

CULTIVATING LEADERSHIP: ADMINISTRATIVE
DEVELOPMENT STRATEGIES FOR ACADEMIC
DEANS IN COLLEGES AND UNIVERSITIES

By

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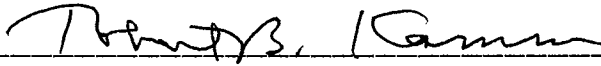
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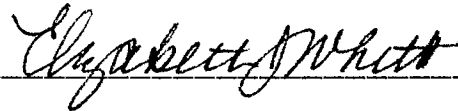
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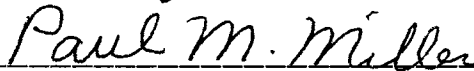
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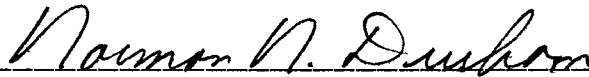


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CHAPTER I

INTRODUCTION

Background of the Problem

Successful leadership development is essential for the future of American higher education. As Green (1988) admonished, "The academy has paid little systematic attention to developing its own leaders. People are its most important resource and yet, while we are vitally concerned about deferred maintenance of the physical plants, we ignore the more terrible toll that can be exacted by the deferred maintenance of human resources" (p. 1). Leadership development, then, must be considered an investment in the health and future of higher education.

Historically, leadership development in higher education has been an informal if not accidental process. Often, administrative positions, particularly at the department chair level, were inherited by reluctant faculty who envisioned administrative responsibility as necessary but temporary. Indeed, to some administrators, a 'demotion' to faculty status is paradoxically viewed as a reward (Green, 1981).

Leadership development for higher education received increasing attention during the 1960's student enrollment explosion, when increasing numbers of administrators were needed in

proportion to faculty growth. Administrators who were willing, eager, and prepared to accept the challenges of their positions became a valuable asset in order to keep pace with demands of expansion. Only in the last twenty years has professionalization of higher education administration through graduate programs become popular. Even with the increased attention, higher education lags behind business and government in its investment in leadership development (McDade, 1986).

The academic dean requires both academic and administrative leadership skills. By experience alone or in combination with formal or informal development activities, the dean has often come to his or her position from faculty ranks and is not typically a professional administrator (Moore, 1983). However, research into deans' development needs and value of various development activities in which deans have participated is scant.

Today, institutions of higher education are often faced with a dilemma upon the occasion of a search to fill an academic dean position. One option may be to conduct a national search, even employing an executive search firm to identify qualified potential candidates. This option has many benefits, yet is often financially constraining and therefore frequently declined. However, institutions may look within their own walls to identify talented potential leaders, sometimes considered a less risky option since the incumbent's capability and/or potential is a known entity.

Thus, higher education institutions may choose to deliberately affect career pathways of employees through staff development efforts. A variety of strategies for administrative development

have been suggested in recent literature (McDade, 1986), yet little is known about those which are currently implemented in higher education institutions or strategies which are more effective than others (Green, 1988). Thus, the problem of this study concerned the lack of information about effective strategies which colleges and universities utilize for the development of academic deans in higher education.

Purpose of the Study

The purpose of the study was to investigate strategies which academic deans have experienced in their administrative development. Within colleges and universities, a variety of formal and informal strategies may be identified as contributing to the administrative development of the academic dean. The profile of activities which deans find useful will contribute to career pathway information which may serve to assist in development of a model which colleges and universities could use in developing potential academic leaders. For the purposes of this study, the following five primary research questions were identified:

1. What current formal and informal methods are utilized within colleges and universities for administrative development?
2. What formal administrative development activities do deans participate in which are external to the employing institution?
3. Within each category, which activity do deans find of most value in their administrative development?

4. Of informal, formal internal and formal external activities, which do deans find most useful for their personal administrative development?
5. Whom in the administrative hierarchy do deans consider most influential for decision-making regarding professional development activities within the institution?

In addition, three secondary research questions were identified in order to investigate career pathway information related to deans.

6. What career pathway trends are emerging for academic deans' administrative careers?
7. What are the similarities and differences in career pathways for male and female deans?
8. Of academic deanship vacancies, what is the rate of filling positions with internal versus external candidates?

Assumptions

For the purpose of this study, the following assumptions were accepted by the investigator: colleges and universities desire to have qualified and able persons fill positions of administrative leadership; leadership can be learned; development activities strengthen leadership potential of employees; and questionnaire respondents are willing and able to give truthful answers.

Definition of Terms

The following definitions of terms are provided to clarify meanings of terms used in this study:

Administrative development: an educational opportunity which serves to assist the administrator learn more about higher education and management in general or to improve performance and awareness with specific applicability to the tasks and responsibilities of the job (McDade, 1986).

Informal development activities: an aspect of administrative development which is unplanned, often occurring as a by-product of employment responsibilities.

Formal internal development activities: administrative development activities which are formally planned under auspices of the employing institution.

Formal external development activities: administrative development which is formally and often professionally planned, usually taking place outside of the administrator's employing institution.

Academic dean: a mid-level administrator in charge of an undergraduate academic college, unit or division of nursing, business, or arts and sciences.

Scope

The scope of this study included:

1. Higher education institutions in the United States, randomly selected from Carnegie classifications Research I and II, Doctorate I and II, and Comprehensive I and II.
2. Administrative development strategies limited to the experiences of the individuals in the sample.
3. Academic deans of undergraduate deans of nursing, business and liberal arts.
4. An analysis of academic dean vacancies filled with internal candidates within the past five years.

Limitations

While it was the researcher's desire to determine which development strategies are effective, it was not expected that all characteristics would be identified. Findings and implications of this study may not be generalizable to all deans or institutions because of selective sampling of deans and institutions.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to present a review of selected literature as background for the study. The literature review is organized into the following major areas: historical perspectives of leadership development; career pathways in administration; leadership development in American higher education; administrative development strategies; and the academic dean. The conclusion of this section addresses the need and rationale for further research regarding leadership development for academic deans.

Historical Perspectives of Leadership Development

Leadership is an elusive concept which has been given widespread attention in recent years, particularly in the higher education arena. Higher education has historically been rich with presidents such as Daniel Coit Gilman and Charles William Eliot who have stood out as highly effective but autocratic leaders. However, the context for the exercise of leadership is much different now

than during our country's earlier years when leaders were more likely thought to be born than made.

"Leadership is the art of stimulating the human resources within the organization to concentrate on total organizational goals rather than on individual subgroup goals" (Argyris and Cyert, 1980, p. 63). According to Gardner (1987, p. 4), "leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." Ehrle and Bennett (1988) noted that academic administration is always a delicate balance between firm leadership and group decision making, usually thought of as collegiality.

In the past there existed a sort of mythology that leadership was inborn, an inherited trait. In most circles, this great man notion has been rejected (Gardner, 1988) while other leadership theories have evolved, such as team leadership (Gardiner, 1988), transactional leadership (Hollander, 1987) and generative leadership (Sagaria and Johnsrud, 1988). This direction of humanistic, people-oriented leadership theories suggests that since good leaders are not born, perhaps providing resources and opportunities for administrative development can be linked to building a successful leadership network.

During the 1960s, when an expansion boom increased the numbers of students, colleges and universities, there was a corresponding need to identify and train persons to fill higher education leadership positions. Several programs made their debut to assist in the development of administrators: the American

Council on Education Fellows Program, the Institute for College and University Administrators, the Claremont Summer Institute, and the Institute for Educational Management (Green, 1988).

Following the 1960s growth period, a period of waning growth and the prediction of decline brought forward an emphasis on the importance of managerial leaders. With the dawn of recession, effective management, efficiency and financial control became central issues. During the 1970s, seminars, workshops and other training efforts became available to assist administrators in the complexities of their jobs (Green,1988).

While the importance of good management and attention to its development should not be minimized, new concerns have arisen which demand attention of today's academic leaders: quality, institutional effectiveness, and mission. According to Green (1988), leadership development must be understood in the context of higher education and skills needed therein. Many factors contribute to an understanding of the context of leadership, including leadership style, the institution and its culture, and the nature of the constituency. Green (1988) believed that these skills will require a shift in leadership development efforts from emphasis on the individual to focus on the organization. In this perspective, development activities of the future should focus on improving teams as functioning units (Green, 1988; Gardiner, 1988; Gardner, 1987). An institution does not have a limited amount of leadership so that if the president exercises more leadership, the deans or faculty must exercise less (Newman, 1987). Instead, leadership can

empower more leadership so that at every level the exercise of responsibility is expanded (Kamm, 1988).

Comparisons of Leadership Development Programs

While business, industry, military, and other government employers regularly send their executives to training programs, collegiate institutions do not (Scott, 1978, McDade, 1986). It seems paradoxical that higher education, in the business of providing education, lags behind business and government in developmental pathways for its own leaders.

Moomaw (1984) suggested that leadership in the academic community differs from that in government and business in two important respects: the nature of those led (faculties) and the nature of the academic enterprise itself. Likewise, Tucker and Bryan (1988) described colleges and universities as unlike standard corporations or businesses and pointed out that principles of management cannot be applied to both in the same way. Higher education's and business' "products" are very different. While corporations typically have a hierarchical configuration, the university is an upside-down pyramid with faculty at the top and managers at the bottom. Nevertheless, when one considers that higher education is nearly a \$100 billion industry, the lack of credibility given to administrative training seems appalling (Fife, 1987).

Green (1981) suggested that the culture of higher education, particularly its value system, reveres the creative, rejects the

technocratic and delegitimizes the practice of management, therefore undermining the deliberate preparation of academic managers. Business and the military, conversely, have highly organized ongoing training and promotion tracks. Green (1981) reported that the academic world often avoids comparison with the corporate model. For example, in business, the correct terminology for professional development is "management development" while higher education argot favors "leadership" or "professional development."

As other fields invest greater resources in administrative development, it may be instructive to examine the content of their programs. The curriculum for management education in various fields is similar, progressing in a linear fashion according to individual career development. Four broad areas are underscored in the curriculum: managing time, people, production and operations, and money (McDade, 1987). McDade further reported that the preeminent objective of corporate education is improving the organization's bottom line. Additionally, Fresina and associates (1986) identified six goals for executive education: individual development, succession planning, organization development/change, strategy related, process/communicate information, and culture building. McDade (1987) observed the following additional common purposes of professional development for business and the military: recruitment and employee benefits; orientation; compensatory education and lifelong learning; specificity to corporate strategies; preparation for a world marketplace; and preparation for future roles and responsibilities.

Thus, higher education administration historically has been recognized as little more than a necessary evil wherein few academic administrators have formal preparation for their jobs. Most are required to learn on-the-job, or in the "school of hard knocks" (Green, 1981). There exists a belief system that good teachers will make good administrators. Green (1981) even described a prejudice within higher education against administrators who prepare for their work by earning a doctorate in educational administration. "The devaluation of administration makes aspiring to a career in administration intellectually suspect" (Green, 1988, p.17).

However, Baldrige, Curtis, Ecker, and Riley (1978) advocated continued academic administrator selection from within the faculty rather than turning colleges and universities over to technocrats who do not understand the culture of higher education. They stated that while faculty have had little formal training for administration, budget management, or personnel procedures, institutions must take responsibility for cultivating these skills. Fisher (1978) reported that there are "areas of professional and personal development and job improvement needed for virtually every college and university administrator" (p. 11). While colleges and universities are labor intensive and spend a major portion of their operating budgets on human resources, they have been "dilatatory in recognizing that the development of human resources, as well as the creation of an organizational climate conducive to development, directly relates to attainment of institutional mission and goals" (Bouchard, 1980, p. 178).

As leadership development will become increasingly urgent in the 1980s and 1990s, the notion of management development in academe will have to become respectable (Green, 1981). McDade (1987) agreed: "It is becoming apparent that as the management of colleges and universities becomes more sophisticated and competitive, the need for personnel with a balance between academic and management training will be more evident" (p. xiii).

Elsner (1984) criticized higher education for its failure to make a critical investment in its future, avoiding the task of leadership development which will be needed for the twenty-first century.

Lacking a carefully designed training paradigm, we are forced to mold and select our future leaders from the shaky, on-the-job crucible of politics, pressure groups, internal lineage, and word of mouth. This response will not supply the far-sighted, innovative thinking needed for an effective . . . response to tomorrow's demands (Elsner, 1984, p. 33).

Career Pathways in Higher Education Administration

Given that "a majority of academics will probably spend part of their careers in administrative positions" (Green and Kellogg, 1982, p. 40), it may be helpful to investigate academic administrators' career paths. In order to understand the development needs of administrators, it may also be necessary to

understand career trajectories which led to administrative positions. This section analyzes related literature on distinguishable career pathways in administration and reviews differences in the career patterns of men and women administrators.

Cohen and March (1974) first outlined a career path which led to the presidency. Their evidence pointed to a career ladder with five rungs beginning with faculty member and progressing to department chair, dean, provost and president. This ladder indicates that the president has followed the logic of hierarchy, that is, promotion through the administrative structure of the organization. The ladder diagram has become the visual representation of the normative presidential career path although variation from this path was not only possible but probable (Moore, 1983). Regarding this trajectory, Moore et al. (1983) found that "an underlying assumption of the normative career path is that the college president is an academic" (p. 503). The president is viewed first as an academic and secondly as an administrator who understands and shares the values of the academic community.

Career trajectories were further analyzed by Moore (1983) and Moore, Salimbene, Marlier and Bragg (1983), utilizing the Cohen and March (1974) ideal career ladder framework. A career trajectory is sequentially ordered with common positions that commence with a single or fixed-entry position and culminate in a single, fixed top position (Moore et al., 1983). From large samples of administrators, it was found that the normative trajectory does not reflect actual experience. To accurately describe the presidential career, it was found that the entry point is faculty experience with four other

positions that commonly appear, with provost being most potent for predicting a subsequent move to president. Dean or department chair positions are less common elements, with other administrative positions commonly substituted, including service outside academia.

Provosts and deans, likewise, come to their positions from faculty positions but may skip one or more positions or substitute other experience in the predicted career path. Thus, Moore (1983) found that a strictly hierarchal linear model is unsatisfactory, accurate only in a general sense. Of interest is that, for all positions, the position of department chairperson is the least significant rung in career ladders for administrators. Also, while faculty experience is the most common entry position, a fairly large number of individuals reach their current positions without it.

Departing from the traditional ladder model of career-building experiences and positions, Twombly (1986) investigated theoretical approaches to the study of careers in higher education administrators. She found that career mobility follows four models: through positions at the same institution with greater status and responsibility, through evolving jobs at the same institution that often involve different titles, through departure from one institution for a higher position at another institution, and through acceptance of a lower position at another institution.

Socolow (1978) and Moore (1983) found that prior experience in a similar type of institution was a strong requisite for the positions of dean, provost and president. In the Socolow (1978) study, 73 percent of administrators accepted jobs in the same category of institution while only 20 percent moved from public to

private or vice versa. These results demonstrate that institution-specific experience is more valuable in the marketplace.

There is also a tendency for administrative positions to be filled by internal candidates (Poskozim, 1984; Moore, 1983). Moore (1983) found that over 65 percent of the line administrators surveyed had held at least one previous job or had earned at least one of their degrees from the institution in which they currently work. In view of these findings, one wonders why colleges and universities do not take more seriously the development of their own employees to enhance management skills and leadership abilities.

Socolow (1978) also found that there was no remarkable geographical movement of new job holders: 79 percent moved no farther than across a neighboring state line. Most positions were filled by candidates who were invited to apply rather than by those who applied directly from job notice boards of educational periodicals. He suggested that the "old boy network" is the single most pervasive obstacle to open access to positions in academe and that recruitment efforts are only required motions for affirmative action regulations. Howard (1978) stated that this method of recruitment puts women at a disadvantage with men in terms of the kinds of informal contacts that may be necessary to insure advancement into top-level positions. However, Socolow (1978) noted that the conservative nature of higher education precludes the possibility of drastic change in selection methods.

The Leaders in Transition project (Moore, 1983), which surveyed approximately 4000 college administrators, confirmed that

within careers there is usually an identifiable career track with a series of more or less standard positions. Within academe, a track would include some easily distinguishable administrative functions, such as student affairs, academic affairs, or business affairs. It was found that lateral mobility from one track to another is especially difficult, suggesting that once an administrator has selected a track, he or she will not likely change to another.

In summary, there appear to be several generalizations which can be made about administrative careers in higher education. First, most academic administrators have held faculty positions. Secondly, while there is no singular normative career pathway, there are characteristic positions which may be included or substituted in the pathway. Finally, most administrative positions are filled from internal candidates or candidates identified through professional networks.

Differences in Male and Female Career Pathways

Positions Held. In higher education, women tend to be clustered in middle and low-level positions and even in these positions the percentage of women is very low. Women rarely hold senior administrative posts and are less likely to be top-level administrators in large, coeducational schools and in public institutions than in private schools or schools with enrollments fewer than 1000 (Howard, 1978; Etaugh, 1985, Moore, 1983).

In 1984, the number of women presidents was 286, representing 8.7 percent of the total (Fact Book on Higher Education,

1987). Moore (1983) reported that only 13.8 percent of deans are women. These percentages reflected little change from the preceding ten year period, showing few gains for women in senior administrative positions.

Fields of Employment. Most women administrators can be located in selected, stereotypical academic fields. For example, 60 percent of the deanships held by women in 1972 were in nursing and home economics. By 1981, the situation was relatively unchanged as over half of deanships were held in nursing, home economics, arts and sciences and continuing education (Moore, 1983). Baldrige et al. (1978) found that women administrators tended to be in traditionally women's disciplines: humanities, education, and nursing. By contrast, men were concentrated in sciences, social sciences, law, medicine, engineering, and business administration.

Half of all women administrators in predominantly white co-educational institutions were concentrated in ten positions: nursing dean, library director, bookstore manager, registrar, health service director, financial aid director, affirmative action director, student counseling director, information office director and chief public relations officer (Etaugh, 1985). Overall, it was noted that these positions tend to be in student service areas rather than academic affairs, aligning rather typically with stereotypes of female interests (Etaugh, 1985). Mattfeld (1974) agreed: in a study of administrators in Ivy League Universities and MIT, she found that most women were located in student services, and suggested that work directly involving students may either be less prestigious and

considered more appropriate for women or that more women are drawn to this area.

In a report on the ACE Fellows Program, Green and Kellogg (1982) found that career paths of female and male graduates differed. While 33 percent of Fellows were women, women accounted for 18 percent of the obtained presidencies and most of these were members of religious orders, a historically typical pattern. Women had not assumed other senior administrative positions in proportion to their participation in the program although they achieved "assistant to" positions at a rate comparable to their participation.

Institutional Type. Baldrige et al. (1978), in their report on the Stanford Project on Academic Governance, found that women were poorly represented in administrative ranks. When institutional type was analyzed, they found that in more prestigious institutions, there were fewer women on the faculty. However, the greatest number of women faculty could be found in two-year colleges.

When Moore (1983) analyzed administrative position by institutional type, she found that liberal arts colleges employed 60.5 percent of women compared to 30.3 percent of men. For males, 45.6 percent were found in comprehensive colleges and universities. More than half of the men were employed at public institutions while women were found to be in the majority (71.8 percent) at private colleges.

Rank and Education. Moore (1983) in comparing academic rank among presidents, found that female presidents (38 percent) were less likely to be full professors than their male counterparts (90 percent). Among presidents and provosts, women had a higher percentage of Ph.Ds than men and were more likely to have held fellowships or traineeships as graduate students. In another report on administrators, Moore (1984) found that nearly half of the males (compared to one-third of the females) had acquired the doctorate. The degree most commonly held by both sexes was the Ph.D.

Salary. In 1978, women typically earned less than white men in practically all administrative positions. Salaries for women in comparable positions were 68-80 percent that of male salaries; salary differentials were not related to number of years on the job (Etaugh, 1985). In the Stanford Project, Baldrige et al. (1978) reported that the analysis of salaries showed clearly that men are paid substantially more. Since administrators tend to be selected from faculty members, it could be that salary inequity for a woman continues even when she moves into administration.

Personal Characteristics. Personal characteristics may affect the career path in administration differently for men and women. Moore (1984) reported that marital status may affect women more than men in that there is an attitude that a woman's marital status inhibits professional mobility. Less than half of the women administrators were married compared to 90 percent of males. Spouse's occupation showed some interesting differences in that,

for men, 39.8 percent of wives were homemakers, with the next largest categories including educational and clerical occupations. Spouses of women, however, held positions in business and management or were college professors, college administrators or other professionals. Therefore, it may be that a married female is not considered as seriously as a married male candidate in job opportunities due to potential job mobility conflicts of the spouse.

Leadership Development in American Higher Education

In a context broader than but inclusive of higher education, Gardner (1988) advocated that leadership development should be treated as a lifelong process involving successive stages of challenge and mastery. Classroom preparation should emphasize liberal arts as well as written and spoken communication. The phrases "faculty development" and "administrative development", jointly titled professional development, are relatively new to higher education and refer to structured programs to assist in developing knowledge and skills for improving performance and for providing continuous personal and institutional renewal (Hipps, 1982).

Some professional development programs are administered in-house, many with a full-time director. Scott (1978) reported that nearly 300 colleges, or approximately 10 percent of American colleges and universities, have such programs. Programs included seminars and workshops in fund accounting, principles of managing, using the computer, publications, assertiveness training, effective

use of time, telephone techniques, discipline and grievance procedures, handling the mail, awareness training, career planning, and transactional analysis. The fact that such a small minority of institutions have these programs, however, points to a general lack of development activities. According to Bouchard (1980), the breadth and scope of training and development on college campuses "appear to be directly related to institutional size, administrative commitment and program budget, and range from informal on-the-job training to formalized, comprehensive multipurpose programs" (p. 122). Gregory (1987) observed that there is a growing need for more and different approaches to leadership development.

McDade's (1985) study of 170 administrators investigated the most frequent development needs of higher education administrators. In order of priority, the administrators cited the following development needs: speaking publicly; delegating; working with boards; planning; acquiring resources; working with governments; budgeting time; financial management/control; developing support; analyzing data; conducting meetings; cultivating constituency support; negotiating, resolving conflict; motivating personnel; framing programs, policies; measuring, evaluating programs; and establishing marketing strategy. Administrators were also asked to report interest in attending professional development programs to increase leadership skills. Deans requested development on faculty issues, followed by programs on topics relating to the future of higher education, issues relating to students, human relations, and the nature of organizations. Other levels of administrators wanted to learn more about planning

models, administration, curriculum, technology, finance and control, and future issues. McDade (1985) recommended that top administrators develop planning skills and understanding of crucial issues of the future in addition to development of interpersonal skills to deal more effectively with constituencies. Further, McDade asserted that it is essential that administrators in higher education understand the curriculum design, development and evaluation in addition to resource acquisition, management and control.

Leaders must know arts of negotiating, mediating and consensus-building, networking, creating alliances. Leadership is not a single task, but is best described as a series of functions that must be carried out if a group is to accomplish its purposes including: envisioning goals, affirming values, motivating, managing, explaining, achieving a workable sense of unity, serving as symbol, representing, and renewing (Gardner, 1988).

While there are signs of emerging efforts for leadership development, Gregory (1987) reported that there has been no central group or clearinghouse to take the lead in developing a network for those involved in leadership development in higher education. "The fact that there are many kinds of leader has implications for leadership education. Most of those seeking to develop young potential leaders have in mind one ideal model and it is inevitably constricting" (McDade, 1987, p. 9).

Administrative Development Strategies

Three fairly distinctive categories of development activities can be identified: 1) informal, such as those activities that occur as a by-product of the work experience; 2) formal, in which planned activities occur internally within the college or university; and 3) formal, in which development activities take place away from the institution.

Informal

As previously noted, American higher education leadership development has historically been ignored; those who learned administrative, management and leadership skills did so on the job or through parallel experiences (Gilley, Fulmer, and Reithlingshoefer, 1986). Skills may be developed through organized activities, such as committee work, but any leadership development that results frequently lacks any formal planning or goal-setting on the part of the institution. Other examples of informal development activities include community service (such as serving as a board member), mentor relationships, and networking with colleagues.

Although the method is informal, the skills learned are significant and valuable. In fact, Gardner (1987) reported that "the most effective arena for personal growth continues to be the workplace" (p. 19). It is within this environment that interactions with peers occur and one comes to understand impact on others while supervisors and mentors provide valuable feedback. Mayhew

(1979) even went so far as to declare that an academic achieves adequate training for administration by his or her proximity to the institutional culture and values.

Similarly, McDade (1986) reported that many academicians and executives in higher education claim that "on-the-job learning is the only viable education for the unique situations of higher education administration" (p. 23). This attitude, however, negates the potential usefulness which formal professional development programs may offer in providing theoretical frameworks and broader perspective for dealing with problems and issues. The unique culture of higher education, in which administrators typically come from the professoriate, frames expectations which may make professional development difficult for potential administrator (McDade, 1986). For example, academic administrators are expected to retain their disciplinary values of teaching and research. Administration is service, ranking below teaching and research in priority at many, but not all, institutions (McDade, 1986). Therefore, efforts to learn to become a better administrator would be viewed as less important than efforts to improve within the discipline for teaching and/or research. "When administration is viewed in this way, training for it cannot be valued" (Atwell and Green, 1981, p. 13). Thus, much of what is learned for an administrative position seems to be a by-product of direct experience, or informal learning activities.

Fisher (1978) acknowledged that "while first-hand experience may be the best way to learn administration in the long run, trial-and-error learning alone can be very expensive and inefficient both

for the administrator and the institution" (p. 11). McDade (1986) similarly found that while experience is "crucial and should not be dismissed, a great deal of time, energy, and money is lost when administrators are trained only after they have assumed an executive post" (p. 23). Fisher (1978) suggested that an administrator's informal development should be complemented by more formalized activities.

Formal Activities Within the Institution

As leadership development comes of age in higher education, an increasing number of colleges and universities have instituted some form of leadership program (Ritter and Brown, 1986). However, Olmstead (1980) reported that "the field of leadership training appears to be in a state of considerable confusion. Although effective, well-designed programs can be found, many more programs are poorly designed, superficial, and though not evaluated, probably ineffective" (p. 61).

Elsner (1984) suggested that colleges and universities must begin their own efforts to develop leaders, finding new ways to recognize and develop potential. "To be most effective, professional development experiences need to be part of an integrated, comprehensive organizational plan that links development activities within the actual tasks and responsibilities of the job" (McDade, 1987, p. vi). The linkage of development and actual responsibilities can take the form of periodic reassignments, which present new challenges, test new skills and introduce

potential leaders to new constituencies. For leadership development purposes, Gardner (1988) asserted that potential leaders should be exposed to new constituencies, mentors, and role models. When in the work world, potential leaders should be given periodic reassignments to broaden and test them. Gardner (1987) reported that "no leadership 'course' can affect young men and women so powerfully as a well-designed sequence of reassignments" (p. 21). He further noted that assignments which are brief are often ineffective and even counterproductive.

LeCroy (1984) reported that leadership development on campus can be an invigorating experience. In the Dallas Community College District, where LeCroy served as chancellor, two separate but complementary approaches comprised the leadership development effort: (a) the Career Development and Renewal Program (CDRP), which promotes organized learning experiences; and (b) a mentoring network to promote strong professional relationships among staff. The CDRP offers three types of experience-based learning to participants: 1) special project assignment; 2) understudy of another employee; and 3) internship, where the intern substitutes for someone on leave or serves as a temporary replacement for an unfilled position. The Dallas Community College District effort was believed to offer renewal and career path training, to create a pool of likely candidates for internal promotion and to broaden and enhance understanding of the institution and of community college education in general. Thus, the organization saw development as an investment for its future.

The importance of on-campus efforts for administrative development gained attention in the 1970s. Lindquist (1978) reported that the problem with many off-campus programs is that they underestimate the significance of organizational context. He asserted that it is a mistake to approach collegiate administrative development as if it were context-free. With on-campus development programs, Lindquist (1978) asserted that continuity and follow-up measures increase the internalization of development activities.

Green (1981) also suggested that release time for faculty to work half-time with the provost or president is an excellent investment in training. This strategy allows the faculty member to determine if an administrative position would be desired (Austin and Gamson, 1983). Gardner (1988) also suggested that wider sharing of leadership tasks could sharply lower the entry barriers. He stated that sharing tasks facilitates direct experience, testing of skills, enjoying the lift of spirit that comes with assuming responsibility, and putting a potential leader's feet on the lower rungs of a ladder that rises to higher leadership responsibilities. Thus, many who lack confidence to think of themselves as leaders would find within themselves the ability to test the lower rungs of the ladder. This method creates numerous, welcoming entry points for those who might otherwise feel excluded from the possibility of leadership.

While mentoring is often considered an informal development process, some institutions have formalized this avenue of development. Helping younger professionals to develop and refine skills under the nurturance and tutelage of an older and presumably

wiser mentor can be encouraged and facilitated by colleges and universities. "Definition, encouragement, and empowerment come when an older and wiser person who is trusted takes an active part in personal development--pointing out the opportunities, identifying the pitfalls, making introductions, recounting organizational history, and softening the impact of awkward beginnings" (LeCroy, 1984, p. 115). When young professionals experience a worthwhile mentor relationship, it is more likely that they will become mentors themselves, thereby providing reinvestment in leadership development. Kamm (1988, p. xii) suggested that the kind of leadership which is "highest and most needed . . . is leadership which manifests itself ultimately in the helping of others to be leaders."

Various persons have been cited as highly significant for support of formal leadership development within institutions. Presidents are often a critical fulcrum for providing support of in-house programs for professional development of administrators. As trustees have ultimate responsibility in the overall governance of the institution, McDade (1987) asserted that the board should create an effective environment for leadership development. Fisher (1978) charged that the president should assume responsibility for administrative development and that the president and other executives should demonstrate their conviction by participating in development. If top administrators sponsor development, subordinates are more likely to attend (Boyer and Grasha, 1978).

Ritter and Brown (1986) suggested that an excellent leadership program should be tailor-made for the institution by analyzing assumptions, the institutional environment and existing

programs; by developing and implementing new components; and following up with evaluation. Similarly, Baldrige (1978) supported long-range institutional plans for administrative development programs. Programs for professional development of administrators, according to Fisher (1978), must begin at "home."

Formal Strategies External to the Institution

There is a broad spectrum of external programs available including one to two day workshops on a first-come, first-served basis, graduate courses within higher education, and highly selective and competitive programs of intensive training. Using the typology described by McDade (1987), this section describes the scope, content, and criticisms of national institutes, administrative conferences, conventions of national associations and short seminars, workshops, and meetings.

National Institutes. According to McDade (1987), national institutes generally have the following characteristics:

- meet for a minimum of two weeks or regularly as a class over a year;
- are sponsored by prestigious universities and higher education associations;
- are held at the campus of the sponsoring institution or at a host institution for internships;
- usually require institutional nomination or endorsement;
- have a highly competitive application process;

- participation is national or even international;
- participation is from all types of institutions and all types of institutional positions;
- follow-up is available through receptions at national conventions, seminars, and newsletter;
- attendance at a specific national institute is only once in a lifetime, although an administrator may participate in different programs in this category at different career stages;
- focuses on broad higher education issues, management techniques and processes, and leadership development (p. 33-35).

Excellent professors and practitioners often serve as faculty members in these programs which offer a curriculum which emphasizes the development of management knowledge and skills and the exploration of higher education issues. Of the professional programs, some are highly selective and would be difficult to afford without institutional sponsorship. They offer intensive training, provide excellent opportunities for networking, and receive good personal reviews by the participants. However, only a few of the programs keep long-term assessment information which tracks the success of alumni. Examples of these professional leadership development programs include American Council on Education Fellowship Program; Harvard Institute for Educational Management, College Management Program (Carnegie Mellon), and Summer Institute for Women in Higher Education Administration (HERS/Bryn Mawr).

A limitation of national institute leadership development is the restricted number of those who can attend. Also, the programs often select those who are presently administrators rather than potential leaders who may not currently hold administrative positions.

Administrative Conferences. McDade (1987) described administrative conferences as similar to national institutes, but differing in length, instructional focus and range of participation, having the following general characteristics:

- meet from several days to less than two weeks;
- are sponsored by institutions, associations, and foundations;
- are held at a variety of locations ranging from university campuses to resorts;
- institutional endorsement and sponsorship are usually not required;
- usually offer acceptance on a first-come, first-served basis;
- participation is generally from a particular type of institution, a specific function area, or a certain level of administrator;
- participation is generally national but rarely international;
- follow-up depends on program, but is usually not very extensive;

- an administrator may attend a program annually or on a regular, repeating basis;
- focuses on management tasks and leadership responsibilities in the context of an institutional type or functional area (p. 41-42).

McDade (1987) reported that these conferences address management, education, and leadership issues, but with less intensity than the national institutes. "The main strengths of these conferences for new administrators seem to be the dispensing of practical and useful advice, the offering of a framework for new knowledge, and the providing of links to other colleagues" (McDade, 1987, p. 49-50).

Conventions of National Associations. Conventions of national higher education associations have the following characteristics (McDade, 1987):

- meet from two to five days;
- are sponsored by national higher education associations;
- personal or institutional membership in the association is usually required for participation;
- have unlimited enrollment;
- participation is generally national but rarely international;
- follow-up is available through publications and other regular association activities;

- administrators attend according to the type of institution and type of position, institutional support for travel, and personal interest in the association and the theme of the convention;
- focus is on higher education issues (p. 51).

While conventions are excellent for exploration of issues and networking, they are generally ineffective for the development of management skills (McDade, 1987). However, Green (1981) advocated that benefits of professional development derived from attending national conferences, such as networking, should not be overlooked: administrators should attend national seminars with their counterparts.

Short Seminars, Workshops, and Meetings. McDade (1987)

reported the following as general characteristics of short programs:

- meet from one to three days;
- are sponsored by a wide variety of associations, institutions, foundations, governmental agencies, private companies, and consulting firms;
- are located in major airline hub cities or on college campuses;
- enrollment is usually on a first-come, first-served basis;
- participation may be national, but usually is more regional;
- follow-up depends on sponsoring organization;

- focus is on specialized issues and problems in both the educational and management areas (p. 54).

Short programs vary widely in content and quality. They are relatively inexpensive and may or may not be marketed as a higher education experience. McDade (1987) reported that these programs provide exposure to skills, problems, possible solutions and issues in higher education. The corporate sector often provides parallel experiences which have applicability to higher education. In fact, human resource development programs and quality circles in business and industry may provide ideas for higher education (Austin and Gamson, 1983).

General Observations. All of these external higher education development programs vary by mission, educational goals, content, intended audience, format, pedagogy, length, site, size, and sponsor (McDade, 1987). Schuster (1988) suggested that, from the emerging evidence, five propositions may be identified regarding professional development programs: participants express approval about their experiences in various training programs; the effects of such activities on career success is almost totally unknown; there is no evidence to establish that one kind of program is more efficacious than another; while evaluative data is inadequate, there is no reason to discredit participants' evaluations of training as valuable; and it is important for the higher education to continue to sponsor and support a wide array of training opportunities. Lindquist (1978) reported that while administrators need all the professional development activities they can get, external offerings are often "too

short to penetrate the topic, require more time away from the office than you think you can afford, not what the ad intimated, and dull. Almost none offer follow-up" (p. 195-6).

Austin and Gamson (1983) advocated that all employees of higher education participate in career planning and development. While some of these developmental activities can take place within the institution, there is also support for the benefits derived from attendance at programs external to the institution. Off-site experiences "lift individuals out of their all-too-familiar organizational setting and expose them to other kinds of growth possibilities" (Gardner, 1987, p. 22).

Austin and Gamson (1983) proposed some creative external activities such as internships in government or industry and exchange programs. Institutions may find these alternatives more economically feasible than some of the professional programs. Other creative alternatives such as flextime and job sharing could be considered in order to free emerging leaders for professional development (Elsner, 1984). These alternatives would suggest that institutional policies covering advanced education and professional development be liberalized.

Baldrige (1978) advocated a planning consortia among regional graduate schools of education and academic administrators to develop advanced professional training programs. Gregory (1987) observed that of those graduate courses available in leadership education, most were often located in management, followed by educational administration.

A criticism levied against external programs in general is that the initiatives tend not to be internalized (Fisher, 1978; LeCroy, 1984). When a single individual enthusiastically returns from an off-campus workshop with the idea of immediate implementation of newly learned material, frustration, not action, is often the result when met by an organizational climate which is not receptive to change and improvement.

In summary, available leadership development strategies are being slowly but increasingly reported in the literature. However, as Gardner (1987, p. 24) observed, "we have barely scratched the surface in our feeble attempts toward leadership development."

The Academic Dean

By virtue of position within the academic organization, the dean's leadership skills are of importance. Discussing the nature of the deanship, Tucker and Bryan (1988) noted: "While one could argue endlessly about whether being a dean is an art or a science, whether a dean is a leader or a manager, we hold that a dean is a leader and a manager who uses science in the performance of an art, an art that finally defies precise analysis" (p. 3). While it is true that the role of the dean varies depending upon academic field and type of institution, the dean is generally responsible for developing and implementing curriculum, the selection and development of faculty and for the academic budget within the academic unit (Moore, 1983).

Moore's (1983) study of the academic deanship, part of the Leaders in Transition project, is the largest study undertaken to

date with administrators, including 1293 deans of arts and sciences, undergraduate and post-baccalaureate professional schools and colleges, graduate schools, and evening and extension programs. Moore reported that while previous studies were general and had examined a particular type of dean or institution, they were less concerned with "occupational experience, role satisfactions and conflicts, organizational contexts, career development issues and professional development needs" (p. 38).

Prior to the Leaders in Transition study, Gould's (1964) was the most comprehensive study, including 166 liberal arts deans representing all fifty states. Gould (1964) found that experience as department chair and independent reading were regarded as valuable training for the deanship.

Moore's (1983) study found that most deans were between 50 and 59 years of age. There were 178 female deans (13.8 percent) and 1,114 (86.2 percent) male. Most deans (83.3 percent) were currently married and living with their spouses although less than one-half of female deans were currently married (42.4 percent). Over 95 percent reported having earned a doctorate, with 68.2 percent holding the Ph.D. and 19.5 percent the Ed.D. A majority of deans held rank and tenure although fewer women held academic rank and tenure.

The faculty position is the crucial entry position for the majority of administrator positions. In the Leaders in Transition Study (Moore, 1983), deans came directly from the faculty (39.6 percent) or followed the path of faculty, department chair and dean (27.5 percent). The assistant or associate dean positions were not

dominant in the expected career trajectory for obtaining a deanship, leading to questions about the desirability of entering either of the two positions. Twenty percent of the deans came from outside the professoriate, although their experiences were strongly associated with education (e.g. teacher in public secondary schools).

One of the most interesting findings from the Moore (1983) study was regarding professional development: few deans reported participation in any external management training programs such as the Harvard Institute of Educational Management or the ACE Fellowship. Liberal Arts deans were less likely to participate in external activities, such as consulting or publishing, in research-doctoral granting or comprehensive institutions. While 60 percent of deans reported having at least one mentor relationship, only half of these reported that the relationship was important in career advancement. Women were slightly more likely than males to have reported a mentor.

Summary

From the review of the literature, it seems that development of administrators within colleges and universities is undervalued and underemphasized although the importance of leadership seems to be recognized. Leadership development efforts are in a disorganized state, and many questions which address leadership development have not been researched. While much attention has been devoted to leadership development of presidents, there has been less focus on the dean, a professional within the academic infrastructure who

often lacks professional preparation for administrative leadership. However, investment in developmental needs of deans will provide for a widening potential pool of academic administrators.

In the next chapter (Chapter III), the methodology for the study is presented. Results from the data analysis are reported in Chapter IV, and findings, conclusions and recommendations are presented in the final chapter.

CHAPTER III

METHODOLOGY

Introduction

This descriptive design used a survey for identification of administrative development activities experienced by academic deans in three distinct and diverse academic areas: nursing, arts and sciences, and business. Three hundred deans were sampled from a nationwide population of deans from institutions within six Carnegie classifications. Following a proportional stratified random sampling method within Carnegie types, institutions were selected based upon their employment of the deans to which the study was restricted.

Each subject was contacted by mail for participation in the study. Participation involved completion of the Leadership Development Questionnaire (LDQ), an instrument designed specifically for this study. Nonrespondents were contacted with two follow-up mailings as encouragement to participate. Further elaboration upon the study's sample, instrument, and procedures are detailed in this chapter.

Sample

Deans were selected as the administrator of choice for this study because the deanship requires both academic and administrative leadership skills. An analysis of professional development experiences and career patterns through the study was viewed as potentially adding to the body of knowledge about how deans get to their current positions and what types of activities are helpful along that pathway.

Sample selection for the 300 deans was organized through a stratified random sampling (Isaac and Michael, 1981) of 100 colleges and universities. For selection purposes, six Carnegie classification types were used: Research I and II; Doctorate I and II; and Comprehensive I and II (Carnegie Foundation, 1987). Institutions represented within these categories were most likely to employ each of the three deans required for inclusion. Types I and II in each category were combined into a single category: Research, Doctorate, and Comprehensive. Proportional distribution of the sample resulted in the sample of 7 Research-category institutions, 7 Doctorate-category institutions, and 86 Comprehensive-category institutions for a total of 21, 21, and 258 deans respectively. For the purposes of this study, it must be noted that the sample selection method by Carnegie types was not designed to analyze or compare deans within those types; rather, the Carnegie typology provided a systematic means of identifying institutions which were most likely to employ the deans to which the study was restricted.

Following institutional selection by a random number table, the researcher used the Higher Education Directory (Torregrosa, 1989) to determine if the institution qualified for the sample on the basis of having nursing, business, and arts and science programs. The directory provides information by dean/director classifications and by accreditations which indicate programs offered. In most cases, the names of the deans/directors were printed in the directory. If unavailable, the college or university was telephoned for the name(s) of the person in charge of the respective programs.

Instrument

The instrument used in the study was the Leadership Development Questionnaire (LDQ), a tool (Appendix A) developed specifically for use in this study since no other was available. Based upon the review of literature and other related instruments (Moore, 1983; McDade, 1986), items were developed, refined and categorized. The LDQ was designed to gather information related to several aspects of administrative development including participation in and value of various types of professional development activities, institutional commitment to developmental efforts, and career pathway taken to the position.

The questionnaire consisted of three sections:

(a) Institutional Information; (b) Administrative Development Activities; and (c) Personal and Professional Information. Institutional Information requested data about institutional development programs for administrators, persons responsible for

such programs, institutional control (public or independent), and dean vacancies. Part two, Administrative Development Activities, included three subsections which sought to elicit information about the deans' participation in development activities: (a) Informal Development Activities; (b) Formal Administrative Development Activities Within Institutions of Higher Education; and (c) Formal Administrative Development Programs External to Your Institution. Part three requested demographic information and was based, in part, on items suggested by similar questionnaires designed to collect biographical information. This section was essential for career pathway information.

The questionnaire was submitted to a panel of nine higher education experts for comments on content validity and questionnaire construction. Names for the panel were suggested by the researcher's committee. Comments were received from six of the nine panelists and based on their suggestions, the questionnaire was revised and reordered. For example, one reviewer suggested that biographical information, the first section, be moved to the final section. The reviewer cited Dillman (1978) and commented that questions which were most significant to the research should be located in the first section. Other examples of suggestions were updating race categories, refining instructions, and deleting unnecessary questions.

Following revisions, the tool was pretested by administering it to a convenience sample of nine academic deans from three institutions in order to determine the tool's clarity, ease of use, and estimated time required for completion. Feedback was received

from seven of the deans. Those who commented found the tool easy to use and understand and indicated that it took about 20 minutes for completion. Following analysis of the returned questionnaires and minor revisions, the questionnaire was prepared for mailing following specifications by Dillman (1978).

Procedures

The mailing procedure closely followed the Total Design Method (TDM) described by Dillman (1978). Dillman's (1978) method prescribes techniques and procedures which have improved response rates in mail surveys. For example, Moore's (1983) study on career patterns of 4000 administrators utilized Dillman's TDM with a response rate of 73 percent. The discrete strategies in TDM, by category, include: (a) rewarding the respondent; (b) reducing costs to the respondent; and (c) establishing trust (Cote, Grinnell and Tompkins, 1986). This study was constructed with adherence to many, but not all, of the strategies described by Dillman (1978). For example, Dillman (1978) suggests three follow-up mailings, with the third consisting of a certified letter and questionnaire. This study employed the initial and two follow-up mailings but not the third.

The first mailing included an introductory letter (Appendix B), the LDQ and a stamped, self addressed envelope which was mailed in late March, 1989. The introductory letter explained the study's purpose and method and requested voluntary participation with the guarantee of anonymity when reporting data. A numerical coding

system used on the questionnaire was discussed in the letter as a means of identifying the subjects for mailing purposes.

One week later, a follow-up postcard (Appendix B) was sent to all subjects; those who had responded were thanked for their participation and nonrespondents were encouraged to complete and return the questionnaire. Three weeks following the date of the original mailing, another complete mailing with cover letter, questionnaire and return envelope was sent to nonrespondents. In this third mailing, those who had the title of dean received one letter (Appendix B) and those with any other title received another (Appendix B). This difference in letters was to address those in the sample who perhaps did not respond because their title was not "dean". Data collection ended in early May, 1989, one week past the final deadline given in the follow-up letter.

Data Analysis

Following the receipt of all returned questionnaires, data were numerically coded by the researcher and checked for coding consistency by a higher education doctoral student. Following coding, data for each subject were entered into a database which was used for the statistical analysis. Frequency counts and percentages were used in analyzing the data. Chi-square was used to determine significant differences between two independent variables with two or more levels of either variable (Linton and Gallo, 1975). Chi-square analysis was used to analyze differences in the subjects by sex and by dean type. Alpha level was set at the

data were analyzed using the appropriate computer programs from Statistical Analysis Systems (SAS, 1985). The raw data from open-ended questions were transferred to three by five inch cards and sorted according to similar categorical responses.

Summary

Subsequent to development, expert review, revision and pretest, the questionnaire was mailed to 300 subjects at 100 institutions following the Dillman Total Design Method (1978). The next chapter details the results of the data analysis while Chapter V will discuss the findings, conclusions and recommendations for policy and future research.

CHAPTER IV

RESULTS

Introduction

The purpose of this chapter is to present the results of the analysis for the data collected in this study. For the study, five research questions and three sub-questions were presented concerning the administrative development of academic deans in colleges and universities. Included in this chapter is discussion of the respondents who comprised the sample, followed by presentation of each research question and its corresponding analysis.

Sample

A total of 162 subjects from 78 institutions responded with usable questionnaires for a response rate of 54 percent. By Carnegie classification, there were 5 respondents (3.0%) from Research institutions, 13 (8.0%) from Doctorate institutions and 144 (89.0%) from deans in the Comprehensive category. This distribution reflects a proportional sampling of institutions classified by Carnegie type, and it is noted that this distribution was not intended to compare deans by Carnegie type. Seventy percent of the respondents were from public institutions and 30 percent were from independent institutions.

A total of nineteen other subjects responded but for a variety of reasons chose not to complete the questionnaire. The most frequent reasons given were: a) did not wish to participate due to a heavy workload, time demands or other reasons (eight subjects); b) out of the office for extended time period (four subjects); and c) "I'm not a dean" (four subjects). Another dean wrote that he was not participating because he was an anomalous case; he had been a university president and vice-president for seventeen years and believed it best not to be included in the sample. One other questionnaire was incomplete except for four of the first items; these data were not used in the analysis.

Presentation of Findings

The following discussion presents the statistical analysis for each of the research questions. As all administrators did not answer all questions, the number of responses for questionnaire items varies.

Research Question 1. What current formal and informal methods are utilized within colleges and universities for administrative development?

Deans were asked whether their employing institutions have a professional development program for academic administrators. An overwhelming majority of 84 percent responded "no" (Figure 1). Some deans qualified their answers by saying that while there was no program, support was offered for attendance at conferences. This same comment was also given by some deans who answered

affirmatively to the question. Sixteen (16) percent of respondents answered that their institution does have a professional development program.

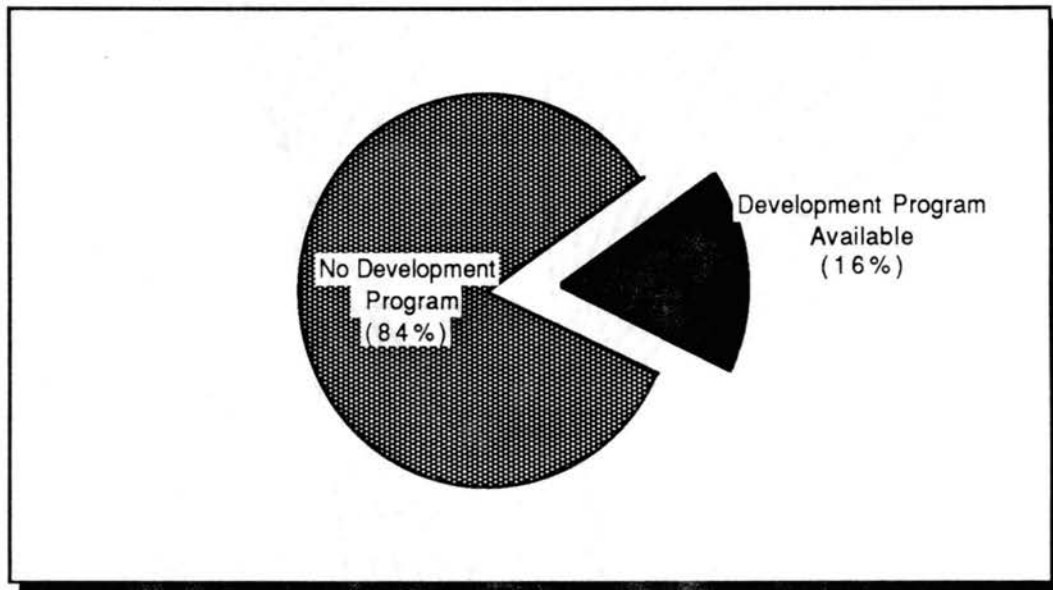


Figure 1. Development Program Availability at Subjects' Institutions.

When asked to describe the development program, if one was in place, three deans reported a system-wide administrative fellowship program. Nine reported seminars or workshops which vary greatly as to the length and regularity of offerings. One dean reported a summer program for deans and chairs as well as an internship program for women. Another reported institutional participation in an administrative exchange through National Faculty

Exchange. Three reported an institutional leave policy, such as sabbatical, for professional development. Monthly meetings of deans and department heads was seen by one dean as "somewhat a development program but more communications than development."

Within the Informal activities subsection, no activity was notable by number or percentage of rankings indicated by a "1" (most value). The mean value assigned for the listed set of activities at the dean's current institution ranged from 2.43 to 3.21 on a scale from 1 (most value) to 5 (least value). For the set of activities at the dean's previous institution or elsewhere, there were a large number of nonrespondents for the various items (37- 43% of the sample). These figures may reflect the deans' ability to easily recall activities at the current institution as compared to those at a previous institution; another explanation could be lack of experience with another institution.

Missing responses were noted to a greater extent in the Formal Internal subsection. Nonrespondents ranged from 51 percent to 78 percent for individual topics/programs at a previous institution or elsewhere, and 14 to 64 percent for those listed under current institution. The greater number of missing responses in this category may reflect the lack of formal developmental activities available for deans within their institutions. For topics and programs offered at the current institution, the range for value of activity was 2.1 to 3.7.

Research Question 2. What formal administrative development activities do deans participate in which are external to the employing institution?

The section of the questionnaire which provided data for this question addressed topical and program areas offered externally to the employing institution. By comparison with the other two sections (reported in Question 1), analysis of the Formal External section, particularly the program subsection, revealed the highest number of missing responses. Topical programs value assignment by deans revealed a range of 2.0 to 3.1. Missing values ranged from 36 to 79 percent for topical areas while listed programs with missing values ranged from 81 to 100 percent. Missing values may reflect deans' lack of participation in external development activities. In fact, the average number of all external programs attended by the sample was 1.0.

Most of the listed programs received a majority of high rankings ("1" or "2"), indicating that these programs were of high value to the participants. The listed program with the most respondents was Chairing the Academic Department (ACE), which was attended by 24 deans; the mean rating for this program was 2.0. The Summer Institute for Women in Higher Education Administration: HERS/Bryn Mawr, which received 18 responses, had a mean value rating of 1.88. Several programs were offered by respondents in the write-in section. Notably, one of these, professional dean's association meetings, received 31 responses with a mean value rating of 1.9. Association dean meetings which were written in most frequently included American Association of Colleges of

Nursing (AACN), American Assembly of Collegiate Schools of Business (AACSB), and Council of Colleges of Arts and Sciences (CCAS).

Research Question 3. Within each category, which activity do deans find of most value in their administrative development?

Within the Informal Activities category, responses varied regarding the question "Was there any one particular activity which you found more directly related to your advancement than others?" Of the 90 responses, 21 percent listed committee service as most valuable. Other responses listed included on-the-job training (OJT) (19%), mentor relationship (17%), networking (9%), community service (3%), professional reading (3%), and writing for publication (2%). Various other responses accounted for 19 percent of the cases and included responses such as writing reports, policies, grants or proposals, speaking or presenting papers, holding leadership position in an organization, political involvement, parallel experience in other job positions, fundraising, and "being in the right place at the right time." Six (7%) answered the question with "no", indicating that no one activity contributed to development more than others.

There were fewer responses for the same question in the Formal Internal category; 35 responses were given. Of these, 8 (22.9%) wrote "no", indicating that no one activity was more valuable. A mentoring program was most valuable to five respondents (14.3%), followed by 8.6 percent each for personal communication skills and personnel matters. Budgeting and planning, administrative retreats, planning, other topics and other programs

of most value by 5.7 percent. Accreditation, group process, public speaking, in-house administrative internship, rotating chairmanship and "not sure" were each cited by 2.9 percent of the respondents.

For the third category, Formal External, there were 35 responses and 127 with no response. The only topical subject mentioned related to advancement was accreditation (2.9%). Programs received the remainder of the percentage distribution: professional association dean's meetings (20%); New Dean's Seminar-American Assembly of Collegiate Schools of Business (AACSB) (11.4%); American Council on Education (ACE) Fellows Program (8.6%); Kellogg Fellowship Program and doctoral/post-doctoral work (5.7% each); and 2.9 percent for each of the following programs: ACE National Identification Program (NIP); ACE Institute for Deans and Vice Presidents; Summer Institute for Women in Higher Education Administration-HERS Bryn Mawr; and Workshop for Academic Deans-Cosponsored by Association of American Colleges (AAC), American Conference of Academic Deans (ACAD), and American Association of Community and Junior Colleges (AACJC). Various other programs, categorized under "other" accounted for 8.6 percent, and 20 percent listed "no".

Research Question 4. Of informal, formal internal and formal external activities, which do deans find most useful for their personal administrative development?

There were a total of 85 responses to the question "Of the three categories (informal and formal activities within the institution and formal activities external to the institution), which

institution and formal activities external to the institution), which category do you consider of most personal value for administrative development?" Of these, the most frequent category identified was Informal (49.4%) followed by Formal External (24.7%), Formal Internal (11.8%), and All (5.9%). The remaining 8.3 percent responded with a combination of two of the categories. Of the sample, 71 offered no response to the question and 6 respondents gave a response which could not be categorized. The respondents were given the opportunity to discuss why the activity was of most value. A listing of these responses may be found in Appendix D.

Research Question 5. Whom in the administrative hierarchy do deans consider most influential for decision-making regarding professional development activities within the institution?

Deans were asked to identify the designated person responsible for professional development for academic administrators (Figure 2). Of the 115 who responded, 45.2 percent indicated that the provost or vice president for academic affairs (herein referred to as provost) is responsible, followed by each individual (3.5%), president (3.5%), dean (3.5%), and other (13%). Those categorized under "other" included scattered responses such as faculty development coordinator, human resources vice president or responses which were a combination of two or more titles, i.e., president and provost. Thirty-six (31.3%) of those responding indicated that "no one" was responsible for development. If those who left the item blank (47 respondents) are interpreted as "no one",

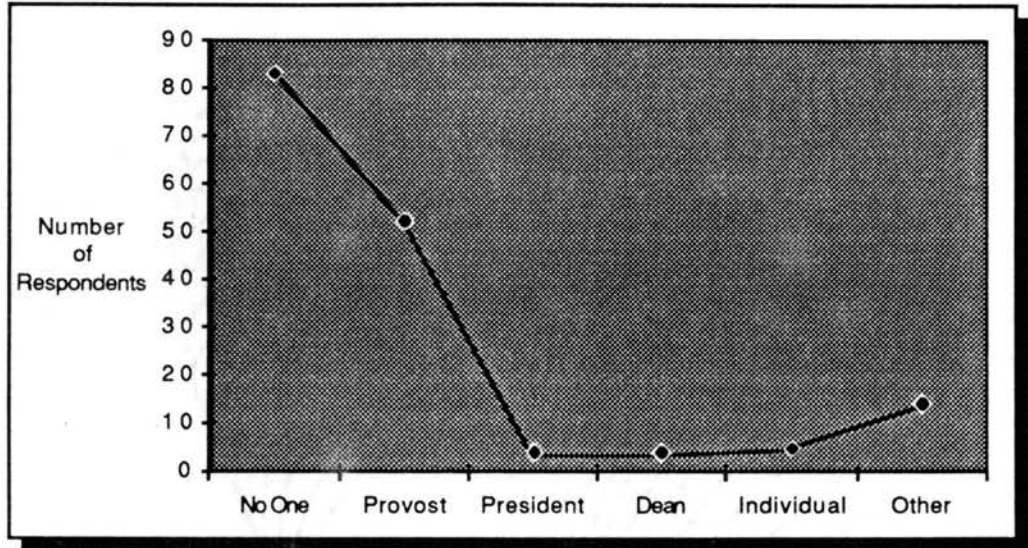


Figure 2. Current Responsibility for Administrative Development

The deans were also asked to identify who, in the dean's opinion, should be responsible for the institutional function of professional development (Figure 3). Of the 132 responses, the majority (65.2%) indicated that the provost should be responsible. The following choices were also indicated: president (6.1%); one's supervisor (6.1%); Dean (3.8%); individual (3.0%); and no one (0.8%). Those categorized by other (15.2%) cited a title such as human resources vice president or a combination of two or more of the above titles.

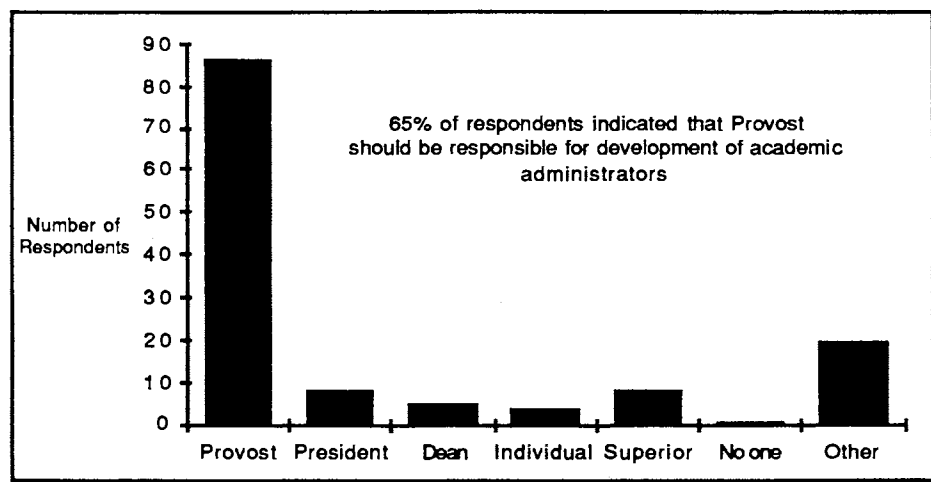


Figure 3. Person Who Should Be Responsible for Administrative Development

A secondary purpose of the study was to obtain a profile of career pathway information which may serve to understand patterns in administrative development for deans. The following three research sub-questions were investigated to determine career pathway information.

Research Question 6. What career pathway trends are emerging for academic deans' administrative careers?

Age and race. Demographic items on the questionnaire revealed that the average age of the sample was 51.8 years. The highest number of deans (74) fell within the 50-59 age range (Figure 4). Males comprised 61.3 percent of the sample and females comprised 38.8 percent.

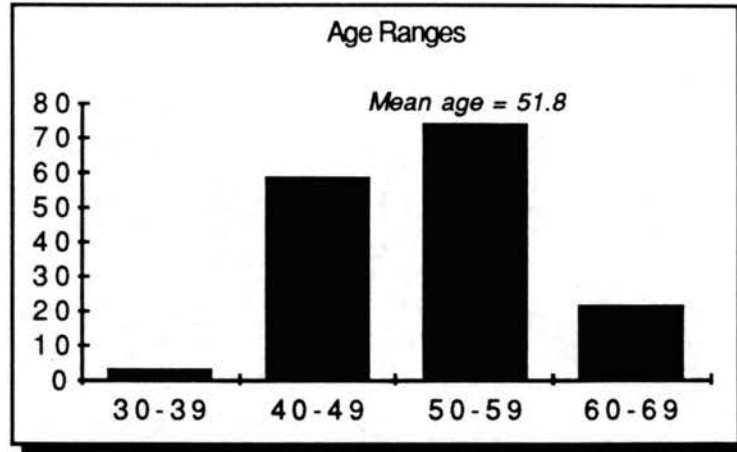


Figure 4. Age Ranges of Sample

Most deans were Caucasian (93.8%) (Figure 5). The remainder of the sample, by race, were Asian or Pacific Islander (1.3%), Black (3.1%), and Hispanic (1.9%).

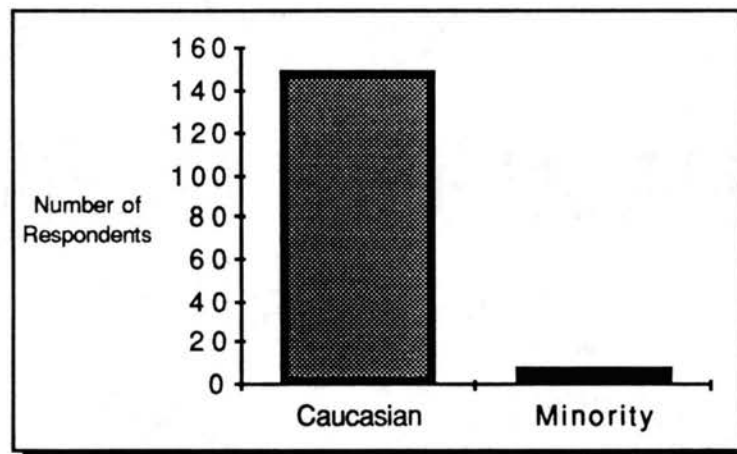


Figure 5. Distribution by Race

Education. The highest degree for these administrators was the Ph.D. (76.2%), followed by Ed.D. (11.3%), other doctorate (6.6%), and Master's (6.0%). The average number of years since completion of highest degree was 16.5 years.

Academic employment. The administrators in the sample, by large majority (96.8%) reported having had or currently having faculty experience. The five deans without faculty experience indicated by their career histories that there was some type of substituted experience from outside academe (such as middle management in government, hospital director of nursing, or various other administrative positions) or within academe (institutional planning and grants administrator and assistant to the president/director of public relations).

The most common career patterns for these administrators were as follows: a) faculty, chair, and dean (28.8%); b) faculty, chair, assistant dean, and dean (15.6%); c) faculty and chair (11.9%); d) faculty, assistant dean, and dean (11.3%); and e) faculty and dean (9.4%). A total of 23 different career patterns were reported by the sample.

Regarding career interruptions, 30 deans (18%) reported that time length away from academia ranged from 0 to 35 years, with an average of 4.85 years. Reasons for the interruptions included return to schooling (doctoral or postdoctoral work), sabbatical, position in business, return to full time teaching, and child rearing.

The administrators have been in their current positions an average of 6.25 years with a range of 1- 25 years. In the position

held immediately before the current one (Figure 6), administrators served an average of 5.82 years (range equals 1-25 years). The prior position held by the administrators included: department chair/director (35.9%), faculty (21.6%), dean (17.0%), assistant/associate dean (11.1%), other (7.8%), non-academic position (4.6%) and assistant director (2.0%). Those in the "other" category included positions such as assistant to the president, affirmative action officer, or vice president of administration.

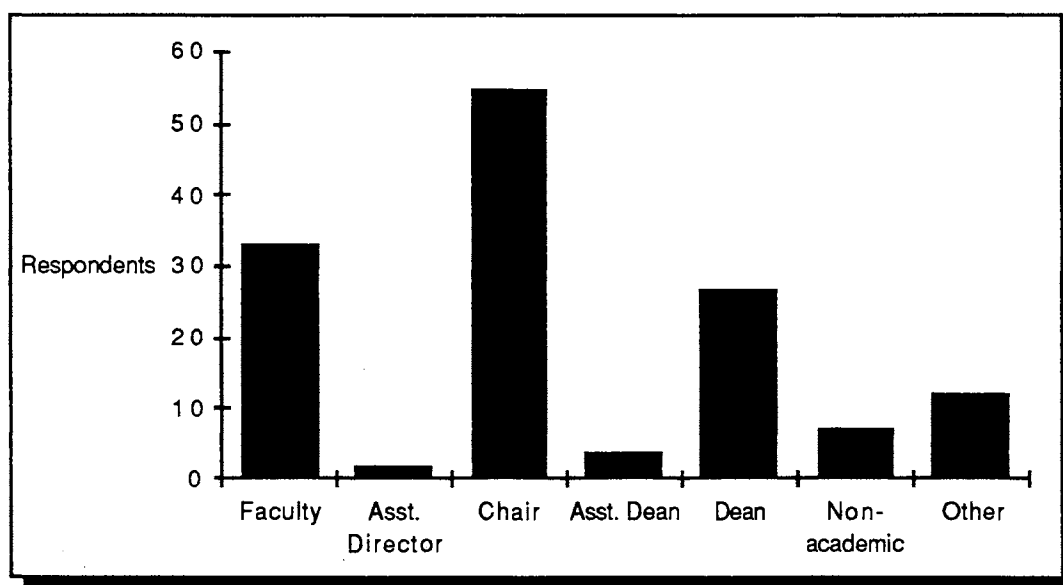


Figure 6. Position Held Immediately Before Current

Intention to become an administrator. A question was asked of the administrators to determine intention to work in administration. Seventy-eight (48.1%) responded that they had never considered it

until shortly before taking the first administrative position. Fifty-six (34.6%) answered that it was always possible but not actively pursued. Those who always planned to be an administrator and pursued as an ultimate goal comprised 11.1 percent of the respondents. The remaining 6.1 percent indicated "other".

Next career step. The deans were asked to envision their next career step. The largest response was to move to a higher position (24.3%), followed by return to faculty (17.5%), stay in same position (16.8%), retire (16.3%), move to a similar position (10.0%), and "other" (8.8%). A combination of several of the responses was indicated by 6.3 percent, with one subject citing a desire to keep options open.

Rank and tenure. When asked if their institution had academic rankings, 98.1 percent indicated yes, and 1.9 percent no. Of those with academic rankings, 2.5 percent were assistant professors, 12.7 percent were associate professors, and 82.2 percent held rank as professor. One subject indicated that administrators do not have rank at his institution. Regarding tenure, 96.8 percent of administrators reported that the institution has a tenure system; 86.2 percent of the respondents held tenure and 13.8 percent did not.

Experience outside higher education. The administrators were asked to identify professional work experience outside academia in an effort to identify possible parallel experience. Eighty (80) of the respondents indicated that they had, in the past, currently, or both, held positions in business and industry (26.3%), health related fields

(47.5%), government service (3.8%), teacher (other than higher education) or superintendent (3.8%), or some combination of the above responses (5.1%). Eleven (13.8%) noted a position other than those listed above. Years experience in these positions ranged from 0-36 years, with an average of 7.6 years. The time period since the subject had served in these positions ranged from 0-42 years, with an average time lapse since working in the position of 10.5 years.

Research Question 7. What are the similarities and differences in career pathways for male and female deans?

Age and race. The average age for males in the sample was 51.6 years with a range of 38-69 years, while the average for females was 52.1 years with a range of 37-64 years. By ethnic background, all were Caucasian except for: a) two (1.25%) female subjects were Asian/Pacific Islander; b) three (1.88%) males were Hispanic; and c) two (1.25%) males and three (1.88%) females were Black. Using chi-square analysis, there were no significant differences between male and female deans for age and race.

Marital status and children. Using chi-square analysis, there was a significant difference ($p < .001$) for sex and marital status. For males, 2.0 percent were single, 94.8 percent were married, and 3.0 percent divorced. However, for females, 31.1 percent were single (which included three widows), 55.7 percent were married, and 13.1 percent were divorced.

There was a significant difference ($p < .001$) for male and female deans and the children variable. While 90.8 percent of males

reported having one or more children, only 54.8 percent of females reported having children. The average number of children for male deans was 2.64, with a range of 1-6 children. For females, the average number of children was 2.38, with a range of 1-7 children.

Deanship. Of all respondents, 66 administered nursing programs, 42 administered business programs, and the 52 remaining were administrators in arts and sciences programs. Figure 7 illustrates the breakdown of sex by dean type. Of the 66 deans of nursing there were 13 males (13.3% of all male deans). Females dominated in nursing programs, with 85.4% of females over these. In business and arts and sciences, males dominated. For males, 41.8 percent in the sample were business deans, while 44.9 percent were arts and sciences deans. For females, 1.6 and 12.9 percent administered business and arts and sciences, respectively. The chi-square analysis revealed a significant difference ($p < .001$) between males and females and type of dean variable. Further, if nursing deans are omitted from this analysis, only 8.5 percent of business and arts and sciences deans are female.

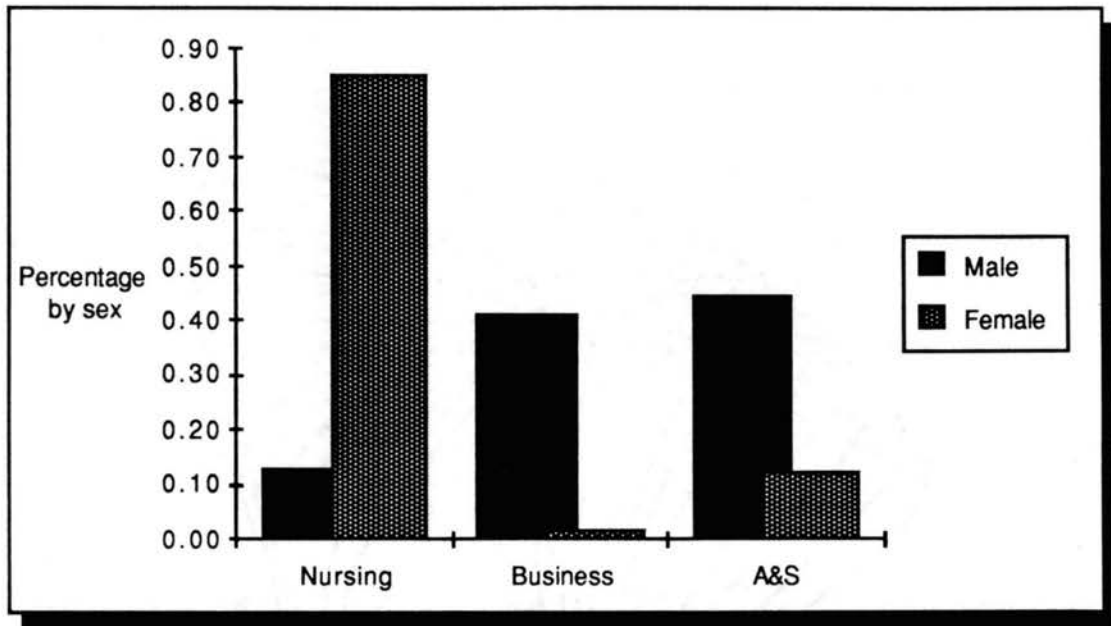


Figure 7. Distribution of Dean Type by Sex

Education. For highest degree obtained, more males (82.8%) held the Ph.D. degree compared to 65.5 percent of females. However, females tended to hold the Ed.D. and doctorates other than Ph.D. and Ed.D. in higher percentages than males (See Figure 8). In the sample, males held the master's degree as the highest degree at a lesser percentage (4.3%) than females (8.6%). Using chi-square analysis, $p > .05$ and therefore no significant difference was found between the two groups.

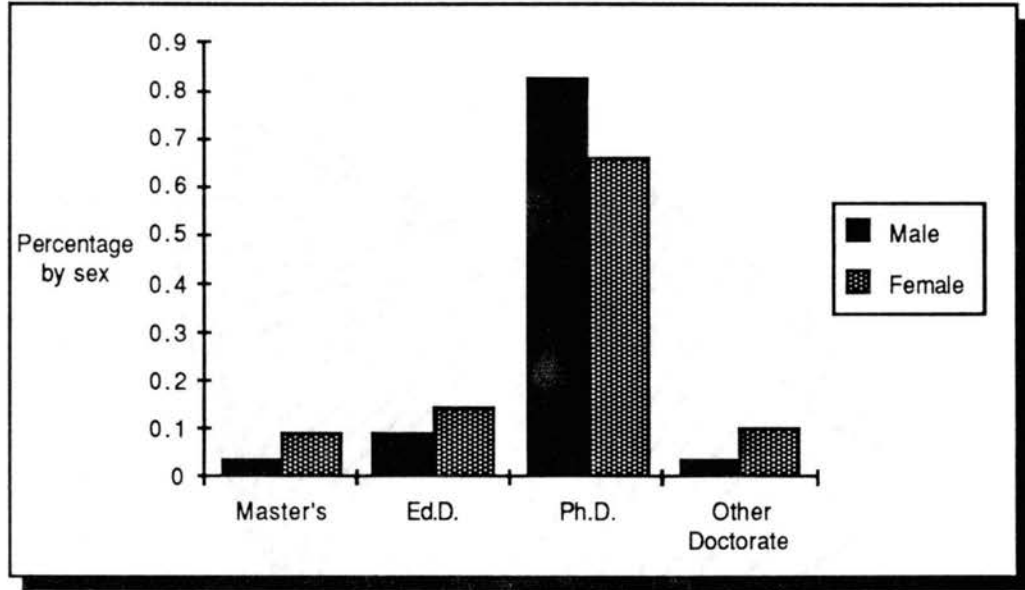


Figure 8. Distribution of Sex by Education

Academic employment. For the total sample, the career pattern cited as most frequently experienced was faculty, chair, and dean. Thirty-four percent of the males followed this pattern as compared to 27.4 percent of females. More women (27.4%) reported the faculty and chairperson/director path as compared to males (2.0%). An almost equal percentage of men and women have followed the faculty, chair, assistant dean, and dean career path (15.4% and 16.1%, respectively). Thirteen (13.4%) of the males and five (8.0%) of the females skipped the chair position, having the faculty, assistant dean and dean pattern. Of the remaining 19 patterns reported, there were one to six respondents per identified pattern.

Intention to become an administrator. When asked about intention to work in administration, there were similar responses between the two groups. For males, 55.6 percent responded that they had never considered administrative work until shortly before taking the first administrative position. For women, 38.7 percent never considered it. The distribution of males and females who answered that it was always possible but not actively pursued was 29.8 and 43.5 percent, respectively. Those who always planned to be an administrator and pursued administration as an ultimate goal included 12.3 percent of males and 9.6 percent of females. With chi-square analysis, there was a notable difference ($p=.056$) between the two groups.

Next career step. When asked to envision their next career step, move to a higher position was chosen by more males than females (31.6% for males and 12.9% for females). Females chose the option to stay in the same position more than males (19.3% compared with 15.3%). Six (6.1%) of the male deans intended to move to a similar position as compared to 16.1 percent of females. Similar percentages of males and females plan to retire: 15.3% for males and 17.7% for females. A combination of several of the responses was indicated by 7.1 percent of males, and 4.8 percent of females. Using chi-square analysis, a notable difference ($p=.058$) was found between the groups.

Rank and tenure. Most of these administrators held the academic rank of professor. For males, 89.2 percent were professors; 72.5 percent of females held that rank. Using chi-square

analysis, there was a significant difference between sexes ($p=.004$) and the rank of professor variable, a finding which parallels Moore's (1983) findings. At the associate professor rank there were 8.5 and 19.3 percent males and females, respectively. No males held assistant professor rank although 6.4 percent of females held that rank. Three male deans reported that they did not hold rank and one female reported that administrators did not hold academic rank at her institution.

As previously mentioned, 96.8 percent of the sample reported having a tenure system at their institutions. However, only 86.2 percent of the total sample hold tenure. Males hold tenure at a slightly higher percentage (89.2%) than females (81.0%). Chi-square analysis revealed no significant differences between groups.

Research Question 8. Of academic deanship vacancies, what is the rate of filling the positions with internal versus external candidates?

One questionnaire item asked the sample to identify the number of academic dean vacancies which have occurred in the institution within the past five years (or as many years as the dean had been at the institution, if fewer than five). Then the respondent was asked to identify how many of these vacancies were filled by an internal candidate (one who was already an employee). It was found that for dean vacancies, 37 percent have been filled with internal candidates (Figure 9).

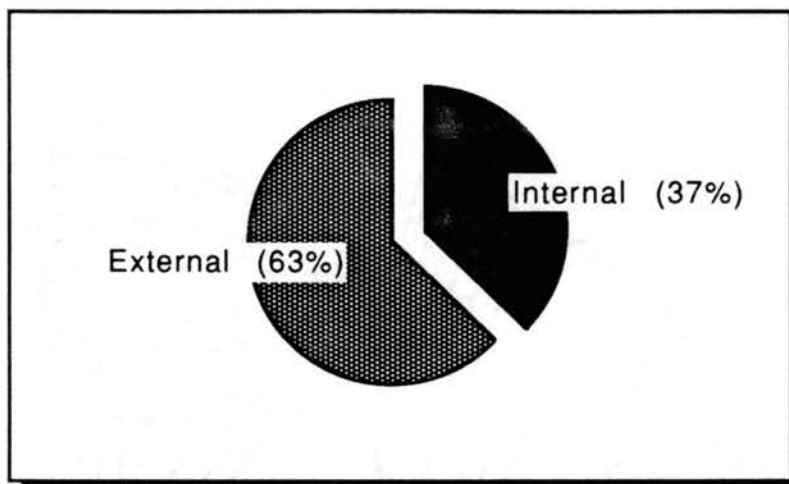


Figure 9. Dean Vacancies Filled with Internal vs. External Candidates

Summary

In this chapter, five primary and three secondary research questions were presented with data analysis of responses of 162 subjects representing 78 higher education institutions. Much of the data was categorical and was analyzed with frequency distributions and/or chi-square analysis.

A majority of subjects (84%) report that there is no development program at their institution. However, colleges and universities represented by the sample filled academic dean vacancies with a large proportion (37%) of internal candidates. Over half (51%) of subjects left blank or indicated that "no one" was responsible at the institution for development of academic administrators. When asked who should be in charge of such a program, the majority (65%) indicated that the Provost should be.

Regarding leadership development activities which are most valuable of the three defined areas, there was no predominant response. However, Informal Activities were cited by 49 percent as most valuable, followed by Formal External (25%) and Formal Internal (12%).

The average age of the sample was 51.8 years and the majority were Caucasian (93.8%). The majority of deans in business and arts and sciences were male; in nursing, however, the majority were female. Whereas 94.8 percent of males were married, only 55.7 of females were married. Similarly, the analysis revealed that while 90.8 percent of the male deans have children, only 54.8 percent of females reported having children. For both sexes, the highest degree held most frequently is the Ph.D. although males reported a higher percentage (82.8%) compared to females (65.5%).

A large majority of the sample has served as, or currently maintains, status as faculty. The most common career patterns for these administrators were as follows: a) faculty, chair, and dean (28.8%); b) faculty, chair, assistant dean, and dean (15.6%); c) faculty and chair (11.9%); d) faculty, assistant dean, and dean (11.3%); and e) faculty and dean (9.4%). Seventy-eight (48.1%) responded that they had never considered an administrative position until shortly before taking the first position.

In the next chapter, the major findings are presented, paralleled with conclusions derived from the findings. The final section of Chapter V offers recommendations for policy and future research efforts.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

One has only to peruse the weekly classified section of The Chronicle of Higher Education to realize that higher education institutions have perpetual needs for academic leaders who are prepared for administrative positions. Yet, the culture of academic organizations seems to devalue preparation for administration, deferring instead to a policy of "natural selection" (Moore, 1983b). Unlike business organizations, higher education programs are not widely available to guide the development and advancement of academic administrators. The problem in this study concerned the lack of information about effective strategies which colleges and universities utilize for the development of academic deans in higher education. Until recently, there has been little research specific to professional development programs for higher education administrators.

This study investigated three distinctive categories of development activities: 1) informal, such as those activities that occur as a by-product of the work experience; 2) formal, in which planned activities occur internally within the college or university; and 3) formal, in which development activities take place away from

the institution. A tool, the Leadership Development Questionnaire (LDQ), was developed specifically for the study in order to investigate these developmental activities and career pathways by which deans get to their current positions.

Data were collected through mailed questionnaires to 300 nursing, business, and arts and sciences deans in 100 randomly selected institutions; respondents were asked to complete and return the LDQ via a self-addressed, stamped envelope. Two successive follow-up mailings were sent to nonrespondents. A total of 162 deans from 78 institutions returned questionnaires for a response rate of 54 percent. The data were coded by the researcher and one assistant and analyzed using the SAS computer program for frequency and chi-square analysis. In this chapter, findings are presented in the following section, followed by conclusions and recommendations.

Findings

This study was restricted to nursing, business, and arts and sciences deans in 100 randomly sampled institutions. The following are notable findings for this study:

1. A large majority of respondents (84%) reported that their institution has no development program for administrators. In addition, 51 percent left the item blank or reported there there is no one designated at the institution with responsibility for administrative development. The majority (65%) of respondents

indicated that the person who should be responsible for development of academic administrators is the Provost.

2. Of the three types of development activities, 49 percent of the sample reported that Informal activities were of most personal value for administrative development while 25 percent cited Formal External activities and 12 percent cited Formal Internal. On the average, the dean had participated in only one Formal External development activity.

3. Almost all deans (97%) held faculty positions as the entry step in higher education administration. The most common career patterns for these administrators were as follows: a) faculty, chair, and dean (28.8%); b) faculty, chair, assistant dean, and dean (15.6%); c) faculty and chair (11.9%); d) faculty, assistant dean, and dean (11.3%); and e) faculty and dean (9.4%). Twenty-three different career patterns were identified in the study.

4. There was a larger percentage (39%) of female deans in this study than had been previously reported in other studies; the majority (85.5%) of these, however, were administrators of nursing programs. A significant difference was found between males and females and type of dean variable. Relatively few women were deans in business or arts and sciences (1.6% and 12.9%, respectively). Significant differences were also found between sex and three other variables: marital status, children and academic rank. For males, 94.8 percent were married compared to 55.7 percent of females. Also, 90.8 percent of males reported having one

or more children, compared to only 54.8 percent of females. Regarding rank, 89.2 percent of males held the rank of professor compared to 72.5 percent of females.

5. Thirty-seven (37) percent of dean vacancies in the colleges and universities represented by the sample were filled by internal candidates.

Conclusions

1. A large majority of respondents (84%) reported that their institution has no development program for administrators. In addition, 51% left the item blank or reported that there is no one designated at their institution with responsibility for administrative development. While there may be several explanations for leaving the item blank, one probable explanation is that there was, in fact, no one the dean could cite and therefore left the item blank. The majority (65%) of respondents indicated that the person who should be responsible for development of academic administrators is the Provost. These findings support the position that institutional culture and traditions in higher education institutions have not awakened to the professional development needs of administrators or to the concepts of leadership development as an institutional task for the perpetuation of higher education (McDade, 1986, p. 24). While business and industry see development of their executives as an institutional responsibility, higher education sees development as an individual responsibility (McDade, 1986).

2. Of the three types of development activities (i.e., Informal, Formal Internal and Formal External), 49 percent of the sample reported that Informal activities were of most personal value for administrative development while 25 percent cited Formal External activities and 12 percent cited Formal Internal. The administrators in the study may have attributed more value to activities in which they have participated, such as Informal activities, than those which they have not experienced or have less experience and perhaps cannot evaluate. The findings also concur with Moore's (1983) finding that few deans reported participation in any external management training programs such as the Harvard Institute of Educational Management or the ACE Fellowship.

3. Regarding careers: This research, in which 97 percent of deans have faculty experience, supports other research (Moore, 1983) in which the career trajectory of academic administrators is rooted in the professoriate. However, Moore's (1983b) finding that 15 percent of deans have managed to reach their current positions without faculty experience was not confirmed with this study. In this study, only 3 percent of the sample have reached their current positions without faculty experience. Thus, faculty experience is an essential career pathway experience en route to becoming a dean.

Of the 23 career patterns identified in the study, the most common for these administrators were as follows: a) faculty, chair, and dean (28.8%); b) faculty, chair, assistant dean, and dean (15.6%); c) faculty and chair (11.9%); d) faculty, assistant dean, and dean (11.3%); and e) faculty and dean (9.4%). These pathways are similar

but do not replicate the percentages reported by Moore (1983). Moore found that deans were more likely to come directly from the faculty (39.4%) or to have been faculty, department chair, then dean (27.5%). These findings indicate that the intermediate steps of chair and assistant dean may now be more significant rungs on the ladder to the deanship than reported by Moore (1983).

4. A larger percentage of this study's deans were female (39%) by comparison with Moore's (1983) study in which 13.8 percent were women. However, the study sample for this research restricted the dean categories to nursing, business, and arts and sciences. Nursing is a traditionally female profession, and a higher percentage of women was expected than in other studies which included broader dean categories. Because of this, it is difficult to conclude that there are any significant gains of women in the position of dean, particularly since only 1.6% of women were deans of business and 12.9 percent were deans of arts and sciences. If nursing were excluded from the sample, only 8.5% of the remaining sample were women.

The findings regarding marital status, children and academic rank reflect findings by Moore (1983). In her study, 83.3 percent of deans were married; in this study, 79.9 percent were married. Moore (1983) found that 42.4 percent of females were currently married whereas this study found an increase in married females (55.7%). For males, Moore (1983) found that 89.8 percent were married as compared to 94.8 percent in this study. Regarding children, Moore (1983) reported that 42.4 percent of females and 89.9 percent of

males had children. This study found that a notable increase for females with children (54.8%) as compared to a slight increase of 90.8 percent of males with children. These findings continue to reflect career pathway differences for men and women found by Moore (1983), but may indicate that women who choose to work, be married and have children increasingly are sharing opportunities available to men in the same situation.

Female deans in this study showed gains in academic rank when compared to Moore's (1983) study: the rank of professor was held by 55.6 percent of females in the Moore study as compared to 72.5 percent in this study. Likewise, males also showed gains: in the Moore study, 78.2 percent were professors as compared to 89.2 percent in this study. Although Moore's (1983) study was a more comprehensive study with 1,293 deans, the trends noted in this study are noteworthy. While there was a significant difference for men and women and academic rank, there are indicators that females are showing gains in obtaining the rank of professor.

5. Thirty-seven (37) percent of dean vacancies were filled by internal candidates. This finding indicates that colleges and universities, to a notable extent, draw from within their own pool of employees for position vacancies. Higher education leaders must recognize that investments in administrative development have a direct institutional payoff.

Recommendations

Policy

Higher education institutions should evaluate their commitment to development of administrative leaders. Mission statements should be analyzed to evaluate the implications for development of capable administrators.

As structured institutional development programs are unavailable, deans and those aspiring to academic administrative positions should be ultimately responsible for their own development and consider participation in training seminars, fellowships, or other activities available which address specific training for responsibilities and issues which administrators face.

The "graying of America" trend is evident in the administrators who composed this sample. Bowen and Schuster (1986) reported that within 20 years, 40 percent of the current faculty will retire. Parallel comparisons may be made with administrators in this study. With a mean age of 52, it may be expected that within the next 10-20 years there will be a large number of administrative vacancies. Institutional efforts to purposefully prepare persons for these positions will avert a supply and demand crisis.

Graduate programs in departments of higher education should consider curriculum strategies to assist students to prepare for administrative positions. Didactic preparation in conjunction with required, structured internships should be explored to offer the richest blend of theoretical and "real world" experiences.

Research

Further research should investigate the gain to the institution in terms of increased performance as compared to the cost of training or development. Does the effort justify the investment? Can commitment to development of potential administrators be met with existing resources? Key questions must be asked in order to evaluate human resource development programs (Fortunato, Greenberg and Waddell, 1987).

Further research could compare administrative development activities of deans across Carnegie types. This study sampled deans from six of the Carnegie classifications but was not designed to compare deans within those categories. Therefore, in addition to comparing deans from research, doctorate, comprehensive and liberal arts institutions, a particularly useful analysis could be made between comparable administrators in two-year and four-year institutions.

Further research should be conducted to refine the Leadership Development Questionnaire. While the pretest group reported that the questionnaire took only twenty minutes to complete, its presentation may have seemed complex for a busy administrator and therefore reduced the response rate. Similar studies should be conducted regarding administrative development of deans in other academic fields. It would be beneficial to research, as McDade (1986) suggested, "the ideal professional development education for . . . administrators followed by implementation of some of these ideals into new programs" (p. 110).

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APPENDIXES

APPENDIX A

LEADERSHIP DEVELOPMENT QUESTIONNAIRE

LEADERSHIP DEVELOPMENT QUESTIONNAIRE

PART ONE: INSTITUTIONAL INFORMATION

In order to identify patterns, this section asks about professional development programs for academic administrators at your institution, recent position vacancies for deans and information about the institution where you work.

Does your institution have a professional development program for academic administrators? _____ yes _____ no If yes, please describe:

Within your institution, who is responsible for professional development for academic administrators? (*Give that person's title*)

In your opinion, who should be responsible for this function? (*Give that person's title*)

Why?

If you were making decisions for your institution concerning a professional development program for academic administrators, what would you try to accomplish?

Within the past three years (or as many years as you have been at the institution, if fewer than three), how many vacancies of academic deans have occurred?

Of these vacancies, how many were filled by an internal candidate (one who was already an employee)? _____

Institutional control: _____Public _____Independent Size: _____ FTE students
(please estimate number)

Carnegie Classification: _____ Doctoral Granting
 _____ Research
 _____ Comprehensive college
 _____ Unknown (coders will check)

PART TWO: LEADERSHIP DEVELOPMENT ACTIVITIES

Academic administrators often come to their positions with a variety of professional development experiences. This section seeks information about your personal experiences regarding development activities and programs. The section is divided into three categories which are defined below: 1) informal development activities within the institution; 2) formal development activities within the institution; and 3) formal development activities outside the institution.

Informal Development Activities

Informal activities include those which are not formally designated by the institution as staff or administrative development programs or projects. Informal activities may include job-related activities or on-the-job training (sometimes called the "school of hard knocks"). This section asks you to identify informal development activities you have experienced, and which you thought were of most value in your administrative development, whether at your current institution or another. *Circle the response which corresponds to your estimate of the activity's value for your administrative development. You may use one or both columns, as appropriate. Please feel free to add any other informal activities which are not listed.*

	Current institution	Previous institution or elsewhere
	1=most value; 5=least value	
Committee service	1 2 3 4 5	1 2 3 4 5
Community service	1 2 3 4 5	1 2 3 4 5
Mentor relationship	1 2 3 4 5	1 2 3 4 5
Networking	1 2 3 4 5	1 2 3 4 5
Professional reading	1 2 3 4 5	1 2 3 4 5
Writing for Publication	1 2 3 4 5	1 2 3 4 5

Other (please specify):

-----	1 2 3 4 5	1 2 3 4 5
-----	1 2 3 4 5	1 2 3 4 5
-----	1 2 3 4 5	1 2 3 4 5

(Attach extra page if needed)

Of the informal development activities, was there any one particular activity which you found more directly related to your advancement than others? Please describe the nature of the activity and why it was valuable:

Formal Administrative Development Activities Within Institutions of Higher Education

Formal development activities within institutions are those which are supported and offered by the college or university. This section asks about more formalized development activities which take place within the institution where you work. *Please circle a response only if you participated in the activity; the circle should correspond to your estimate of the activity's value for your administrative development. You may use one or both columns, as appropriate. Please feel free to add any other formal activities which are not listed.*

	Current institution 1=most value; 5=least value	Previous institution 1=most value; 5=least value
Topical areas:		
accreditation	1 2 3 4 5	1 2 3 4 5
affirmative action	1 2 3 4 5	1 2 3 4 5
assessment	1 2 3 4 5	1 2 3 4 5
budgeting and planning	1 2 3 4 5	1 2 3 4 5
curriculum development and change	1 2 3 4 5	1 2 3 4 5
data processing and information systems	1 2 3 4 5	1 2 3 4 5
evaluation	1 2 3 4 5	1 2 3 4 5
financial management	1 2 3 4 5	1 2 3 4 5
group process	1 2 3 4 5	1 2 3 4 5
use of institutional research services	1 2 3 4 5	1 2 3 4 5

legal aspects of higher education	1 2 3 4 5	1 2 3 4 5
personal communication skills	1 2 3 4 5	1 2 3 4 5
personnel matters	1 2 3 4 5	1 2 3 4 5
planning	1 2 3 4 5	1 2 3 4 5
policy-making	1 2 3 4 5	1 2 3 4 5
public relations	1 2 3 4 5	1 2 3 4 5
public speaking	1 2 3 4 5	1 2 3 4 5
research design and method	1 2 3 4 5	1 2 3 4 5
time management	1 2 3 4 5	1 2 3 4 5
Other (please specify):		
-----	1 2 3 4 5	1 2 3 4 5
-----	1 2 3 4 5	1 2 3 4 5
-----	1 2 3 4 5	1 2 3 4 5

(Attach extra page if needed)

Programs:

Administrative retreats	1 2 3 4 5	1 2 3 4 5
Administrative seminars	1 2 3 4 5	1 2 3 4 5
In-house administrative internships	1 2 3 4 5	1 2 3 4 5
Mentoring program	1 2 3 4 5	1 2 3 4 5
Rotating chairmanship responsibility	1 2 3 4 5	1 2 3 4 5
Other (please specify):		
-----	1 2 3 4 5	1 2 3 4 5
-----	1 2 3 4 5	1 2 3 4 5

(Attach extra page if needed)

Of the above, was there any one particular activity which you found more directly related to your advancement than others? *Please describe the nature of the activity and why it was valuable:*

Formal Administrative Development Programs External to your Institution

This section investigates participation in special programs, external to the institution, which are offered specifically for leadership or professional development. There are two parts: the first includes the same curricular areas used in the previous section and the second investigates special programs. *Check all subjects or programs in which you have participated; then indicate the degree to which you view this activity as influential to your administrative development. Please feel free to add any other formal activities which are not listed.*

	<u>participated</u>	<u>value</u>
		1=most value; 5=least value
Topical areas:		
accreditation	_____	1 2 3 4 5
affirmative action	_____	1 2 3 4 5
assessment	_____	1 2 3 4 5
budgeting and planning	_____	1 2 3 4 5
curriculum development and change	_____	1 2 3 4 5
data processing and information systems	_____	1 2 3 4 5
evaluation	_____	1 2 3 4 5
financial management	_____	1 2 3 4 5
group process	_____	1 2 3 4 5
use of institutional research services	_____	1 2 3 4 5
legal aspects of higher education	_____	1 2 3 4 5
personal communication skills	_____	1 2 3 4 5
personnel matters	_____	1 2 3 4 5
planning	_____	1 2 3 4 5
policy-making	_____	1 2 3 4 5
public relations	_____	1 2 3 4 5

public speaking	_____	1	2	3	4	5
research design and method	_____	1	2	3	4	5
time management	_____	1	2	3	4	5
Other (please specify):						
_____	_____	1	2	3	4	5
_____	_____	1	2	3	4	5
_____	_____	1	2	3	4	5

(Attach extra page if needed)

Programs:

Academic Leadership Institute (AASCU)	_____	1	2	3	4	5
ACE Fellows Program	_____	1	2	3	4	5
ACE National Forum	_____	1	2	3	4	5
ACE National Identification Program (NIP)	_____	1	2	3	4	5
Chairing the Academic Department (ACE)	_____	1	2	3	4	5
College Management Program (CMP) (Carnegie-Mellon University)	_____	1	2	3	4	5
Higher Education Management Institute (HEMI)	_____	1	2	3	4	5
Institute for Academic Deans and VPs (ACE)	_____	1	2	3	4	5
Institute for Education Management (IEM)	_____	1	2	3	4	5
Institute for the Management of Lifelong Education (MLE), Harvard University	_____	1	2	3	4	5
Leaders for Change (AAWCJC)	_____	1	2	3	4	5
Leaders for the 80's (AACJC)	_____	1	2	3	4	5
Management Development Program (MDP), Harvard University	_____	1	2	3	4	5
Management Development Program, NCHEMS	_____	1	2	3	4	5
National Conference of Academic Deans Oklahoma State University	_____	1	2	3	4	5
New Deans Seminar (American Assembly of Collegiate Schools of Business)	_____	1	2	3	4	5

Summer Institute for Women in Higher Education Administration: HERS/Bryn Mawr	_____	1	2	3	4	5
HERS/Wellesley	_____	1	2	3	4	5
Summer Seminar an Academic Administration, Texas A&M University	_____	1	2	3	4	5
Workshops for Academic Deans Cosponsored by AAC, ACAD, & AACJC	_____	1	2	3	4	5
Other (<i>Please specify</i>):						
_____		1	2	3	4	5
_____		1	2	3	4	5
_____		1	2	3	4	5

Of the above, was there any one particular professional development activity which you found more directly related to your advancement than others? Please describe the nature of the activity and why it was valuable:

Of the above three categories (informal and formal activities within the institution and formal activities external to the institution), which category do you consider of most personal value for administrative development?

Why? _____

PART THREE: PERSONAL AND PROFESSIONAL INFORMATION

This section seeks demographic information about the study participants and investigates career pathways which may suggest patterns about professional development of academic deans.

Age on January 1, 1989: ____ years

Sex: Male ____ Female ____

Racial or ethnic group

American Indian/Alaska Native.....1
 Asian or Pacific Islander.....2
 Black (non-Hispanic).....3
 Hispanic.....4
 Caucasian, not of Hispanic origin.....5
 Other (*please specify*) _____.....6

Current marital status:

Single, never married.....1
 First marriage.....2
 Remarriage.....3
 Separated.....4
 Divorced.....5
 Other (*please specify*) _____.....6

Number of children: ____

Ages of children: _____

Educational Background:

	Year Awarded	Degree Name	Major Field	Institution
Associate:	_____	_____	_____	_____
Baccalaureate	_____	_____	_____	_____
Master's:	_____	_____	_____	_____
Doctorate:	_____	_____	_____	_____
Other:	_____	_____	_____	_____

Academic Experience:

Position:	Dates:	Was experience at your present institution (P) or another(A)? <i>Circle one or both.</i>	
Faculty	_____	P	A
Department Chair	_____	P	A
Assis./Associate Dean	_____	P	A
Dean	_____	P	A
Academic VP/Provost	_____	P	A
Other (Please specify)	_____	P	A

If your career path in academic administration was interrupted, please indicate the length of time you spent away from the college or university and the reason(s) for interruption (e.g., military service, childbearing/rearing, travel).

Time length away: _____

Reason(s): _____

How long have you been in your current position? _____

What position did you hold immediately before your current one?

Position title: _____

Institution: _____

Time in position: _____

When you began your academic career, did you plan to be an administrator?

- Always planned to be and pursued as an ultimate goal
- Always a possibility, but not actively pursued
- Never considered it until shortly before I took my first administrative position
- Other _____

What do you see as a next career step? (Circle one)

- Stay in same position
- Move to a similar position
- Move to a higher position
- Return to faculty
- Retire
- Other _____

Academic Rank

Does your institution have academic rankings? _____ Yes _____ No

If yes, what is your current academic rank? _____

Does your institution have tenure? _____ Yes _____ No

If yes, do you have tenure? _____ Yes _____ No

Other Professional Experience:

If you have professional work experience outside academia, please describe:

Position	Years experience	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Is there anything else you would like to say about professional development for deans?

Thank you for your time and willingness to share information. Please return the questionnaire in the enclosed stamped envelope. Upon completion, an abstract of the study will be sent to you if desired.

_____Yes, I would like to receive a copy of the abstract.

APPENDIX B
CORRESPONDENCE

«DATA dean info»

March 31, 1989

«FName» «LName»
«Title»
«School»«IF Address»
«Address»«ENDIF»
«City», «State» «Zip»

Dear Dean «LName»:

Within American higher education, increasing attention has been focused on the need for leadership development for academic administrators. However, little is known about the developmental activities in which academic deans participate or find valuable for their roles and responsibilities as administrators.

The purpose of this letter is to request your participation in a research study regarding leadership development of academic deans. As institutions use various titles for similar administrative roles, it is not necessary for you to have the title of "dean" in order to qualify for the sample. Your participation involves completing the Leadership Development Questionnaire which should take approximately 20 minutes. The questionnaire investigates various types of activities in which you may have participated and seeks your thoughts regarding the value of these activities. The last part of the questionnaire seeks information regarding your career history and other demographic data which may help in understanding patterns or trends.

All information will be treated confidentially and all respondents will remain anonymous in the written report. The questionnaire has an identification number for mailing purposes so that your name can be removed from the list when your questionnaire has been returned.

It is anticipated that the results of the study will provide a rationale for future developmental activities for academic deans. Please complete the questionnaire and return it in the stamped, self-addressed envelope by April 14, 1989. I would be happy to answer any questions you may have. Please write or call. My telephone number is (918) 747-8326.

Dean «LName», thank you for your time and assistance.

Sincerely,

Kristie S. Nix, M.S.
Doctoral Candidate
Oklahoma State University

Enclosure

cc: John J. Gardiner, Dissertation Advisor

April 7, 1989

Dear Dean:

Last week a questionnaire seeking your thoughts about administrative development for academic deans was mailed to you. If you have already completed and returned it, please accept my sincere thanks. If not, please do so today. Because the questionnaire has been sent to a small, but representative sample of administrators, it is important that yours be included in the study.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now, collect (918-747-8326), and I will get another one in the mail to you today.

Sincerely,

Kristie S. Nix

«DATA dean info»

April 21, 1989

«FName» «LName»
«Title»
«School»«IF Address»
«Address»«ENDIF»
«City», «State» «Zip»

Dear Dean «LName»:

About three weeks ago I requested your participation in a research study regarding leadership development for academic deans. As of this date, I have not received your completed questionnaire.

It is anticipated that the results of the study will provide a rationale for future development activities for academic administrators and your participation is important. The questionnaire investigates various types of activities which you may have experienced and seeks your thoughts regarding the value of these activities. The last part of the questionnaire seeks information regarding your career history and other demographic data which may help in understanding patterns or trends.

As mentioned in the last letter, all information will be treated confidentially and respondents will remain anonymous in the written report. The questionnaire has an identification number for mailing purposes so that your name can be removed from the list when your questionnaire has been returned.

In the event that your questionnaire has been misplaced, a replacement copy is enclosed. Please complete the questionnaire and return it in the stamped, self-addressed envelope by May 1, 1989. I would be happy to answer any questions you may have. Please write or call. My telephone number is (918) 747-8326.

Dean «LName», your cooperation is greatly appreciated.

Sincerely,

Kristie S. Nix, M.S.
Doctoral Candidate
Oklahoma State University

cc: John J. Gardiner
Dissertation Advisor

«DATA dean info»

April 21, 1989

«FName» «LName»

«Title»

«School»«IF Address»

«Address»«ENDIF»

«City», «State» «Zip»

Dear Dr. «LName»:

About three weeks ago I requested your participation in a research study regarding leadership development for academic administrators. As of this date, I have not received your completed questionnaire.

It is anticipated that the results of the study will provide a rationale for future development activities for academic administrators; even though you may not have the title of "dean", your participation is important since institutions use various titles for similar administrative roles. The questionnaire investigates various types of activities which you may have experienced and seeks your thoughts regarding the value of these activities. The last part of the questionnaire seeks information regarding your career history and other demographic data which may help in understanding patterns or trends.

As mentioned in the last letter, all information will be treated confidentially and respondents will remain anonymous in the written report. The questionnaire has an identification number for mailing purposes so that your name can be removed from the list when your questionnaire has been returned.

In the event that your questionnaire has been misplaced, a replacement copy is enclosed. Please complete the questionnaire and return it in the stamped, self-addressed envelope by May 1, 1989. I would be happy to answer any questions you may have. Please write or call. My telephone number is (918) 747-8326.

Dr. «LName», your cooperation is greatly appreciated.

Sincerely,

Kristie S. Nix, M.S.
 Doctoral Candidate
 Oklahoma State University

cc: John J. Gardiner
 Dissertation Advisor

APPENDIX C
CONTENT SUMMARIES

Activities Viewed as Most Valuable: Informal

Comment Summaries

Number responding similarly	Comment
6	Gives an overview of the institution. Provides specific assistance and information related to community and university policies and mission. Learn more about institutional culture, decision-making procedures, etc., all essential for successful administration.
4	Learning directly relates to job, task-specific. More learned, more accomplished.
3	Nothing beats experience.
3	More of it. Other types are not easily available.
2	More focused on my needs.
2	Discussion of common challenges/concerns. Learning comes when topic is relevant.
2	Get visibility and recognition.
1	The real work is people work. That is the hardest to present formally.
1	Involves more time and becomes an integral part of your behavior.

Comment Summaries (Continued)

Number responding similarly	Comment
1	The unique political climate is critical to know so that one has access to information and links for persuasion.
1	Created a reputation of trust, honesty, loyalty, and respect among faculty and colleagues.
1	Informal activities teach you the nuances of administration in a way that formal activities never could.
1	Most powerful in effecting institutional change.
1	Because it's pervasive and unless you're a rock it had to be the most influential on a daily basis.
1	Our institution does not have a formal approach to management development (the primary leadership here has a non-participative approach to institutional management). Thus, middle managers are not perceived as valuable, therefore any professional development that takes place must be done informally by individuals.
1	Because they have counted for most of my professional development, been most diverse, intensive, and of high quality, and probably because I had more time to devote to them.

Comment Summaries (Continued)

Number responding similarly	Comment
1	Formal development programs have been lacking at this institution.
1	You learn and ask from people who have been in similar situations so it is all very relevant. You can relate quickly and get immediate feedback.

Activities Viewed as Most Valuable: Formal Internal

Comment Summaries

Number responding similarly	Comment
2	Real experience in activity/more applicable for administration.
1	99 percent of a dean's job involves these activities.
1	Involves visibility, responsibility, and accountability.
1	Being a dean requires one to "do" each of the activities, i.e., OJT. It was a sink or swim situation.
1	You usually do things the way the institution has been doing them for a given length of time. Learn the process for a given institution.
1	More opportunity for participating. Practice and doing things well/making mistakes help you develop.

Activities Viewed as Most Valuable:

Formal External

Comment Summaries

Number responding similarly	Comment
2	Learned from others what works well for them.
2	Need structured programs away from campus. Learn from sharing with colleagues. Develop networks. Focus is possible away from campus daily routine. Refreshment and renewal are more likely to occur.
2	Provides a broader perspective.
1	Very little within university.
1	As an ACE Fellow, I was able to view the total university administration from athletics to agriculture to pharmacy to medical school, etc.
1	More theoretical--objective, non-institution specific.
1	Chance to learn what others are doing--and that others face the same general problems and issues.

Activities Viewed as Most Valuable:**Informal and Formal Internal****Comment Summaries**

Number responding similarly	Comment
1	Both form the substance of the position, hence are prerequisite to development.
1	Most useful to me in my situation.

Activities Viewed as Most Valuable:

Informal and Formal External

Comment Summaries

Number responding similarly	Comment
1	Informal provided personal contact and connections. External provided detailed, pragmatic information.
1	Informal activities are flexible to meet my individual needs. External formal are of superior quality with national leaders.

Activities Viewed as Most Valuable: ALL

Comment Summaries

Number responding similarly	Comment
1	The informal networking and mentoring is invaluable for continuing to grow administratively. However, formal conferences are critical to validate and gain new information.
1	Internal for experience and growth. External for new ideas and broadened perspective.
1	Any can be valuable; I've probably learned more from watching other astute administrators work than from anything else. This would include two former bosses that really taught me alot--even though they may not realize that this is what they were doing.

APPENDIX D

COMPOSITE DEMOGRAPHICS

COMPOSITE DEMOGRAPHICS

Demographic	Deans (N=162)	
	<u>N</u>	<u>%</u> (Percentages calculated on valid cases)
Age		
30-39	3	1.9
40-49	59	37.3
50-59	74	46.8
60-69	22	13.9
Missing	4	
Sex		
Male	98	61.3
Female	62	38.8
Missing	2	
Race		
Caucasian	150	93.8
Minority	10	6.3
Missing	2	
Marital Status		
Single, never married	18	11.3
First marriage	93	58.4
Remarriage	34	21.3
Divorced	11	7.0
Other	3	2.0
Missing	3	

Demographic	Deans (N=162)	
	<u>N</u>	<u>%</u> (Percentages calculated on valid cases)
Highest education		
Master's	9	6.0
Ph.D.	115	76.2
Ed.D.	17	11.3
Other doctorate	10	6.6
Missing	11	
Dean Category		
Arts and Sciences	54	33.3
Business	42	25.9
Nursing	66	40.7
Intention to be an administrator		
Always planned and pursued	18	11.1
Always a possibility, but not pursued	56	34.6
Never considered it	77	48.1
Other	8	6.1
Missing	3	
Next Career Step		
Stay in same position	27	16.8
Move to similar position	16	10.0
Move to higher position	39	24.3
Return to faculty	28	17.5
Retire	26	16.3
Combination answer	10	6.3
Other	14	8.8
Missing	2	

Demographic	Deans (N=162)	
	N	%
	(Percentages calculated on valid cases)	
Academic Rank		
Assistant Professor	4	2.6
Associate Professor	20	13.0
Professor	129	84.3
Not applicable	4	
Missing	5	
Tenure Status		
Holds tenure	131	86.2
Does not hold tenure	21	13.8
Missing	10	

VITA

Kristie S. Nix

Candidate for the Degree of
Doctor of Education

Thesis: CULTIVATING LEADERSHIP: ADMINISTRATIVE DEVELOPMENT
STRATEGIES FOR ACADEMIC DEANS IN COLLEGES AND
UNIVERSITIES

Major Field: Higher Education Administration

Biographical:

Education: Graduated from Granite High School, Salt Lake City, Utah, June, 1970; received Bachelor of Science in Nursing degree from The University of Oklahoma, May, 1974; received Master of Science degree with a nursing major from Texas Woman's University, August, 1978; completed requirements for the Doctor of Education degree at Oklahoma State University, July, 1989.

Professional Experience:

Texas, 1974-77; Instructor, Texas Woman's University, Denton, Texas, 1978-1982; Assistant Professor, The University of Tulsa, Tulsa, Oklahoma, 1982-1988; Associate Professor, The University of Tulsa, Tulsa, Oklahoma, 1988 to present.

Professional Organizations: American Nurses' Association; Oklahoma Nurses' Association; Oklahoma District #2 Nurses' Association; Sigma Theta Tau International Honor Society in Nursing; Association for the Study of Higher Education; Pediatric Nurse Consultants of Tulsa; Transcultural Nursing Society.

Honors and Awards: Excellence in Nursing Education Award,
Sigma Theta Tau International Honor Society in Nursing,
Zeta Delta Chapter, 1984; Robert B. Kamm Distinguished
Graduate Fellowship, Oklahoma State University, 1988-89.