is Caucasian, married, female between the ages 51 and 55. She has an earned Ph.D. from Ohio State University, a Doctoral Research-Extensive University, in the field of teacher education and administration. She has held her present position as a university president for three years. She has had a total of ten years of experience as an administrator in higher education. She has served in various administrative positions while engaging in research and development efforts concerned with improving the preparation of teachers, especially teachers for urban contexts. President # 11 reports herself to be in the top 20% in her effectiveness as a leader and as an administrator.

The following results are President # 11 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part

II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions

in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are

as follows:

Table 25

Responses of President # 11 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =32	
1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	often
9. Logical analysis and careful thinking	often
13. Implements clear, logical policies	often
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	often
25. Pays extraordinary attention to detail	always
29. Clear structure and chain of command	sometimes
Human Resource Frame =30	
2. Shows support and concern for others	often
6. Builds trust through open relationships	often
10. Sensitivity and concern for others	sometimes
14. Fosters participation in decisions	always
18. Consistently helpful to others	sometimes
22. Listens to other people's ideas	sometimes
26. Gives recognition for work well done	often
30. Highly participative manager	often

Table 25 continues

Table 25 cont.

Item Number and Frame	Mode Response
Political Frame = 29	
3. Able to mobilize people and resources	always

7. Skillful and shrewd negotiator	sometimes
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	sometimes
19. Effectively get powerful support	often
23. Politically sensitive and skillful	sometimes
27. Builds a strong support base	often
31. Succeeds in conflict and opposition	sometimes

Symbolic Frame =35

4. Inspires others to do their best	always
6. Highly charismatic	often
12. Able to inspire others	often
16. Highly imaginative and creative	always
20. Communicates strong vision and mission	always
24. Creates new opportunities	often
28. Generates loyalty and enthusiasm	often
32. Models organizational goals and values	often

The individual responses of President # 11 on the eight dimensions of leadership appear

in Table 26

Table 26

Responses of President # 11 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic - 17	often
Organized - 15	sometimes
Human Resource	
Supportive - 14	sometimes

Table 26 continues

Table 26 cont.

Frame and Dimension	Mode Response
Participative - 16	often
Political	
Powerful - 17	often

Adroit - 12	sometimes
Symbolic	
Inspirational - 18	often
Charismatic - 17	often

In Part III of the questionnaire, the summative results of President # 11's forced choice responses are as follows: Structural = 19, Human Resource = 7, Political =13, and Symbolic = 21. In Part III of the questionnaire the summative results of President # 11 forced choice responses are detailed in the following statements. President # 11 reports that her strongest skills are her analytic skills. She reports that the best way to describe her is as an inspirational leader and a visionary. President # 11 maintains that her charisma is what others most notice about her leadership style. She reports that making good decisions has had the most influence on her success as an administrator. President # 11 reports that, above all, her imagination and creativity are her most important leadership traits.

PRESIDENT # 12

President # 12 leads an urban Doctoral Research-Extensive University located on an 1,100-acre campus in a small town in New York. She is Caucasian, divorced, female above the age of 66. She has an earned Ph.D. from the University of Chicago, a Doctoral Research-Extensive University, in the field of English. She has held her present position as a university president for seven years. She has had a total of 28 years of experience as an administrator in higher education. President # 12 reports herself to be in the top 20% in her effectiveness as a leader and as an administrator.

94

The following results are President # 12 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 27

Responses of President # 12 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =31	
1. Thinks very clearly and logically	often
5. Emphasizes planning and time lines	sometimes
9. Logical analysis and careful thinking	always
13. Implements clear, logical policies	sometimes
17. Problem solves with facets and logic	often
21. Sets goals and hold people accountable	sometimes
25. Pays extraordinary attention to detail	always
29. Clear structure and chain of command	often
Human Resource Frame =32	
2. Shows support and concern for others	often

Table 27 continues

Table 27 cont.

Item Number and Frame	Mode Response
6. Builds trust through open relationships	often
10. Sensitivity and concern for others	often
14. Fosters participation in decisions	sometimes

18. Consistently helpful to others	often
22. Listens to other people's ideas	sometimes
26. Gives recognition for work well done	always
30. Highly participative manager	always

Political Frame = 31

3. Able to mobilize people and resources	often
7. Skillful and shrewd negotiator	always
11. Unusually persuasive and influential	often
15. Deals cleverly with conflict	sometimes
19. Effectively get powerful support	always
23. Politically sensitive and skillful	sometimes
27. Builds a strong support base	sometimes
31. Succeeds in conflict and opposition	often

Symbolic Frame =31

4. Inspires others to do their best	sometimes
6. Highly charismatic	sometimes
12. Able to inspire others	sometimes
16. Highly imaginative and creative	sometimes
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	always
32. Models organizational goals and values	often

The individual responses of President # 1 on the eight dimensions of leadership appear in

Table 28.

Table 28

Responses of President # 12 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response

Structural Frame
  Analytic - 18   often
  Organized - 16   often
Human Resource
  Supportive - 17   often
  Participative - 15   sometimes
Political
  Powerful - 16   often
  Adroit - 15   sometimes
Symbolic
  Inspirational - 16   often
  Charismatic - 15   sometimes

In Part III of the questionnaire, the summative results of President # 12's forced choice responses are as follows: Structural = 13, Human Resource = 19, Political =18, and Symbolic = 10. In Part III of the questionnaire the summative results of President #12 forced choice responses are detailed in the following statements. President # 12 reports that her strongest skills are her political skills. She reports that the best way to describe her is as a technical expert and a politician. President # 12 maintains that her charisma is what others most notice about her leadership style. She reports that building strong alliances and a power base has had the most influence on her success as an administrator. President # 12 asserts that, above all, her caring and support for others are her most important leadership traits.

PRESIDENT # 13

President # 13 currently leads an urban Doctoral Research-Extensive University located on a 216-acre campus in Illinois. She is a 64 year old, married, Caucasian, female. She has an earned Ph.D. from the Indiana University, a Doctoral Research-

Extensive University, in the field of literature. She has held her present position as a university president for five years. She has had a total of 25 years experience as an administrator in higher education. President # 13 reports herself to be in the top 20% in her effectiveness as a leader and as an administrator.

The following results are President # 13 's responses to the Leadership Orientation Questionnaire (Self) along with the totals for each frame. The scale on this survey was 1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Often, and 5= Always. The questions pertaining to the four frames Structural, Human Resource, Political, and Symbolic in Part II of the questionnaire sum to a possible score of 40 and the eight leadership dimensions in Part II of the questionnaire sum to a possible score of 20. The totals for each frame are as follows:

Table 29

Responses of President # 13 to the Leadership Orientation Questionnaire

Item Number and Frame	Mode Response
Structural Frame =40	
1. Thinks very clearly and logically	always
5. Emphasizes planning and time lines	always
9. Logical analysis and careful thinking	always
13. Implements clear, logical policies	always

Table 29 continues

Table 29 cont.

Item Number and Frame	Mode Response
17. Problem solves with facets and logic	always
21. Sets goals and hold people accountable	always
25. Pays extraordinary attention to detail	always
29. Clear structure and chain of command	always

Human Resource Frame =40

2. Shows support and concern for others	always
6. Builds trust through open relationships	always
10. Sensitivity and concern for others	always
14. Fosters participation in decisions	always
18. Consistently helpful to others	always
22. Listens to other people's ideas	always
26. Gives recognition for work well done	always
30. Highly participative manager	always

Political Frame = 40

3. Able to mobilize people and resources	always
7. Skillful and shrewd negotiator	always
11. Unusually persuasive and influential	always
15. Deals cleverly with conflict	always
19. Effectively get powerful support	always
23. Politically sensitive and skillful	always
27. Builds a strong support base	always
31. Succeeds in conflict and opposition	always

Symbolic Frame =40

4. Inspires others to do their best	always
6. Highly charismatic	always
12. Able to inspire others	always
16. Highly imaginative and creative	always
20. Communicates strong vision and mission	always
24. Creates new opportunities	always
28. Generates loyalty and enthusiasm	always
32. Models organizational goals and values	always

The individual responses of President # 13 on the eight dimensions of leadership

appear in Table 30.

Table 30

Responses of President # 13 on the Eight Dimensions of Leadership Included on the
Leadership Orientation Questionnaire

Frame and Dimension	Mode Response
Structural Frame	
Analytic – 20	always
Organized – 20	always
Human Resource	
Supportive - 20	always
Participative – 20	always
Political	
Powerful - 20	always
Adroit - 20	always
Symbolic	
Inspirational – 20	always
Charismatic - 20	always

In Part III of the questionnaire, the summative results of President # 13's forced choice responses are as follows: Structural = 20, Human Resource = 18, Political =12, and Symbolic = 6. In Part III of the questionnaire the summative results of President #13 forced choice responses are detailed in the following statements. President # 13 reports that her analytic skills are her strongest attribute. She reports that the best way to describe her is as a technical expert and an analyst. President # 13 maintains that her attention to detail is what others most notice about her leadership style. She reports that making good decisions has had the most influence on her success as an administrator. President # 13 asserts that above all her clear and logical thinking is her most important leadership trait.

SECTION 3

Research Question 4: How many and which of the four frames do the survey participants use collectively ?

Table 31

Number of Frames used by the Presidents in Defining their Leadership

Number of Frames	Number of Respondents	Percent
One	4	31
Two	4	31
Three	3	23
Four	2	15

Table 32

Main Leadership Frames Used Compared to the Years of Experience

Presidents	Years of Experience	Frames
1	30	Human Resource
2	11	Symbolic
		Political
		Structural
3	27	Symbolic
		Political
4	13	Political
		Symbolic
5	25	Symbolic
6	17	Symbolic
		Human Resource
		Structural
7	16	Human Resource
		Political
		Symbolic
8	8	Structural

Table 32 continues

Table 32 cont.

Presidents	Years of Experience	Frames
		Human Resource
		Political
		Symbolic
9	20	Human Resource
		Structural

10	21	Symbolic
11	10	Symbolic
12	28	Human Resource
13	25	Structural
		Human Resource
		Political
		Symbolic

A summary of the findings and discussion appears in Chapter 5.

CHAPTER 5

FINDINGS, CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

FOR FUTURE RESEARCH AND PRACTICE

This chapter includes a summary of findings and concludes with

recommendations based on the data analysis and recommendations for further study and practice. The sample consisted of thirteen female presidents from coeducational, four-year, public and private research institutions within the United States. The Leadership Orientation Questionnaire (Self) was used to measure the four frames of organizational theory in terms of leadership and management styles of the sample.

Summary of Findings

Data gathered using the Bolman and Deal Leadership Orientation Questionnaire (Self) yielded the following results:

1. The survey participants were all Caucasian females.

2. All survey participants were presidents of public research institutions.

3. Fifteen percent ($n= 2$) of the survey participants were between the ages 51-55; 46% ($n= 6$) were between the ages 56-60; and 39% ($n=5$) were between the ages 61-65.

4. Sixty-nine percent ($n=9$) were married; 15% ($n= 2$) were divorced; and 15% ($n= 2$) were widowed.

5. All survey participants had an earned doctorate, of which 92% ($n=12$) had an earned Ph.D. and eight percent ($N=1$) had an earned Ed.D.

6. Of the survey participant's earned doctorates, five (38%) were in the physical sciences, six (46%) were in the humanities, one (8%) was in mathematics and one was in environmental engineering.

7. Only two (15%) presidents had an earned doctorate in education.

8. Of the survey participants, 62% ($n=8$) received their terminal degrees from public institutions, and 38% ($n=5$) received their terminal degrees from private institutions.

9. The 13 survey participants had administrative experience that ranged from ten to 30 years.

10. Increased administrative experience did not result in the use of a greater number of frames.

11. Presidents with 20 or more years of experience had a dominant leadership orientation; the human resource frame or symbolic frame was the most frequently used.

12. Presidents whose years of experience numbered less than 20 years were more likely to use a multi-frame perspective to support their leadership orientation and frame.

13. Experience was not associated with the number of frames used, but was associated with the type of frame used.

14. Of the survey participants 31% ($n=4$) reported using only one frame; 31% ($n=4$) reported using two frames; 23% ($n=3$) reported using three frames; and 15% ($n=2$) reported using four frames.

15. The survey participants were most likely to use the human resource frame, followed by the symbolic, structural and political frames.

16. The forced choice ratings scores of the survey participants resulted in using the human resource frame, followed by the political, symbolic, and structural frames.

17. Sixty-nine percent ($n=9$) of the survey participants reported using multiple frames.

18. Of the survey participants, one identified herself in the middle 20% as an effective leader.

19. Of the survey participants, 12 (92%) reported themselves as being in the top 20% as effective leaders.

20. Of the survey participants, two (15%) reported themselves as being in the middle 20 % as effective managers.

21. Of the survey participants, 11 (84%) reported themselves as being in the top 20% as effective managers.

Conclusions

Demographically, this research study discovered that the typical female president of American research institutions was 58 years old, Caucasian, married with an earned Ph.D. in either the hard sciences or the humanities. Only two (15%) of these survey participants held an earned doctorate in education. The years of experience in administration for these 13 presidents ranged from ten to 30 years. This research study found that an increase in administrative experience did not result in the use of a greater number of frames, but the survey participants who had 20 or more years of experience were more likely to exhibit the human resource or symbolic frame as their dominant style. Presidents whose years of experience number less than 20 years exhibited a multiframe perspective in their decision-making process. Therefore, this research study concludes that experience is not associated with the number of frame used but was more likely associated with the type of frame used.

Of the survey participants, 31 ($n=4$) reported using only one frame; 31 ($n=4$) percent reported using two frames; 23 ($n=3$) percent, reported using three frame; and 15 ($n=2$) percent reported using four frames. Sixty-nine percent ($n=9$) of the survey

participants reported primarily using a multiple frames strategy. Of the survey participants one person reported to be in the middle 20% as an effective leader. Twelve (92%) reported themselves as being in the top 20% as effective leaders. Two (15%) reported themselves as being in the middle 20% as effective managers; and 11 (84%) reported themselves as being in the top 20% as effective managers. The survey participants exhibited the human resource frame, followed by the symbolic, structural, and political frames. The results of the forced choice questions indicate that the survey participants exhibited the human resource frame, followed by the political, symbolic, and structural frames.

Discussion

Research completed in 1984 by Forrest, Andrea, and Ellickson reported seven general characteristics of women in higher education administration. Of these seven characteristics, appear to be valid in this study. First, the higher the rank, the fewer the women. Second, the more prestigious the school, the fewer the women. Third, the higher the prestige of administrative jobs, the fewer the women. Female presidents of four-year institutions are still dramatically fewer than the number of male presidents of four-year institutions and female presidents of two-year institutions.

This study found that there were only 30 female presidents among the more than 260 research institutions of American higher institutions. Female presidents of research institution are still a small percentage compared to the male-dominated world of American higher education CEO's. The irony is that at the present time American higher education has the highest number of female presidents of research institutions than ever

before. Therefore, because of the increasing percentage of females earning doctorates and tenure in universities, the 21st century will have a larger pool of educated women who will advance into CEO positions of research colleges and universities.

The number of survey participants who had fewer than 20 years of experience totaled ten (77%), the number of survey participants who had fewer than ten years of experience totaled three (23%). Therefore, many women find these institutions more open to advancement than private institutions. The 13 survey participants had administrative experience that ranged from ten to 30 years, indicating that since the start of the women's movement in the 1970s there has been a steady increase of female presidents of research institutions.

Green (1988) conducted a comprehensive study on the American College president. Within her study she profiled two hundred-female college presidents. She discovered that the typical female college president was 53 years old, Caucasian, unmarried, with and earned Ph.D., and had either specialized in education or the humanities. The research reported in this dissertation study discovered that the typical female president of American research institutions was 58 years old, Caucasian, married with an earned Ph.D., and had either specialized in the hard sciences or the humanities. The dominant ages and ethnicity among the survey participants indicate that these factors are common to both genders in the role of university president and illustrate that there is still a racial disparity of representation at the CEO level of research universities.

These presidents did not have academic histories in higher education as a field of study, but rather in various specific disciplines. These presidents had made career change

from faculty positions to administration positions in order to further their careers in higher education. Sixty-two percent of the survey participants had received their degrees from public institutions and remained in public institutions for their careers in teaching and administration. All of the survey participants originated as professors in their fields and later became administrators and chief executives. None of these female presidents came from the student affairs division but from the academic affairs. This finding supports research that indicates that higher level positions in higher education administration are more often held by faculty and academic administrators rather than by student affairs personnel.

The results of this study indicated that the dominant race among the survey participants was Caucasian. According to Touchton et al. (1993) "although women presidents collectively are becoming more racially and ethnically diverse, more women of color are needed in these top leadership roles." (p.1) This dissertation supports this statement. All survey participants were Caucasian. Therefore, there is still a need to diversify the upper-level administration positions of research institutions. *The American College President (2000 edition)* reported that in 1998 college presidents had an average of 6.9 years in their present position.

This study indicated that in 2001 the survey participants had an average of 6.2 years in their present positions, an average of 19.3 years experience in institutions of higher education. This research study found that the average years of experience in their present job supports the previous research conducted by the American Council of Education. Since the American Council of Education research study was conducted on

both female and male presidents, these dissertation results indicate that in 2001-2002 there is no difference in the length of experience in their present position as a university president.

Bolman and Deal (1991, 1992) asserted that educational leaders should not be locked into one specific frame but showed incorporate other frame perspectives and thereby improve their leadership effectiveness. Four of the five presidents who used a single frame exhibited the symbolic frame, which was also the second dominant frame used. Of the survey participants 31% reported using only one frame; 31% reported using two frames; 23% reported using three frames; and 15% reported using four frames. Therefore 69% of these female presidents of research universities use a multiframe perceptive in their decision-making. Each of these frames provides a different view of a leadership style. The use of a multiframe leadership style enables the leader a more complete understanding of the organization and those who work within that organization. As issues in higher education become more complex there is an ever-increasing need to use a multiframe leadership style in order to continue to solve educational problems with creative, flexible, affective, and holistic choices.

The human resource and symbolic frames were the most dominant among the survey participants who had more than 20 years experience. This indicates that these presidents realize the importance of fostering loyalty and support among their co-workers, transmitting a transformational type of leadership style. The presidents who exhibited a dominant human resource frame appeared to be more sensitive to the needs and feelings of others. They created a participative working environment and encouraged

and accepted others ideas and perspectives. This supports Bolman and Deal's previous research. Female presidents with less than twenty years of experience who indicated that they were more open to other leadership frames ultimately exhibited a multiframe perspective. These less-experienced female presidents choose to problem-solve using as many techniques and frames as possible to meet the needs of their institutional internal and external stakeholders.

Researchers Bolman and Deal when studying higher education trends stressed in their leadership research that the ability for leaders to employ a multiframe approach is critical for making decisions and taking effective actions. Research studies by Covey (1990), Fiedler and Garica (1987), Kanter (1984), and Nadler and Hibino (1990) support their research on the multiframe orientation. Of the research that reviewed the multiframe orientation, Bolman and Deal (1991,1992), Bensimon (1987), and Harlow (1994) indicated that leaders rarely use more than two frames simultaneously and seldomly use all frames collectively. The results of this research indicates that only 15% of the survey participants use all four frames collectively, whereas a result of 23% of the survey participants use three frames collectively; 31% of the survey participants used two frames collectively; thereby slightly contradicting some previous research.

This study found that presidents whose years of experience numbered less than 20 were more likely to use a multiframe perspective to support their leadership orientation and style. The assumption is that less experienced female presidents are not firmly rooted in one dominant leadership frame, thereby remaining open to using a multiframe leadership style. Research conducted by both Moore (1980) and Keller (1983) asserted

that a multiframe leadership orientation would be the most effective approach for the various institutional demands, daily crises and long hours that a today's university presidents have to keep. They asserted that effective college presidents need to develop a leadership style that is a balance between their strengths and weaknesses.

This study found that presidents who had 20 or more years of experience did have a dominant leadership orientation, indicating either the human resource frame or symbolic frame as the most frequently used. This finding supports the research of Denmark (1977) who found that "women are less likely than men to be authoritarian and use authoritarian power since their power is more limited by the expectations of the group; they are therefore more likely than men to focus on human relations skills" (p.104). Shakeshaft (1987) also noted that "men are less likely to give their power to others; whereas women use power to empower others based on the belief that power is not finite buts expands as it is shared" (Welch, 1990, p.177).

Benismon's (1987) study entitled *The Meaning of Good Presidential Leadership: A Frame Analysis* used Bolman and Deal's leadership frames to examine which frames were most frequently used by university presidents. Benismon interviewed 32 presidents of whom 13 (41%) viewed situations in a single frame. The structural and human resource frames were more utilized than the political and symbolic frames. Among this study's survey participants the human resources and symbolic frames were more utilized than the political and structural frames.

Birnbaum considers this type of leadership as a form of transformational leadership in that its effectiveness revolves around and depends on how the leader

111

transforms the goals and objectives of their staff and employees. According to Bolman and Deal (1994), "effective leaders understand the importance of symbols and recognize their responsibility in galvanizing and articulating a vision and values that give purpose, direction, and meaning to an organization. At its core, leadership is inherently symbolic" (p. 85). Symbolic educational leaders at these research institutions can help to bring about the needed changes in the critical issues pertaining to American higher education. The structural and political frames were used less often than the human resource and symbolic frames, which is consistent with the findings of Bolman and Deal's research.

Ultimately, Benismon concluded that presidents who exhibit a multiframe leadership style are very effective in unstable and shaky university environments, whereas those presidents who use a uni-frame leadership style are more effective in well-established university cultures. According to Robert Birnbaum, presidents of research institutions usually have to deal with an anarchical type of institutional structure thereby using a "garbage-can" type of decision making, which is an ever-changing balancing act between the competing needs and desires of the faculty, staff, and administrators. Institutional issues in an anarchical type university usually are decided through one of three ways: resolution, flight, or oversight. Those presidents who exhibit a multiframe leadership style are more equipped to deal with the increasing strain between teaching, research and service among the internal and external university stakeholders.

<center>Implications and Recommendations for Practice</center>

Research conducted by Bolman and Deal indicates that leaders exhibit dominant human resource or structural frames; however, universities deal with a variety of

<center>112</center>

situations that require expertise in political and symbolic leadership skills. The findings of this study indicate that these survey participants exhibited the dominant human resource and symbolic frames. Based on the findings of the present study and supported by the previous review of literature, it is suggested that leadership programs incorporate a more multiframe perspective in order to enhance and encourage professional development, strengthen an effective decision-making process.

Leadership programs for practicing administrators that focus on providing balanced multiframe leadership strategies can be implemented at various colleges and universities to encourage administrators to better analyze situations, further empower co-workers, and actively anticipate future institutional conflicts. Administrators who recognize and understand their dominant leadership frames will be better prepared to work effectively within their individual institutional culture. Professionals in educational administration who are seeking to change institutions or positions will be better suited with their choice if they realize their leadership frame strengths and weaknesses. Whether these professionals exhibit a dominant frame or a mulitframe perspective, this knowledge can create a better fit between the leaders and their institutional types. Interestingly, most leaders who have a dominant human resource frame fit better within collegial institutions. Research universities are more often anarchical institutions, in which the president wears many different hats; therefore, a mulitframe leadership style will likely be most effective.

<div align="center">Recommendations for Further Research</div>

Findings of this study were based on the analysis of the responses from the Leadership Orientations Questionnaire (Self) survey instrument of female presidents of

coeducational, public and private, research institutions. As the data were analyzed, other areas in need of study became evident.

1. This study needs to be replicated to include the use of the Leadership Orientation Questionnaire (Other) survey in addition to the Leadership Orientation Questionnaire (Self) survey to obtain colleagues' perceptions of the respondents.

The addition of the Leadership Orientation Questionnaire (Other) would provide a deeper exploration and assessment of the leadership frames of female presidents of research institutions, a stronger validity to the self-reported data provided by the survey participants both past and in the future.

2. A follow-up study should be conducted in three to five years utilizing similar procedures including qualitative interviews of the survey participants.

A follow-up study could provide comparable data that could indicate if there had been any changes in the population, explore whether this population of female presidents of research institutions have consistent and similar leadership frames, or if a different leadership frame has become dominant within this population. A follow-up study could also indicate if the population of female presidents of research universities has increased, decreased, or remained stable. Hopefully, as the population of female presidents of research institution increases this study could be replicated to include a broader range of respondents. Using interviews in a follow-up study could provide deeper individualistic insights into how their dominant leadership frames affect governance issues and relationships with the institution's internal and external stakeholders.

APPENDIX A

QUESTIONNAIRE

CODE # _____

LEADERSHIP ORIENTATIONS QUESTIONNAIRE (SELF)

Please check or complete items applicable to you.
I. Demographic Information

1. Age: _____ 35 and under   _____ 36-40 _____ 41-45 _____ 51-55 _____ 56-60
         _____ 61-65   _____ 66 and over

2. Ethnicity: ____ African- American   ____ Caucasian   ____ Hispanic

_____ Native American   _____ Asian American   _____ Multiracial

3. Martial Status: _____ Currently married _____ Divorced _____ Widowed _____ Never Married

4. Degrees Earned: Doctorate: _____ yes _____ no
If yes, please indicate type of degree:

5. _____ Ph.D. _____ Ed. D. _____ J. D. _____ Other _____

6. Institution granting degree:_____

7. Type of Institution: _____ public _____ private

8. Major field of study: _____

II. Behaviors : You are asked to indicate how often each of the items below is true of you. Please use the following scale in answering each item.

1 - Never   2 - Occasionally   3 - Sometimes   4 - Often   5 – Always

So you would answer "1" for an item that is never true of you, "2" for one that is occasionally true, "3" for one that is sometimes true of you, and so on.

Be discriminating! Your results will be more helpful if you think about each item and distinguish the things that you really so all the time from the things that you do seldom or never.

1. _____ Thinks very clearly and logically

2. _____ Shows high levels of support and concern for others

3. _____ Has exceptional ability to mobilize people and resources to get things done

4. _____ Inspires others to do their best.

5. _____ Strongly emphasizes careful planning and clear time lines.

1 - Never   2 - Occasionally   3 - Sometimes   4 - Often   5 – Always

6. _____ Builds trust through open and collaborative relationships.

7. _____ Am a very skillful and shrewd negotiator.

8. _____ Am highly charismatic.

9. _____ Approaches problems through logical analysis and careful thinking.

10. ____ Shows high sensitivity and concern for others' needs and feelings.

11. ____ Am usually persuasive and influential.

12. ____ Am able to be an inspiration to others.

13. ____ Develops and implement clear, logical policies and procedures.

14. ____ Fosters high levels of participation and involvement in decisions.

15. ____ Anticipates and deal adroitly with organizational conflict.

16. ____ Am highly imaginative and creative.

17. ____ Approaches problems with facts and logic.

18. ____ Am consistently helpful and responsive to others.

19. ____ Am very effective in getting support from people with influence and power.

20. ____ Communicates a strong and challenging sense of vision and mission.

21. ____ Sets specific, measurable goals and hold people accountable for results.

22. ____ Listens well and am unusually receptive to other people's ideas and input.

23. ____ Am politically very sensitive and skillful.

24. ____ Sees beyond current realities to generate exciting new opportunities.

25. ____ Has extraordinary attention to detail.

26. ____ Gives personal recognition for work well done.

27. ____ Develops alliances to build a strong base of support.

28. ____ Generates loyalty and enthusiasm.
1 - Never   2 - Occasionally   3 - Sometimes   4 - Often   5 – Always

29. ____ Strongly believes in clear structure and chain of command.

30. ____ Am a highly participative administrator.

31. ____ Succeeds in the face of conflict and opposition

32. ____ Serves as an influential model of organizational aspirations and values.

III. Leadership Style: This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is the next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

_____ a. Analytic skills

_____ b. Interpersonal skills

_____ c. Political skills

_____ d. Ability to excite and motivate

2. The best way to describe me is:

_____ a. Technical expert

_____ b. Good listener

_____ c. Skilled negotiator

_____ d. Inspirational leader

3. What has helped me the most to be successful is my ability to:

_____ a. Make good decisions

_____ b. Coach and develop people

_____ c. Build strong alliances and a power base

_____ d. Energize and inspire others

4. What people are most likely to notice about me is my:

_____ a. Attention to detail

_____ b. Concern for people

_____ c. Ability to succeed, in the face of conflict and opposition

_____ d. Charisma

5. My most important leadership trait is:

_____ a. Clear, logical thinking

_____ b. Caring and support for others

_____ c. Toughness and aggressiveness

_____ d. Imagination and creativity

6. I am best described as:

_____ a. An analyst

_____ b. A humanist

_____ c. A politician

_____ d. A visionary

IV. Overall rating: Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

1. Overall effectiveness as an administrator.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a leader.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

V. Background Information:

1. How many years have you been in your current position? _____

2. How many total years of experience do you have as an administrator in higher education?

_____

APPENDIX B

LETTER OF INTEREST

April 29, 2002

Dear :

Here at the University of North Texas we have underway a national study of the leadership styles of female presidents of research universities. We believe the data we are collecting will add importantly to the existing body of knowledge regarding leadership and gender in American institutions of higher education.

Enclosed is a questionnaire that requires approximately 10-15 minutes to complete. The questionnaire is an instrument that measures specific leadership orientations. Our request is that you assist us by participating in our research, where participation involves completing and returning to us a completed questionnaire. Also enclosed is a self-addressed and postage paid envelope for your use. If you have questions concerning the study we have underway or your participation in it, please feel free to contact either Courtney Welch at (940) 566-9468 or Dr. Barry Lumsden at (940) 565-4074. This research study has been reviewed and approved by the University of North Texas Committee for the Protection of Human Subjects (940) 565-3940. Please know that your cooperation is greatly appreciated.

Collegial regards,

D. Barry Lumsden
Professor of Higher Education
Enclosure

APPENDIX C

IRB APPROVAL FORM

UNIVERSITY of NORTH TEXAS

Office of Research Services

March 4, 2002

Courtney Welch
1800 Westminster #5
Denton, TX 76205

RE: Human Subjects Application No. 02-061
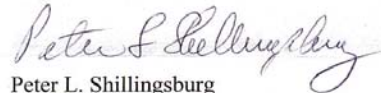
Dear Ms. Welch,

Your proposal titled "The Leadership Frames of Female Presidents of American Research Universities" has been approved by the Institutional Review Board and is exempt from further review under 45 CFR 46.101.

Enclosed is the consent document with stamped IRB approval. Please copy and **use this form only** for your study subjects.

The UNT IRB must review any modification you make in the approved project. **Federal policy 21 CFR 56.109(e) stipulates that IRB approval is for one year only.**

Please contact me if you wish to make changes or need additional information.

Sincerely,

Peter L. Shillingsburg
Chair
Institutional Review Board

PS:sb

March 15, 2002

Dear :

Here at the University of North Texas we have underway a national study of the leadership styles of female presidents of research universities. We believe the data we are collecting will add importantly to the existing body of knowledge regarding leadership and gender in American institutions of higher education.

Enclosed is a questionnaire that requires approximately 10-15 minutes to complete. The questionnaire is an instrument that measures specific leadership orientations. Our request is that you assist us by participating in our research, where participation involves completing and returning to us a completed questionnaire. Also enclosed is a self-addressed and postage paid envelope for your use. If you have questions concerning the study we have underway or your participation in it, please feel free to contact either Courtney Welch at (940) 566-9468 or Dr. Barry Lumsden at (940) 565-4074. This research study has been reviewed and approved by the University of North Texas Committee for the Protection of Human Subjects (940) 565-3940. Please know that your cooperation is greatly appreciated.

Collegial regards,

D. Barry Lumsden
Professor of Higher Education

APPROVED BY THE UNT IRB
FROM 3/4/02 TO 3/3/03

enclosure

REFERENCES

Adkinson, J. A. (1981). Women in School Administration: A review of the Research

125

Review of Educational Research, 51, 311-343.

Allen, K. E. (1996). Working toward transformational leadership in higher education. *About Campus, 1* (2), 11-15.

American Council on Education. (1995). *Women presidents in U.S. colleges and universities.* Washington, D.C.: Office of Women in Higher Education.

American Council on Education. (1993). *The American college president: 1993 edition.* Washington, D. C., 20036.

American Council on Education. (1998, October; 1999, March). *Report.* Washington, D. C.: Office of Women in Higher Education.

American Council on Education. (2000). *The American college president: 2000 edition.* Department 191, Washington DC 20055-0191.

Anderson, L. R., Finn, M., & Linder, S. (1981). Leadership Styles and Leader Title. *Psychology of Women Quarterly, 5* (5), 661-669.

Antler, J. (1982). Culture, service and work: Changing ideals of higher education for women. In I. Harwarth, M. Maline, & E. DeBra, *Women's colleges in the united states: History, issues and challenges.* Washington, DC: National Institute on Postsecondary Education, Libraries, and Lifelong Learning, U.S. Department of Education.

Astin, H.S., & Synder, M.B. (1982). Affirmative Action 1972-1982: A decade of response. *Change, 14*, 26-31, 59.

Astin, A. W., & Scherri, R. A. (1980). *Maximizing leadership effectiveness: Impact of*

administrative style on faculty and students. San Francisco: Jossey-Bass.

Astin, A. H., & Leland, C. (1991). *Women of influence, women of vision: A cross-generation study of leaders and social change*. San Francisco: Jossey-Bass.

Basinger, J. (2001). Struggling for a balanced life as a President. *The Chronicle of Higher Education*, 1-6.

Bass, B. (1981*). Stodgill's handbook of leadership*. New York: Free Press.

Bass, B. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18* (3), 19-31.

Bem, S.L. (1974). The Measurement of Psychological Androgyny. *Journal of Counseling and Clinical Psychology, 42*, 155-62.

Bennis, W. (1989). *Why leaders can't lead: The unconscious conspiracy continues*. San Francisco: Jossey-Bass.

Bennis, W., & Nannus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.

Bensimon, E. M., Neumann, A., & Birnbaum, R. (1989). *Making sense of administrative leadership: The "l" word in higher education.* Washington, DC: George Washington University.

Bensimon, E.M. (1989, Spring). A feminist reinterpretation of presidents' definitions of leadership. *Peabody Journal of Education, 66* (3), 143-156.

Bensimon, E. M. (1991). The meaning of presidential leadership: Alternatives to charismatic approaches. In J. A. Sturnick, J. E. Milley, & C. A. Tisinger (Eds.). *Women at the helm: Pathfinding presidents at state colleges and universities*. (pp.

73-82). Washington, DC: American Association of State Colleges and Universities.

Bensimon, E. M. (1987, Winter). The Meaning of "Good Presidential Leadership:" A Frame Analysis. *The Review of Higher Education, 12* (2), 107-123.

Birnbaum, R. (1988*). How colleges work: The cybernetics of academic organizations and leadership.* San Francisco: Jossey-Bass.

Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency.* San Francisco: Jossey-Bass Publishers

Blanton, A. W. (1941). Our national program: women as chief executives. *Delta Kappa Gamma Bulletin, 7*, 19-22.

Blum, D. E., (1990). Female presidents compare notes, urge renewed push for reforms. *The Chronicle of Higher Education*, 1-4.

Bolman, L., & Deal, T. (1991). *Reframing organizations: artistry, choice, and leadership.* San Francisco: Jossey-Bass.

Bolman, L., & Deal, T. (1992, August). Leading and managing: Effects of context, culture, and gender. *Educational Administration Quarterly, 28* (3), 314-329.

Bolman, L., & Deal T. (1984). *Modern approaches to understanding and managing organizations*. San Francisco: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (1992). Leading and managing: Effects of context, culture, and gender. *Educational Administration Quarterly, 28* (3), 314-329.

Bolman, L. & Deal, T. (1993). *The path to school leadership*. Newbury Park, CA: Corwin Press.

128

Bolman, L. & Deal, T. (1994, Feburary). Looking for leadership: Another search party's

report. *Educational Administration Quarterly, 30* (1), 77-96.

Brandehoff, S. (1985, January). Spotlight on women managers. *American Libraries*, 20-

26.

Brile, J. (1987). *Woman to woman: From sabotage to support*. New York: Horizon

Press.

Burns, J. (1978). *Leadership.* New York: Harper & Row.

Burstyn, J. N. (1980). *Victorian education and the ideal of womanhood*. New Jersey &

Totowa: Barnes and Noble Books.

Carnegie Commission on Higher Education (2000). *A classification of institutions of

higher education.* Berkeley: Carnegie Commission.

Chamberlain, M. K. (Ed.). (1988). *Women in academe: Progress and prospects.* New

York: Russell Sage Foundation.

Clifford, G. (Ed.). (1989). *Lone voyagers: academic women in coeducational

universities, 1870-1937.* New York: The Feminist Press.

Cobb, J. P. (1991). The role of women presidents and chancellors in intercollegiate

Athletics. In J. A. Sturnick, J. Milley, & C. Tisinger (Eds.), *Women at the helm:

Pathfinding presidents at state colleges and universities* (pp. 96-103). Washington

D.C: American Association of State Colleges and Universities.

Cohen, M. D., & March, J. G. (1974*). Leadership and ambiguity: The American college

president.* New York: McGraw-Hill.

Cook, W. B. (1997). Fundraising and the college presidency in an era of uncertainty:

From 1975 to the present. *Journal of Higher Education, 68* (1), 53-86.

Covey, S. R. (1990). *The seven habits of highly effective people: restoring the character ethnic*. New York: Simon & Schuster.

Crosby, B. C. (1988). Women: New images in leadership. *Social Policy, 19*, 40-44.

Cunningham, L. (1985). Leaders and leadership: 1985 and beyond. *Phi Delta Kappan, 67*, 17-20.

Denmark, F. L. (1977). Styles of leadership. *Psychology of Women Quarterly, 2*, 99-113.

DiCroce, D. M. (1995, Spring). *New Directions for Community Colleges, 79-88.*

Dillman, D. (2000). *Mail and internet surveys: A tailored design method*. New York: Wiley.

Duerst-Lhti, G., & Kelly, R. M. (Eds.). (1995). *Gender power, leadership, and governance.* Ann Arbor: University of Michigan.

Eagley, A. H., & Johnson, B.T. (1990). Gender and leadership style: a meta analysis. *Psychological Bulletin, 108*, 233-256.

Epstein, C. F. (1988) *Deceptive distinctions*. New Haven, CT: Yale University Press.

Faragher, J. M., & Howe, F. (Eds). (1988). *Women and higher education in American history.* New York: W.W. Norton.

Fiedler, F. (1967). *A theory of leadership effectiveness*. New York: McGraw Hill.Fiedler, F. E., & Garcia, J. E. (1987). *New approaches to effective leadership*. New York: John Wiley & Sons.

Fisher, J. L., & Quehl, G. H. (1989). *The president and fundraising*. New York: Macmillan Publishing Company.

Fisher, J., & Koch, J. (1996). *Presidential leadership: Making a difference*. Phoenix: American Council on Education and Oryx Press.

Fisher, J. L., Tack, M. W., & Wheeler, K, J. (1988).*The effective college president*. New York: American Council on Education and Macmillan Publishing Company.

Friesen, L. (1983) Focus on Research – Women and Leadership. *Contemporary Education, 54*, 223-229.

Forrest, L., Andrea, M. C., & Ellickson, J. L. (1984, April). *More than the sum of its parts: Appreciating the ethics of justice and care in the work place*. Paper presented at the meeting of the Annual American College Personnel Association Convention, Baltimore, MD.

Fujita, E. (1994). A good college president: The constituent view. *The Journal of Personnel Evaluation in Education, 1,* 75-91.

Gallese, L. R. (1991). Why women aren't making it to the top. *Across the Board, 28*(4), 18-22.

Gaskill, L. R. (1991). Women's career success: A factor analytic study of contributing factors. *Journal of Career Development, 17 *(3), 167-178.

Gatteau, R. (2000). Breaking Barriers in Higher Education: An Exploration of Female Presidential Leadership at Six Institutions. Unpublished doctoral dissertation, Fordham University.

Genovese, M. A., & Thompson, S. (1993). *Women as national leaders*. Newbury Park, CA: Sage Publications.

Graham, P.A. (1973). Status transition of women students, faculty, and administrators. In

A.S. Rossi & A. Calderwood (Eds.), *Academic women on the move*. (pp.162-172). New York: Russell Sage.

Graham, P.A, (1978). Expansion and exclusion: A history of women in American higher education. *Signs, 3*, 759-773.

Green, M. F. (1988). *The American college president: A contemporary profile*. Washington, DC: American Council on Education.

Green, M. F. (1988). *Leaders for a new era: Strategies for higher education.* New York: Macmillan Publishing Company.

Gupton, S., & Slick, G. (1996). *Highly successful women administrators*. Thousand Oaks: Corwin Press, Inc.

Haccoun, D. M., Haccoun, R. R., & Sallay, G. (1978). Sex differences in the appropriateness of supervisory styles: A nonmanagement view. *Journal of Applied Psychology, 63*, 124-127.

Harlow, J. H. (1994). Educational Leadership: A frame analysis (Doctoral dissertation, Seattle University, 1994. *Dissertation Abstracts International,* A55/08, 2227.

Helgesen, S. (1990). *The Female advantage: women's ways of leadership.* New York: Doubleday.

Helmich, D. C. (1974). Male and female presidents: Some implications of leadership styles. *Human Resource Management. 13*, 25-26.

Higher Education Directory (2001). Higher Education Publications, Washington, D.C.

Hoff, K. (1999). Leaders and Managers: Essential skills required within higher education. *Higher Education. 38* (3), 311-331.

Jablonski, M. (1992). *Leadership styles of women college presidents*. Unpublished

    doctoral dissertation, Boston University, Boston, MA.

Jablonski, M. (1996). The leadership challenge for women college presidents.

    Initiatives, 57 (4), 1-10.

Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.

Kanter, R. M. (1984). *The change masters*. New York: Simon & Schuster.

Keller, G. (1983). *Academic strategy: the management revolution in American higher*

    education. Baltimore, MD: The Johns Hopkins University Press.

Kersey, S. N. (1981). *Classics in the education of girls and women*. Metuchen, New

    Jersey, & London: The Scarecrow Press, Inc.

Kingsley, J. G. (1987). The president as bard. *AGB Reports, 28* (4), 18-21.

Leatherman, C. (1993). The Special Burdens of Female Presidents. *The Chronicle of*

    Higher Education, 1-4.

Leatherman, C. (1993). Typical President is White, Male, 54 year old. *The Chronicle of*

    Higher Education, 1-5.

Leatherman, C. (1991). College Presidents, Spouses Describe Job Pressures. *The*

    Chronicle of Higher Education, 1-5.

Lively, K. (2000). Women in Charge: More elite universities hire female provosts,

    creating a new pool for presidential openings. The chronicle of higher education,

    1-9.

Lively, K. (2000). Diversity Increases among Presidents. The chronicle of higher

    education, 1-11.

Loden, M. (1985). *Feminine leadership or how to succeed in business without being one of the boys.* New York: Times Books.

Maslow, A. H. (1987). *Motivation and personality. (3rd ed.).* New York: Harper & Row.

McElrath, K. (1992). Gender, career disruption, and academic rewards. *The Journal of Higher Education, 63* (3), 269-281.

McGrath, S. T. (1992). Here come the women! *Educational leadership, 49* (5), 62-65.

Mead, M. (1935). *Sex and temperament in three primitive societies*. New York: William Morrow and Company.

Mendonca, K. L. (1995). Academic Pioneers: Women Presidents and Chancellors of American Research, Doctorate-Granting, and Comprehensive Public Universities and Colleges. *Unpublished Doctoral dissertation*, University of California, Berkeley, CA.

Menges, R. J., & Exum, W. H. (1983). Barriers to the progress of women and minority faculty. *Journal of Higher Education, 54,* 123-144.

Miller, J. G. (1987). An Examination of Women College Presidents, career paths, professional preparation, and leadership style. *Unpublished Doctoral dissertation*, George Peabody College for Teachers of Vanderbilt University, Nashville, TN.

Miller, M. T. (1991). The College Presidents' Role in Fund Raising. *ERIC Documents*.

Milley, J. E. Women are used to asking: women presidents as fundraisers. In J.A. Sturnick, J.E. Milley, & C.A. Tisinger (1990) (Eds.). *Women at the helm: Pathfinding presidents at state colleges and universities* (pp. 30-36). San Francisco: Jossey-Bass, 1991.

Minnich, E., O'Barr, J., & Rosenfeld, R. (1988). *Reconstructing the academy: Women's education and women's studies.* Chicago & London: The University of Chicago Press.

Mish, F. (1984*). Webster's ninth new collegiate dictionary.* Springfield, Massachusetts: Merriam-Webster Inc.

Mitchell, P. (Ed.). (1993). *Cracking the wall: Women in higher education administration.* Washington DC: The College and University Personnel Association.

Moore, H. (1980). *Defining leadership.* Washington, DC: American Association of State Colleges and Universities.

Nadler, G., & Hibino, S. (1990). *Breakthrough thinking*. Rocklin, CA: Prima Publishing & Communications.

National Education Association Research Memo. (1973, April). The status of women faculty and administrators in higher education institutions, 1972. Washington, D.C.: *National Education Association*.

Neumann, A., & Bensimon, E. (1990). Constructing the Presidency: college Presidents' Images of Their Leadership Roles, A Comparative Study. *The Journal of Higher Education, 61* (6), 679-701.

Newcomer, M. (1959). *A century of higher education for american women*. New York: Harper.

Newman, S. C. (1978). Role conflicts of a female academic. *Intellect, 2,* 303-306.

Nuss, E. M. (1994). Leadership in higher education: confronting the realities of the

1990's. *NASPA Journal, 31* (3), 209-216.

Offerman, L. R., & Beil, C. (1992). Achievement styles of women leaders and their
peers: toward an understanding of women and leadership. *Psychology of Women
Quarterly, 16,* 37-56.

Ogawa, R. T., & Bossert, S. T., (1995, May). Leadership as an Organizational Quality.
Educational Administration Quarterly, 31 (2), 224-243.

Ortiz, F. I. (1980). *Career change and mobility for minorities and women in school
administration.* Paper presented at the annual meeting of the American
Educational Research Association, Boston.

Ortiz, F. I. (1981). *Career patterns in education: Men, women and minorities in public
school administration.* New York: J. F. Praeger.

Ostar, R. (1991). *Public role and private lives: The representational role of college and
university presidents*. Report prepared for the Association of Governing Boards,
American council on Education. Washington, D.C.

Pate, L. (1988). Developing leadership excellence. *Journal of Management Development.
7* (5), 21-31.

Petty, M. M., & Lee, G. K. (1976). Leader sex-role stereotyping in a female dominated
work culture. *Personnel psychology, 29,* 393-404.

Porter, N., Geis, F. L., & Jennings, J. (1983). Are women invisible as leaders? *Sex Roles*,
9, 1035-1049.

Rhodes, F. H. T., (Ed). (1997). *Successful fund raising for higher education*. Phoenix,
Arizona: The Oryx Press.

Rodenhouse, M. P. (Ed.) (2000). *2001 Higher education directory*. Falls Church, VA:

> Higher Education Publications.

Rush, B. (1787). Thoughts on Female Education, Accommodated to the Present State of

> Society, Manners, and Government in the United States of America. In Rudolph,
>
> F. (1965). (Ed.). *Essays on educational in the early republic*. Cambridge, MA:

Salimbene, A. M. (1982). Pathways to the presidency: An examination of the careers of

> current college and university chief executives. *Dissertation Abstracts*
>
> *International, 43,* 3237 A.

Schwartz, R. (1997). Reconceptualizing the leadership roles of women in higher

> education. *Journal of Higher Education. 68*, 502-522.

Senge, P. (1990*). The fifth discipline: The art and practice of the learning organization*.

> New York: Doubleday.

Shakeshaft, C. (1987). *Women in educational administration*. Newbury Park, CA: Sage.

Shakeshaft, C., & Norwell, I. (1984, Winter). Research on theories, concepts, and models

> of organizational behavior: the influence of gender. *Issues in Education, 2* (3),
>
> 186-203.

Simmons, A. (1983). Organizing and staffing a small college. *New Directions for Higher*

> *Education, 42,* 59-64.

Solomon, B. M. (1985*). In the company of educated women*. New Haven, NJ: Yale

> University Press.

Steward, R. J., Patterson, B. T., Morales, P., Bartell, P., Dinas, P., & Powers, R. (1995).

> Women in higher education and job satisfaction: Does interpersonal style matter?

NASPA Journal, 33 (1), 45-53.

Stockwell, J., (2001). Women and the Higher Education Leadership Pipeline. *Talking*

    Points for Gender Equity, 3, 1-3.

St. Martin, C. (1994). From leadership material to leadership: What it takes for women.

    Association Management, 46, 52-54.

Stogdill, R., & Shartle, C. (1955). *Methods in the study of administrative leadership*.

    Columbus: Ohio State University, Bureau of Business Research.

Studer-Ellis, E. M. (1995). Springboards to Mortarboards: Women's College foundings

    in Massachusetts, New York, and Pennsylvania. *Social Forces, 73,* 1052-1067.

Sturnick, J. A., Milley, J., Tisinger, C., (Eds.). (1991). *Women at the helm: Pathfinding*

    presidents at state colleges and universities. Washington D. C.: American

    Association of State Colleges and Universities.

Tierney, W. G. (1989, Winter). Symbolism and Presidential Perceptions of Leadership.

    The Review of Higher Education, 12 (2), 153-166.

Tinsley, A., Secor, C., & Kaplan, S., (Eds.). (1984). *Women in higher education*

    administration. San Francisco: Jossey-Bass Inc.

Touchton, J. G., & Ingram, D. (1995, July). *Women presidents in U.S. colleges and*

    universities: A 1995 higher education update. Washington, D.C.: American

    Council on Education. (ERIC Document Reproduction Service No. 393 325).

Touchton, J.G., Shavlik, D., & Davis, L. (1993). *Women in presidencies: A descriptive*

    study of women college and university presidents. Washington, D.C.: American

    Council on Education.

Touchton, J., & Shavlick, D. (1984). *Senior women administrators*, 1975-1983.

   Washington, D. C.: Office of Women in Higher Education, American Council on

   Education.

Weatherford, D. (1994). *American women's history*. New York & London: Prentice

   Hall Press.

Welch, L. B., (Ed.). (1990). *Women in higher education: Changes and challenges.* New

   York: Praeger.

Withers, D. C. The University President: Academic leadership in an era of fundraising

   and legislative affairs. In R. R. Sims & S. J. Sims (Eds.). *Managing institutions of*

   higher education into the 21st century: Issues and implications (pp. 3-9). New

   York: Greenwood Press, 1991.

Worth, M. (1993). *Educational fund raising.* American Council on Education: Oryx

   Press.

Yukl, G. (1994*). Leadership in organizations*. Englewood Cliffs, N.J.: Prentice Hall.