

PRESIDENTIAL ROLES AND QUALIFICATIONS:
VIEWS FROM HISTORICALLY BLACK
COLLEGES AND UNIVERSITIES

By

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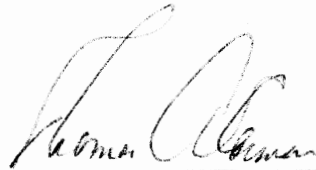
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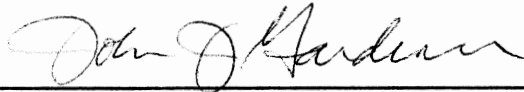
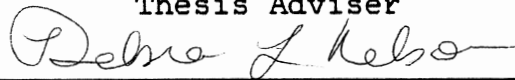
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CHAPTER I

INTRODUCTION

The roles of American college and university presidents have evolved to address changes in the internal and external environments of higher education institutions as these changes occurred. Presidents have adapted their roles to provide leadership which was appropriate for the times. Changes in the academic environments, both internal and external, have implied the need for leadership capable of guiding and directing institutions through periods of development, redevelopment, changing societal needs, growth, decline, and limited financial support.

The 1980s can be described as an era of complex governance systems, growing constraints on administrative leaders, increased cutbacks, and low faculty morale. The external environment in which higher education institutions will have to operate throughout the 1980s can be characterized by changing national demographics, a declining national economy, declining value of education, and decreasing support for nonvocational higher education (Kauffman, 1984).

The 1980s is a period characterized by significant changes in the operation of higher education. As a result of

these changes, the roles of the president will have to change to meet the needs of the institution. According to Prator (1963), "The requirements of the college dictate the kind of man needed for the job" (p. 82). The challenge is to match specific talents, skills, and experiences to the needs of the institution (Kauffman, 1974) because the ability of the college or university to meet the demands of its environments depends upon the person selected to lead the institution.

Today's American system of higher education comprises approximately 3,200 public and private institutions established by various groups and individuals to accomplish specific missions and to serve specific clienteles. Of these institutions, approximately 3% were established specifically for the education of black Americans.

Prior to the desegregation of American higher education, historically black colleges and universities (HBCUs) were the primary institutions where black Americans could receive college degrees. As a result of desegregation, HBCUs were thrust into the mainstream of higher education, having to compete with traditionally white institutions (TWIs) for students, faculty, staff, and other resources. The environments in which HBCUs and TWIs exist today are presumed to be similar (Jencks and Riesman, 1967; Jones, 1984); however, a question remains as to whether the historical development experienced by both HBCUs and TWIs and the respective environments in which they existed prior to and after desegregation have influenced the roles of their

presidents today. Even though the roles of presidents of HBCUs and TWIs are presumed to be similar, proponents of HBCUs share a different perception of the environments in which these institutions exist today. Garibaldi (1984) stated:

. . . many of the gains black Americans have achieved, especially between 1960 and 1980 through the impetus of black colleges and their graduates, have prompted questions about whether these institutions are still needed (p. 6).

In addition to being affected by environmental factors which are also common to TWIs, HBCUs are faced with declining enrollments resulting from desegregation of higher education, hostile advances from state education boards and coordinating bodies, attempts to discredit black leadership at these institutions, and criticisms of fiscal management (Whittaker, 1986). Based on this observation of "unique" environmental factors which affect HBCUs, but presumably not TWIs, can the presidents of both types of institutions be presumed to have parallel roles?

Evolution of Presidential Roles

The role of the president of an educational institution is defined by perceptions of the presidency across cultures and throughout history, based on the unique characteristics of each institution and its cultural environment (Ryan, 1984). The success or failure of the president can be attributed to his or her reaction to circumstances and

challenges as they develop in the institutional environment (Murphy, 1984).

The uniqueness of each educational environment suggests that there is no typical pattern of presidential leadership or prototype of a college president, regardless of comparable institution size, curricula, or type of control.

Additionally, each individual brings to the presidency his or her own image, memory, experience, and set of expectations relative to role functions (Ryan, 1984). Ryan (1984, p. 20) also described the role of the president as a "mosaic, a store of chips that fit together and harmonize to form a pattern or picture, and no two of these pictures are alike." Presidents must face not only their individual role expectations or personal measures of achievement, but also the numerous obligations, responsibilities, customs, duties, and expectations of others.

Therefore,

. . . how institutions of higher education respond to advances in technology, social reforms, demands for accountability and limited government support will be determined by the leadership style of its senior administrators (Murphy, 1984, p. 441).

Kauffman (1982) summarized the environmental effects on presidential roles from the beginning of American higher education through the 1980s. He described the role of the college president of the 1600s as representing the denominational groups which had founded the institution. The president's primary role was to ensure that the mission and goals of the institution were implemented and passed to

posterity, who were also expected to preserve and conserve the religious doctrines upon which the institution was founded.

In the latter half of the nineteenth century, colleges developed to the West, the land-grant college emerged, and universities were modeled after the German concept of research and scientific study. This trend precipitated involvement of businessmen who made substantial financial contributions for the creation of universities to be headed by innovative presidents who could play an important role in their development.

The prevailing roles and characteristics of these new presidents were analagous to those of builders, fundraisers, businessmen, developers, leaders, visionaries, and public relations officers. The emergence of these new universities stimulated changes in presidential leadership at the early, denominational colleges. Presidents of the traditional colleges had to accept additional responsibilities for institutional development, including internal reorganization, expanding curricula, and increased fundraising (Kauffman, 1982) because of increased competition for students and for institutional survival (Brubacher and Rudy, 1976). Academic presidents who served during this time period (1880-1950) were described by Kerr and Gade (1986) as "pathbreaking" leaders. These leaders were concerned with making revolutionary changes for long-run effectiveness.

Changes in the mission and goals of colleges and universities evolved from changes in societal needs, academic orientation, and financial support. Each phase of educational development encouraged new types of effective leadership and an expansion of presidential roles.

According to Kauffman (1982), higher education in the 1960s had acquired a prestigious role and had become a rapidly growing industry. The knowledge that colleges and universities provided was being sought by students, government, and private industry. These groups demanded that higher education provide "relevant" information and academic programs which were consistent with their needs and wants. In response to these demands, academic leaders lost some of their control over the academic process and began to utilize shared governance systems as a means of incorporating the opinions of others into decision making.

Student and societal demands for academic institutions that would be responsive to changing environments signaled a need for academic presidents who could serve as mediators. The primary task of presidents during this era was to be "a friend of students, colleague of the faculty, and good friend to the alumni, by establishing and maintaining peace among all constituencies and their competing claims" (Kauffman, 1982, p. 16). The academic president adopted a humanistic posture in an attempt to quell potentially disruptive forces in the academic environments. The 1960s was characterized by managerial, academic presidents who were reactive rather than

proactive. Emphasis was placed on maintenance for short-term effectiveness (Kerr and Gade, 1986).

Millett (1979) described six major roles of the academic president: to serve as executive officer to lay boards, provide leadership for the board, serve as presiding officer to the faculty and as chief administrator for support services, manage the techniques of planning, and provide leadership to the institution.

In the 1980s the environments of higher education were characterized by uncertainty. Kauffman (1982) described the social context in which institutions existed during the decade as one affected by

. . . the changing demography in our nation; the state of the economy, due in part to inflation, energy costs, and lack of growth; and the lowered sense of value, or priority of public financial support, for nonvocational postsecondary education (p. 17).

Based on his description of the social context of higher education in the 1980s, Kauffman stated that the roles of presidents must include promoting the worth of the institution to both internal and external constituencies. He further stated that the president should help to shape and reshape the goals of the institution to ensure that they are pertinent to the social context of the institution. Fram (1979) also stated that every president should relate the institution's activities to the realities of the market place which includes its social, political, and economic environments.

The president must have effective relationships with the institution's constituencies and have the ability to present the institution's value, worth, and goals to those constituencies. Hesburgh (1980) stated that the most important contribution that a president can make to the institution and to its advancement is to articulate a vision of the institution shared by both internal and external constituencies.

Kamm (1982) suggested that the first priority of an academic president is to provide leadership. He listed several commonly recognized areas in which presidential leadership should be provided, including academics, communications, management, and planning; preserving the institution's identity, freedom, integrity and autonomy; developing leadership in others, providing leadership in times of crisis, in decision making, and in relation to the international aspects of higher education, and providing unity for the achievement of common goals.

A 1984 statement developed by the American Association of State Colleges and Universities (AASCU) also addressed the role of the college president, with reference to governance systems of state colleges and universities and how those systems affect the achievement of institutional mission. The AASCU stated that the role of the president was to implement existing board policies, to recommend personnel matters and new policies to the board, to create and maintain a strong vision and a sense of common institutional direction and

self-esteem, and to administer the institution in a constructive fashion so as to enhance the achievement of its total mission within the resources available to the institution. Kerr and Gade (1986) described the presidents of the 1980s as managers and survivors. Academic presidents of that period were concerned with both institutional and self preservation.

Kauffman (1984) also addressed the presidential leadership needs of the 1990s, with reference to their external and internal environments. He asserted that the external environment of colleges and universities will be characterized by uncertainties in the economy, the population, and the level of financial support for higher education and that the internal environment of these institutions will be affected by more complex governance patterns, growing restraints on administrative leaders, and declining faculty morale. Additionally, he stated that the presidents required in colleges and universities in the 1990s are those who can provide

politically effective leadership, and leadership that cherishes the essential value of educational institutions and their potential for dignifying humankind and shaping its destiny (p. 10).

According to Kauffman (1984), the ability of a president to generate and secure public support, after informing and interpreting institutional needs to constituencies, requires that the individual be visible and willing to express his/her dedication to the institution and its goals. Successful display of these abilities will inform, inspire, secure

support, and enhance appreciation for colleges and universities.

Kramer, et al. (1982) compared the roles of academic presidents to those of corporation presidents identified by Mintzberg (1973). Mintzberg, after studying the activities of chief executives of five middle-to-large American organizations, stated that the manager of an organization performs ten primary responsibilities which can be grouped into three categories: interpersonal roles, information processing roles, and decision making roles.

Justification for the comparisons made by Kramer was based on the observation that colleges and universities are becoming more complex and more difficult to administer. Therefore, the university president is now considered a manager. Kramer, et al also acknowledged that even though the roles of corporate and academic presidents are similar, their operational environments differ. In contrast to the corporate president, the academic president operates in an environment which is characterized by a slow and diffused process of change and a high level of visibility where his/her every move will very likely be publicly scrutinized. Based on these observations and acknowledgments, the roles (interpersonal, information processing, and decision making) of academic presidents were discussed.

The interpersonal roles performed by presidents are termed figurehead, liaison, and leadership roles. These respective responsibilities include the president's appearing

and officiating at functions both on and off the campus, interacting with people both on and off the campus to develop networks and contacts in which information and favors are exchanged, and helping the institution's staff and faculty to understand that organization and individual needs must be compatible.

The president's information processing role includes monitoring, disseminating information, and serving as a spokesperson for the institution. Monitoring entails continuous assessment of the institution and being receptive to information about the operations of the institution and its response to its environments. Disseminating describes the distribution of privileged information to selected organizational members. The spokesperson role describes the president's responsibility for informing those external to the institution of its progress and developments.

Decision-making activities of the college president are described as (1) entrepreneurial, whereby the president of a college or university undertakes the process of changing the institution to deal with problems or to take advantage of opportunities, (2) disturbance handling, the process of handling a crisis, such as severe financial cutbacks, significant drops in enrollment, or student uprisings, (3) resource allocator which entails allocating money, staff, and/or equipment after board approval, and (4) negotiator, taking charge when the institution must participate in

negotiations with other parties, such as accrediting bodies or other institutions at professional conferences.

Mooney (1988) wrote that academic presidents are being chosen for their ability to build endowments, to work with government officials and the business community, to raise the profile of their institution, and to manage a staff of administrators who have become more specialized and professional. One might observe that these roles may have evolved in response to the environmental factors described by Kauffman (1984).

Need for the Study

The preceding paragraphs describe three distinct stages of presidential leadership roles to date, the 1600s, 1800s, and 1960s, and allude to changes in presidential roles that will occur during the 1980s and early 1990s. This description of presidential roles falls into two categories--the roles of academic presidents prior to and after the desegregation of American higher education. Because the desegregation era is described as the stimulus for equalizing the roles of presidents of HBCUs and TWIs, one might ask whether the evolution of roles presented in the literature described the roles of a particular group of presidents prior to desegregation and of all academic presidents after desegregation. The literature failed to distinguish between the roles of presidents of HBCUs and TWIs prior to desegregation, nor did it describe or allude to

environmental factors that may dictate role differences between presidents of each type of institution after desegregation. Because the discussion of presidential roles presented in the literature begins with the inception of American higher education in 1636, two centuries before the first HBCU was established in 1837, it might be concluded that this description begins with, progresses through, and ends with a description of the roles of presidents of TWIs only. Consequently, the literature on the roles of presidents of HBCUs is sparse or practically nonexistent.

In addressing this void in the literature, a reflection on the views of Ryan (1984) might assist in identifying and clarifying the roles of presidents of HBCUs. He stated that the role of academic presidents is a function of the characteristics and cultural environments of the institution. An analysis of the environments in which HBCUs existed prior to and after desegregation may provide an understanding of how the roles of their presidents have evolved.

Evolution of Historically Black Colleges and Universities

Brown (1980) provided an historical perspective of the development of HBCUs over six periods: (1) the Pre-Civil War Period, 1837-1859, (2) the Period of the Education Missionary, 1860-1885, (3) the Period of Reaction to White Control, 1886-1916, (4) the Decade of the Great Philanthropists, 1917-1927, (5) the Era of the Bureau of

Education, 1927-1954, and (6) the Desegregation Era, 1954-Present. For each of these periods, he discussed factors precipitating the development of HBCUs and the social context or environment in which they existed.

As a result of the factors presented by Brown, ninety-five historically black colleges and universities were established. Table 1 lists these institutions, the year in which they were founded, their type of control, and the state in which each is located.

TABLE 1
HISTORICALLY BLACK COLLEGES
AND UNIVERSITIES
(HBCUs)

Institution	Year Estb.	Control	Location
Cheyney University	1837	Public	PA
Lincoln University	1854	Public	PA
Wilberforce University	1856	Private	OH
Le Moyne-Owen College	1862	Private	TN
Bowie State College	1865	Public	MD
Shaw University	1865	Private	NC
Virginia Union University	1865	Private	VA
Atlanta University	1865	Private	GA
*Lincoln University	1866	Public	MO
Edward Waters College	1866	Private	FL
Rust College	1866	Private	MS
Howard University	1867	Private	DC
Barber-Scotia College	1867	Private	NC
Fisk University	1867	Private	TN
Fayetteville State University	1867	Public	NC
St. Augustine's College	1867	Private	NC

TABLE 1 (Continued)

Institution	Year Estb.	Control	Location
Talladega College	1867	Private	AL
Morgan State College	1867	Public	MD
Morehouse College	1867	Private	GA
Johnson C. Smith University	1867	Private	NC
Hampton University	1868	Private	VA
Claflin College	1869	Private	SC
Clark College	1869	Private	GA
Tougaloo College	1869	Private	MS
Dillard University	1869	Private	LA
Allen University	1870	Private	SC
Benedict College	1870	Private	SC
*Alcorn State University	1871	Public	MS
Paul Quinn College	1872	Private	TX
Wiley College	1873	Private	TX
Bennett College	1873	Private	NC
*Univ. of Arkansas-Pine Bluff	1873	Public	AR
Alabama State University	1874	Public	AL
*Alabama A & M University	1875	Public	AL
Knoxville College	1875	Private	TN
Huston-Tillotson College	1876	Private	TX
Meharry Medical College	1876	Private	TN
Stillman College	1876	Private	AL
*Prairie View A & M University	1876	Public	TX
Jackson State University	1877	Public	MS
Philander-Smith College	1877	Private	AR
Selma University	1878	Private	AL
Florida Memorial College	1879	Private	FL
Livingstone College	1879	Private	NC
*Southern Univ.-Baton Rouge	1880	Public	LA
Spelman College	1881	Private	GA
Bishop College	1881	Private	TX
Morristown College	1881	Private	TN
*Tuskegee Institute	1881	Private	AL
Morris Brown College	1881	Private	GA
Paine College	1882	Private	GA
Lane College	1882	Private	TN
*Virginia State University	1882	Public	VA
Natchez Junior College	1885	Private	MS
*U. of Maryland-Eastern Shore	1886	Public	MD
Shorter College	1886	Private	AR
*Kentucky State University	1886	Public	KY
*Central State University	1887	Public	OH
Florida A & M University	1887	Public	FL
St. Paul's College	1888	Private	VA

TABLE 1 (Continued)

Institution	Year Estb.	Control	Location
Savannah State College	1890	Public	GA
West Virginia State College	1891	Public	WV
*N. Carolina A & T. State Univ.	1891	Public	NC
Elizabeth City State Univ.	1891	Public	NC
*Delaware State College	1891	Public	DE
Winston-Salem State Univ.	1892	Public	NC
Mary Holmes Junior College	1892	Private	MS
Texas College	1894	Private	TX
*Fort Valley State College	1895	Public	GA
Oakwood College	1896	Private	AL
*South Carolina State College	1896	Public	SC
*Langston University	1897	Public	OK
Voorhees College	1897	Private	SC
Grambling State University	1901	Public	LA
Coppin State College	1902	Public	MD
Albany State College	1903	Public	GA
Utica Junior College	1903	Public	MS
Bethune-Cookman College	1904	Private	FL
Miles College	1905	Private	AL
Prentiss Normal & Indus. Inst.	1907	Private	MS
Morris College	1908	Private	SC
North Carolina Central Univ.	1910	Public	NC
Jarvis Christian College	1912	Private	TX
*Tennessee State University	1912	Public	TN
Xavier University	1915	Private	LA
Norfolk State University	1935	Public	VA
Miss. Valley State University	1946	Public	MS
Texas Southern University	1947	Public	TX
Coahoma Junior College	1949	Public	MS
Southwestern Christian College	1949	Private	TX
Southern Univ.-New Orleans	1956	Public	LA
Interdenominational Theological Seminary	1958	Private	GA
Southern Univ.-Shreveport	1964	Public	LA
S. D. Bishop State Jr. College	1965	Public	AL
Lawson State Community College	1965	Public	AL

*Land-grant institution

In the Pre-Civil War Period (1837-1859), twenty-eight blacks received a college education. Those who were fortunate enough to acquire an education received one of a practical nature. It was during this era that the first institutions for blacks were founded.

The Period of the Educational Missionary (1860-1885) was characterized by white concern for the education of blacks. This concern resulted in northern missionaries migrating to the South to educate blacks who had previously been denied an education because they were slaves. After the Civil War, these missionary groups were joined by the U.S. Army and the Freedmen's Bureau, a federal agency, which also assisted in initiating the formal education of blacks. The missionary groups established schools for blacks while the Freedmen's Bureau coordinated their activities and eliminated duplication of effort (Brubacher and Rudy, 1976). The missionaries established church-supported schools which initially provided education at the primary and secondary levels. After blacks completed training at these levels, they could receive agricultural and industrial training if they desired to do so. Finally, after blacks had mastered these three levels of education--primary, secondary, and vocational education, they could receive training in the liberal arts. Throughout this period (1860-1885), the schools were administered and staffed by white representatives of the missionary groups.

In 1872, the Freedmen's Bureau's educational program ended. It was also during this time that southern legislatures questioned the activities of the northern missionaries in providing blacks with a liberal arts education. These legislatures passed laws which limited the political and civil rights of blacks and essentially repressed the feasibility of obtaining a liberal education for the majority of blacks.

Booker T. Washington, president of Tuskegee Institute, a black college, advocated vocational training for blacks. This suggestion appeased the southern white supremacists and provided blacks with an alternative to liberal arts education. Washington's campaign for vocational education gained both the approval and the financial support of southern legislatures and industrialists who foresaw a supply of skilled manual laborers.

Washington's philosophy of vocational education for blacks initiated a trend in the higher education of blacks and led to the Morrill Act of 1890. Through this Act the U.S. government prohibited payment of federal funds to states which discriminated in the admission of blacks to publicly supported schools. Southern states complied with this law by establishing separate-but-equal schools for blacks. The actions of these states were supported in Plessy v. Ferguson, where the U. S. Supreme Court endorsed the separate-but-equal doctrine (Brubacher and Rudy, 1976).

Blacks saw the establishment of these public colleges as an opportunity to administer their own education, unlike the northern missionary schools which had been staffed by whites. Brown (1980) termed this period (1886-1916) of development in the education of blacks the Period of Reaction to White Control. It was at this stage that a sufficient number of educated blacks voiced their desire to assume responsibility for administering institutions established for blacks. However, administrative control of these colleges by black presidents was hampered by whites who provided financial support to the institutions.

In 1917 the results of a survey on black education which was conducted by the Phelps-Stokes fund, a philanthropic and educational foundation, revealed that black colleges established under the Morrill Act were "separate and unequal." The results of this survey led to a court decision in 1938, Missouri ex rel. Gaines v. Canada, which struck down the separate-but-equal doctrine. As a result of this court decision, several land-grant institutions were established in the southern states as equal but separate institutions.

The establishment of separate, state-supported institutions for blacks prompted southern states to re-evaluate the educational programs at these schools. The result was an improvement in program offerings and the addition of liberal arts programs.

As southern states began to emphasize the improvement of state-supported black schools, educational foundations also began to assist these schools in acquiring staff and maintaining their facilities (Brubacher and Rudy, 1976). Brown (1980) referred to this stage as the Decade of the Great Philanthropists (1917-1927).

In the fifth era of the historical development of HBCUs, the Era of the Bureau of Education (1927-1954), the Bureau surveyed the accomplishments of black colleges, which helped to set the stage for their accreditation. Accreditation of black colleges would mean that they were full-fledged institutions and not pseudo colleges offering programs at the secondary level (Brown, 1980).

The evaluation of the quality of education at black colleges significantly affected the roles of presidents at these institutions. Presidents, who were usually black, found that they had to meet the needs of their black constituency and satisfy the needs of the white constituency who served on the accreditation board. Black presidents during this era displayed authoritarian characteristics as a method of maintaining job security, in an attempt to satisfy the demands of both black and white constituencies. Presidents had to hire faculty who had the academic credentials required by accreditation boards, which usually meant an increase in the number of white faculty at their institutions. Overall, the efforts of the Bureau of Education to verify the quality of education provided by

black institutions was significant in endorsing quality educational opportunities for blacks (Brown, 1980).

The final period of Brown's historical syntax, the Desegregation Era (1954-Present) is discussed as a period of "reverse integration" (p. 17). The Brown Decision mandated the desegregation of educational institutions by overturning the separate-but-equal doctrine. Therefore, the relationships between historically black institutions and white institutions have changed significantly.

The Carnegie Commission on Higher Education (1971) described the circumstances surrounding black colleges as follows:

1. Black students now have more options in choosing places to obtain college-level education.
2. Colleges founded for Negroes must now compete with other institutions for students and faculty.
3. Colleges founded for Negroes must now compete with predominantly white institutions for financial support from government agencies and from foundations. . . .
4. Emergence from isolation has reopened historic debates on the role of the colleges and universities founded for Negroes in educating black men and women for participation in the life of the nation.
5. The competition of colleges founded for Negroes for students, faculty, and financial resources increasingly centers less on what these colleges have achieved during the past century and more on their quality in the present as compared to white institutions (pp. 6-9).

White institutions and government agencies are still reluctant to fully recognize black colleges as significant contributors to higher education. Therefore, the black college president has historically served as ambassador to the white educational community and as chief fundraiser in

contacts with white philanthropic and government agencies. The president of a black college has to divide his/her attention between the institution and the community even more than does his white counterpart. The president of a black college must therefore have capable staff to administer the institution in his or her absence, due to ambassadorial duties. However, the pool of black administrators is limited and those selected for administrative positions must often learn on the job. Based on this observation, the pool of black administrators should be enlarged through on-the-job experiences and training seminars (Carnegie Commission on Higher Education, 1971).

In summary, presidents of HBCUs were nonexistent until the late 1800s. Since that time their roles have been described as front man, authoritarian, ambassador, and fundraiser. These terms are presumably not inclusive of all roles which a president performs for his or her institution.

Statement of Problem

The roles of a college or university president are said to be directly affected by the environments in which the institution exists. Further, it is the ability of the president to perform his or her roles which determines the institution's ability to exist in and adapt to the demands of its environments.

The environments in which TWIs and HBCUs currently exist are described as similar but not the same; therefore, one

might conclude that the roles of their presidents and the abilities or qualifications needed by their presidents are not necessarily the same. The literature provided a thorough chronology of presidential roles, but it did not address role differences between presidents of TWIs and HBCUs, even though it alluded to disparities in their environments.

Consequently, we have inadequate knowledge about the roles of presidents of HBCUs and the qualifications they need in order to perform those roles.

Assumptions

Even though the environments of HBCUs and TWIs are thought to be different, the purposes of all colleges and universities are fundamentally the same. Therefore the roles of all academic presidents are inherently similar. The environments of a particular type of institution, however, may require different role priorities and qualifications.

Purpose of the Study

The purpose of this study was to determine the most important roles of HBCU presidents and to determine the most valuable qualifications for aspiring presidents of HBCUs, based on the perceptions of selected members of two public and two private HBCUs. Further, this research sought to analyze the perceptions of participants to determine the levels of congruence within and between the two types of HBCUs.

Research Questions

For the purposes of this study, the perceptions of selected members of two public and two private HBCUs were obtained to provide answers to the following questions:

1. What are the most important roles of HBCU presidents?
2. What are the most valuable qualifications for aspiring presidents of HBCUs?

Based on the findings from the above questions, answers to the following question were sought:

3. Do participants at public and/or private HBCUs have congruent perceptions of the most important roles of HBCU presidents and the most valuable qualifications for aspiring presidents of HBCUs?

Significance of the Study

The significance of this research is based on the possible contributions it will make to the literature on academic presidencies at HBCUs. First, its results will prioritize some of the current roles of HBCU presidents, providing a basis for comparing role priorities among HBCUs and possibly between HBCUs and TWIs. Second, this study will identify the qualifications which are currently perceived by selected members of HBCUs as being most valuable in assisting aspiring presidents to prepare for and to successfully perform presidential roles at HBCUs. Third, results relating to presidential qualifications may be used to identify

training components for professional development programs for aspiring presidents of HBCUs. Last, the participants in this study have taken the opportunity to evaluate the significance of certain presidential roles and to identify qualifications they prefer in their academic leaders.

Definition of Terms

For the purposes of this study, the following definitions are presented:

Academic preparation--Formal education and/or training in discipline-related fields of study.

College, University--Four-year institutions offering baccalaureate degrees and higher level degrees. The terms will be used interchangeably.

Control--public or private.

External environment--The social context in which an institution operates, e.g., the community, state, nation, economy, and political climates.

Historically black colleges and universities (HBCUs) Higher education institutions founded for the purposes of providing education to black Americans.

Internal environment--The organizational climate, e.g., the state of institutional affairs, with reference to college and university operations and the relationships among campus constituencies.

Personal qualities--Attributes unique to certain individuals, such as courage, integrity, strength, stamina, and tactfulness.

President--The chief executive officer of a single college campus or the chancellor of a multi-campus system.

Presidential aspirant--One who desires to become the chief executive officer of a public or private HBCU.

Professional experiences--Duties and responsibilities performed while employed in academic and non-academic settings.

Roles--Sets of behaviors that persons expect of occupants in a position (Graen, 1976). A set of activities or potential behaviors associated with an office (Kahn, et al, 1964).

Role set--Those individuals who have expectations for the behavior of the individual in the particular role (Gibson, et al, 1985).

Size--Student enrollment.

Value--Contribution that one's qualifications make to his/her ability to perform position responsibilities.

Limitations

Because the environments of higher education institutions change over time, perceptions of the most important presidential roles and the most valuable qualifications identified by participants in this study will presumably also change over time. Therefore, the roles and

qualifications identified and described by this research may be applicable only during a particular time period.

Additionally, the participants in this study were asked to provide their views on presidential roles and presidential qualifications for the population of public and private HBCUs. However their views may not be representative of the HBCU population and should not be construed as such.

CHAPTER II

REVIEW OF LITERATURE

The following review of literature presents qualifications most frequently desired in presidents of American colleges and universities. They were considered valuable to the performance of presidential roles.

Presidential Qualifications

Presidents of colleges and universities lead the nation's primary scientific, cultural, and intellectual institutions (Ryan, 1984). As discussed in Chapter I, the roles of academic presidents change over time in response to environmental factors. Therefore, the qualifications of the individual who is selected to serve as a college or university president should be a reflection of the institution's environments and its needs (Prator, 1963; Nason, 1980).

Kauffman (1974) stated that the

Criteria for the selection should be related to the needs of the individual institution. The challenge is to match specific talents, skills, experiences and commitments to one's own institution (p. 36).

Therefore, a situational appraisal of the institution should be conducted prior to establishing criteria for selecting a president (McKenna, 1972).

Even though the environment of colleges and universities may require specific leadership skills at particular times, Millett (1980) recognized that certain attributes are expected of leadership in the academic community, presumably regardless of the particular environment. These include familiarity with and respect for the academic community, emotional stability, managerial competence, and the ability to motivate members of the institution to advance in learning achievement. Responsibility for leadership of a college or university is delegated to its president, who must possess these attributes. Therefore, Millett summarized these attributes into categories of competence and style to explain the objectives of presidential leadership. He stated that presidential leadership should include an understanding of and a commitment to the academic community, planning and management competence, planning and governance competence, and leadership style.

With reference to the effect of environmental factors on the roles of college and university presidents and the need for these institutions to select presidents who will achieve specific leadership objectives, a question remains as to what the qualifications of college and university presidents should be. Studies by Bolman (1965), Kauffman (1974), and Nason (1980) revealed that presidential search and selection committees give credence to candidates' academic preparation, professional experiences, and personal qualities.

Academic Preparation

Bolman (1965) stated that presidents should have direct experience in scholarship through rigorous training, recognized by an appropriate degree. A basic qualification for presidents is that they have earned a doctoral degree. This is required because of the president's role in providing leadership for academic faculty. In order to gain the respect of faculty, the president must have had the experience of being among their ranks.

Studies conducted by Ferrari (1968), Duea (1981), Carbone (1981), Tutcher (1981), and Cohen and March (1986) revealed that the majority of American academic presidents responding to their surveys have an earned doctorate in the humanities, education, or religion. A study of 2,105 colleges and universities conducted by the American Council on Education (1988) revealed that approximately 43% of academic presidents received their highest degree in education. Humanities and fine arts and social sciences were the second and third academic fields in which a significant number of presidents (16% and 12%, respectively) received their highest degree. From these results, one might conclude that a terminal degree in one of these fields is of some significance in preparing one for the presidency or at least in making one attractive to presidential search committees.

Professional Experience

Research by Ferrari (1968) to ascertain the professional experiences or career paths of college and university presidents revealed that nearly all presidents had college teaching experience at the professorial level. This finding supported Bolman's (1965) view that presidents should have, at some point in their careers, served within the ranks of those they propose to lead.

In 1980, Sternecker conducted research to develop a descriptive, composite profile of college and university presidents recently appointed to public and private four-year American institutions. With reference to professional experiences, he identified three key pre-presidential positions a person should hold: academic vice president/provost, administrative vice president, and dean.

The results of Duea's 1981 study to identify professional experiences that shaped the careers of American academic presidents revealed five experiences, in order of importance, perceived as being most valuable to respondents: vice president, deanships in higher education, teaching in postsecondary education, other administrative experiences (other institutional presidencies, assistant to the president, and chancellor), and managerial experiences in business and industry.

Results of a study of 1,406 former college and university presidents conducted by Carbone (1981) revealed that 311 (22%) had held positions outside of academia, such

as membership in a religious order, military positions, and government positions. He stated that moving into the presidency from outside of academe was more prevalent in church-related colleges and universities. Participants in Carbone's study identified deanships, professorships, and department chair positions as best sources of experiences for those seeking presidencies.

Tutcher (1981) also investigated the career patterns of presidents of American public post-secondary institutions. Her random sample of 493 presidents revealed that most presidents had risen to the presidency from other administrative positions, such as vice presidencies and deanships.

In 1984, Poskozim researched position openings advertised in the Chronicle of Higher Education from September, 1982 to June, 1983 to determine the career paths of individuals selected to fill those positions. Positions studied included professorships, assistant directors, associate deans, associate provosts, provost, and president. He identified 907 newly available positions which included 158 presidential vacancies. Results of this investigation revealed that 85% of the presidential positions were filled externally by individuals moving from provost positions, persons making lateral moves from other presidencies, and by those who came directly from deanships.

Based on an investigation of perceived leadership and ambiguity of the American college and university presidency,

Cohen and March (1986) identified a six-rung ladder or promotional hierarchy of academic presidents. Elements in this hierarchy included entry as student, teacher, or minister and a progression through the positions of professor, department chairman, dean, provost or academic vice-president, to the position of president. The authors also stated that this hierarchy was not always rigidly followed, for presidents did not always progress within this career ladder at a single institution.

The American Council on Education's (1988) survey of 2,105 colleges and universities revealed that 42% of academic presidents had served as vice president prior to entering the presidency. Two thirds of these individuals were recruited from the same institution or from a similar institution. These results indicated a tendency for presidential search committees to promote from within academe those individuals who have moved through the academic ranks at that institution or at an institution which functions in similar environments. The results of the study also revealed that smaller percentages of academic presidents came from the positions of dean and president, 18% and 17% respectively. These results indicated that one does not have to move completely through the academic hierarchy and that lateral movement between academic presidencies is prevalent.

Personal Qualities

Strider (1981) stated that the personal or human qualities of the college and university president may be more significant in the long run than the individual's technical or managerial abilities. He therefore stated that the president should be an

imaginative and courageous leader, a thoughtful human who is gifted with amplitude of spirit . . . which means that he or she should have breadth of view, tolerance, generosity, openness, and flexibility (p. 36).

The personal qualities of college presidents tend to be de-emphasized, according to Shaw (1981), because they are difficult to measure. He identified leadership style, the capacity to understand the institution's history and its present and future needs, the ability to communicate effectively and to listen, the ability to resolve conflicts constructively without taking matters personally, a positive self image, and the ability to securely delegate authority and to monitor progress as significant personal qualities to be found in a president.

Abrell (1978) suggested that a compatibility audit instrument be used by search committees for matching the presidential candidate to the institution's situation (Table 2). The instrument lists numerous personal qualities that should be sought in a president depending on the present environment of the institution. This method is used to increase the probability that the institution selects an individual who can appropriately address its needs.

TABLE 2

COMPATABILITY AUDIT INSTRUMENT
FOR MATCHING CANDIDATE
AND SITUATION

Existing Situation Elements	Leadership Capabilities
Large urban university currently serving many publics	Works well with different racial, ethnic, and religious groups, has mediating skills, works well under pressure emanating from many sources, is a good image maker
Small rural university currently serving only a few publics	Works closely with a few groups, friendly, patient, understanding, bucolic, and perhaps conservative.
Lack of overall direction without a unifying mission; to do too much for too many	Foresight, initiative to set goals, ability and willingness to set priorities, and ability to unify faculty and students
Severe financial problems	Fund raising abilities, political astuteness, can work well with legislators, and possesses financial expertise.
Institution and faculty are resistant to change	Innovative, creative, imaginative, inspirational, argues intelligently and persuasively, and can motivate others.
Poor morale and high turnover among faculty	Sensitive to the needs of faculty, believe in participative management, sense of fair play, diagnostic skills, and is other-centered without being other directed

Peck (1983) conducted an investigation to identify characteristics of successful administrations of small colleges in the United States. Characteristics of success that he identified, after studying nineteen colleges, included an entrepreneurial spirit, intuitive decision making, an effective intelligence gathering network, a future-focused administration, and a tendency to leave options open. Peck stated that presidents of successful small colleges rely heavily on intelligence rather than on hard data, are opportunistic, are able to make uncertainties work to their advantage, are risk takers, use team management as a basis for screening administrative officers to match the needs of the institution to the skills of the individual, plan for the future of their institution, and use intuitive decision making.

Murphy (1984) identified numerous personal qualities which he perceived as being essential for college presidents in the twenty-first century. These included the ability to cope with higher levels of uncertainty and continuous adversity. College presidents, according to Murphy, must also be proactive, anticipatory, willing to delegate responsibility, and civic leaders in local communities. Twenty-first century presidents must be capable of establishing relationships with external constituencies in order to acquire support for academic programs. Other personal qualities identified by Murphy include above-average intelligence, mental stability, a high energy level, the

ability to provide direction to the institution, sound interpersonal skills, and political astuteness.

Mooney (1988) wrote that observers of higher education believe that academic presidents are being chosen more for non-academic skills. This "new breed" of presidents was described as creative, entrepreneurial managers who are risk takers and less enslaved by academic values. Observers indicated that emphasis is on finding manager-leaders who can ensure that the institution adapts to environmental changes.

Summary

The literature revealed that presidential roles are a function of the environments of colleges and universities. Therefore, the individual who is selected to provide presidential leadership must possess the specific skills, knowledge, and ability to perform these roles dictated by the college's environments. The task, then, in the process of presidential selection is to match individual qualifications to the needs of the college or university at a particular time.

The screening process for college presidents emphasizes primarily three types of qualifications--academic preparation, professional experience, and personal qualities. Recent studies have identified the most prevalent qualifications of current and past college presidents in these three areas.

The predominant academic preparation of American college presidents was an earned doctoral degree in the humanities and fine arts, education, social sciences, or religion. Professional experience of college presidents were characterized by a tendency to move through the academic ranks, which constitutes upward movement through the positions of professor, department head, dean, academic vice-president, and president. Progression through these positions, in some instances, may not be typical, because several presidents received pre-presidential professional experience external to academic environments.

With reference to personal qualities, the literature acknowledged that these are difficult characteristics to measure in a presidential candidate, but their significance to the process of selecting the right individuals should not be minimized. Typical personal qualities identified as important to a successful college president include the abilities to be proactive, to display good interpersonal and communication skills, to cope with high levels of uncertainty, and to delegate responsibility.

Even though the literature identified specific types of qualifications desired for college presidents, one must remember that the preferred academic preparation, professional experiences, and personal qualities of college presidents are a function of institutional environments. Therefore, qualifications desired of college presidents may differ over time.

CHAPTER III

METHODOLOGY

Utilizing the structured interview, answers to the following research questions were sought:

1. What are the most important roles of HBCU presidents?
2. What are the most important qualifications for aspiring presidents of HBCUs?

Based on the findings from the above questions, answers to the following question were sought:

3. Do participants at public and/or private HBCUs have congruent perceptions of the most important roles of HBCU presidents and the most valuable qualifications for aspiring presidents of HBCUs?

The Interview Method

An interview is the face-to-face administration of a questionnaire to obtain answers pertinent to the research problem (Gay, 1981; Cohen and Manion, 1980; Kerlinger, 1979). It is considered the best instrument available for sounding feelings and attitudes (Kerlinger, 1979).

The interview method, considered a valuable tool for educational research, has numerous strengths and weaknesses.

The strengths of the interview method include its potential to produce indepth data and to provide the interviewer with a more complete picture of the respondent. It also affords the interviewer opportunities to clarify and rephrase questions, to confront respondents' inconsistencies, and to establish a rapport with the respondent. Potential weaknesses of the interview method center on the data and the interviewer. Data typically do not lend themselves to quantitative analyses, and results are usually not generalizable because of the typical use of small samples. The interviewer may also present a potential weakness in the interview method, if he or she is not skilled in interviewing techniques (Gay, 1981; Issac and Michael, 1981; Williamson, et al., 1977).

With due consideration to the strengths and weaknesses of the interview method, the researcher selected this data collection technique as the best method for obtaining indepth information from respondents on a subject which has not been widely addressed in the literature.

Procedures

As a method of validating the instrument for this study, the researcher employed a pilot study. The procedures used and their results are presented in the following sections.

Population

The population was the current presidents of ninety-five HBCUs. Of these presidents, forty one (43%) served at public

institutions while fifty four (57%) served at private institutions. A listing of current HBCU presidents and their addresses was obtained from the National Association for Equal Opportunity (NAFEO) in Higher Education, a Washington, D. C. based association of HBCUs.

Instrument

The construction of the instrument was based on information gleaned from the literature, as discussed in Chapters I and II. The literature revealed numerous roles which an academic president may perform. However, the relative importance of the roles may vary depending on the environments of the institution at a particular period in time. It further stated that the ability of the president to perform certain roles may depend on his or her qualifications (academic preparation, professional experience, personal qualities) for the position.

Based on assertions in the literature, a questionnaire was designed in two parts: presidential roles and presidential qualifications (See Appendix A). In Part I (Presidential Roles) of the instrument, respondents were asked to rank thirteen items in terms of perceived importance (with number one being most important), based on their experience as an HBCU president. Part II (Presidential Qualifications) consisted of three subsections: academic preparation (13 items), professional experience (10 items), and personal qualities (13 items). Based on their experience

as an HBCU president and the perceived importance of the roles in Part I, respondents were asked to rank items in each subsection of Part II (with number one being most important) in terms of their perceived value to those who aspire to become presidents of HBCUs. In both parts of the questionnaire, respondents could choose to omit items in their rankings which they felt were not important, add items which they felt important, and comment on any or all of the items.

Prior to distributing the pilot questionnaire, the researcher sought the assistance of a panel of experts in establishing its face validity--"the degree to which the test appears to measure what it purports to measure" (Gay, 1981, p. 111). The panel consisted of four individuals--two members of national organizations representing the concerns of HBCUs, one HBCU president, and one presidential aspirant. The panel reviewed the instrument for relevancy of items to the research questions, clarity of instructions and items, and redundancy. Comments from the panel were considered prior to final revision of the instrument.

The questionnaire was mailed during the fall semester of 1987 with accompanying cover letters from NAFEO, the current president of the researcher's undergraduate alma mater, and the researcher. The letter from the researcher explained the purposes of the study, the data collection methodology, and possible uses of the results, and provided anonymity to respondents.

Results

Of the ninety-five questionnaires distributed, twenty six were returned. Twelve (46%) responses came from presidents of public HBCUs while fourteen (54%) were from presidents of private HBCUs. Analyses of the responses utilizing descriptive statistics are presented in the following tables. Each table includes each item's rank, its mean, the number of responses to each item, and the standard deviation. Using the mean response, each questionnaire item is presented in rank order based on the average rating each item received.

Respondents' rankings of presidential roles based on perceived importance are presented in Table 3. Respondents' rankings of the value of qualifications (academic preparation, professional experience, and personal qualities) to presidential aspirants are presented in Tables 4, 5, and 6, respectively.

TABLE 3
 MEAN RANKINGS OF
 PRESIDENTIAL ROLES
 (PILOT STUDY)

Rank	Item	Mean	N	SD
1	To provide leadership in the shaping and reshaping of institutional goals	2.96	26	2.55
2	To administer the institution in a constructive fashion so as to enhance the achievement of its mission.	3.00	26	2.18
3	To articulate a vision for the institution.	3.20	25	2.42
4	To provide leadership to internal and external constituencies regarding the value and worth of the institution.	3.38	34	2.14
5	To create and maintain a sense of common institutional direction and self esteem.	3.75	24	2.85
6	To generate and secure public support of institutional needs and goals.	4.46	24	2.75
7	To promote and uphold the academic standards of the institution.	4.73	26	3.31
8	To provide leadership for the governing board.	6.17	23	4.34
9	To implement existing board policies.	6.36	25	4.05
10	To allocate money, manpower, or equipment after board approval.	7.20	25	3.83

TABLE 3 (Continued)

Rank	Item	Mean	N	SD
11	To recommend personnel matters and new policies to the board.	7.88	24	4.04
12	To appear and officiate at functions on and off campus.	8.32	22	4.58
13	To take charge when the institution must participate in negotiations with other parties.	8.38	24	4.27

TABLE 4
MEAN RANKINGS OF
ACADEMIC PREPARATION
(PILOT STUDY)

Rank	Item	Mean	N	SD
1	Education	2.05	20	1.83
2	Business Fields	2.91	22	2.37
3	English/Language Arts	3.81	16	2.27
4	Philosophy	4.00	12	2.41
5	Social Sciences	4.35	17	2.89
6	Psychology	4.69	16	2.80
7	Law	4.79	19	2.80
8	Mathematics	6.13	15	3.68
9	Religion/Theology	6.46	13	3.91
10	Agriculture	7.10	10	4.25
11	Fine Arts	7.50	10	3.69
12	Foreign Languages	7.77	13	4.23
13	Health Fields	8.75	12	4.08

TABLE 5
 MEAN RANKINGS OF
 PROFESSIONAL EXPERIENCE
 (PILOT STUDY)

Rank	Item	Mean	N	SD
1	Academic Vice President	2.26	23	1.15
2	President	2.57	21	2.17
3	Academic Dean	3.45	22	1.34
4	Fundraiser	3.67	21	2.46
5	Business Executive	4.50	20	2.58
6	Professor	4.95	22	2.22
7	Department Chair	5.05	18	1.96
8	Lawyer	6.61	18	2.58
9	Politician	7.93	15	2.77
10	Minister	8.00	15	2.83

TABLE 6
 MEAN RANKINGS OF
 PERSONAL QUALITIES
 (PILOT STUDY)

Rank	Item	Mean	N	SD
1	Effective manager	2.73	26	1.95
2	Good interpersonal skills	3.69	26	2.60
3	Effective communicator	3.72	25	2.76
4	Above-average intelligence	4.15	20	3.29
5	High energy level	4.96	25	3.42
6	Intuitive	5.78	18	3.12
7	Fundraiser	5.91	22	3.69
8	Risk taker	6.26	19	3.51
9	Diagnostician	6.32	19	3.18
10	Politically astute	6.38	21	3.46
11	Future focused	6.48	21	3.50
12	Proactive	7.00	20	4.74
13	Conservative	10.38	13	4.11

Additional items provided in each part of the questionnaire were as follow:

I. Presidential Roles

- To defend existence of the HBCU
- To be a Messiah for the small black college
- Fundraising
- Recommend competent people to the board

II. Presidential Qualifications

A. Academic Preparation

- Management
- Higher Education
- No priorities
- Administration
- Engineering
- Liberal Arts

B. Professional Experience

- Faculty member
- Executive Vice President
- ACE Fellow
- Vice-President (any area)

C. Personal Qualities

(no additional items provided)

Comments provided by respondents in each part of the questionnaire were as follow:

I. Presidential Roles

- All items are important at a given time.
- Items are difficult to rank because all of them are very important in a successful administration where the president is a strong leader.

II. Presidential Qualifications

A. Academic Preparation

- Either field would be appropriate.
- Any field of study is sufficient. One should demonstrate excellence in teaching, research, and service first, then excellence in academic administration.
- A president can possess any of the listed academic credentials. What is important is the match between the credentials and the type of institution.

B. Professional Experience

- All of these are helpful backgrounds for a college president.

C. Personal Qualities

- Items are difficult to rank because all of them are very important in a successful administration where the president is a strong leader.

Selection of the Sample

From those individuals who participated in the pilot study, the researcher randomly selected four institutions as prospective participants in the study. The four institutions consisted of two public and two private HBCUs.

The researcher contacted the presidents of the four HBCUs by letter requesting their institution's participation in research utilizing the structured interview. The letter explained the purposes of the research, the data collection method, and how the institution was selected to participate. Permission was requested to interview the president, academic vice president, and the chair of the faculty senate or a senior faculty member. Enclosed with the letter were a consent form which the president could use to indicate the institution's willingness to participate and an authorization form permitting the researcher's visit to the campus to conduct interviews with the specified individuals (see Appendix B).

Although the HBCU presidents were the primary subjects of the study, views of other principal academic leaders were obtained to ascertain expectations of the presidents' roles from members of their role set (Gibson, et al., 1985). According to Kahn, et al., (1964),

all members of a person's role set depend upon his performance in some fashion; they are rewarded by it or they require it in order to perform their own tasks. Because they have a stake in his performance, they develop beliefs and attitudes about what he should and should not do as part of his role (p. 14).

These beliefs and attitudes constitute role expectations which may include preferences for specific acts, personal characteristics, beliefs, thought patterns, and interpersonal skills. Preferences of those in the role set represent standards by which the focal person, the person in a

particular position, will be evaluated by members of that role set.

The Sample

The sample included twelve members of four historically black colleges and universities. The participants represented two public and two private HBCUs located in the southwestern and southeastern United States.

Each type of institution was represented by six individuals or three from each institution, holding positions as president, academic vice president, and senior faculty member. Each position was represented by four individuals. Participants included seven males and five females. The four presidents were male. Academic vice presidents included two males and two females. Senior faculty members included three females and one male.

The participants' combined professional experience as members of HBCUs totaled 284 years. Tenure in the current position ranged from three to twenty-nine years for presidents, four to sixteen years for academic vice presidents, and one to twenty-five years for senior faculty members.

Instrument

Based on the respondents' comments and their ability to rank the items in the pilot study, the researcher concluded that the items in each part of the instrument differed in importance or value when compared to each other. However, a

question remained for the researcher: What is the importance or value of each item when considered individually?

In an effort to answer this question, the researcher developed an interview schedule consisting of items used on the pilot study instrument, additional items provided by participants in the pilot study, and additional items obtained from continuous review of the literature. The instrument and the definition of selected terms contained in the instrument are presented in Appendix B. Interviewees were asked to rate each item on a five-point, interval scale in terms of its perceived importance or value. The perceptions represented by each point on the scale were as follows: 1 = of no importance or value; 2 = not very important or valuable; 3 = undecided; 4 = somewhat important or valuable; and 5 = very important or valuable.

Prior to data collection, the researcher validated the interview schedule by conducting several practice sessions. These sessions were undertaken to assist the researcher in developing and improving interviewing skills, identifying possible interviewer biases, identifying any weaknesses in schedule items and its administration, and estimating the length of the interview (Gay, 1981; Kerlinger, 1979; Williamson, 1977).

Data Collection

Data were collected utilizing the structured interview at the site of the participants. The structured interview

was considered the most effective interview method, affording the researcher opportunities for control over the data collection process (Cohen and Manion, 1980; Kerlinger, 1979). The interview was also considered by the researcher as the most effective means of understanding the variability of responses evidenced by results of the pilot study.

Prior to initiating the interview, the researcher introduced herself to participants, explained the purposes and procedures of the research, allowed participants to ask questions about the research, assured participants of anonymity, and indicated that their responses would be hand recorded and electronically recorded with their consent (Williamson et al., 1977; Tuckman, 1972). After participants consented to a tape-recorded interview, data were collected in the following manner: descriptive information (job title, number of years in current position, and number of years experience at HBCUs) was gathered from each participant; instructions were read for rating items in each part of the instrument; the interviewee was provided a visual aid which contained the rating scales; the rating options were defined by the researcher; the researcher read each item on the instrument, asking the interviewee to rate the item and to comment on his/her rating of each item. At the conclusion of the interview, the researcher informed participants that results of the study would be shared with them upon completion and approval of the research.

Data Analysis

Data collected from each of the four HBCUs were presented separately. Each presentation contains a brief description of the HBCU and each of its participants, tables containing participants' ratings of each of the questionnaire items, participants' comments on their ratings of questionnaire items, and a brief institutional summary which analyzes the level of congruence among participants within each HBCU.

The participants' ratings of questionnaire items were used to determine the average rating or mean score for each item by type of HBCU and by position (president, academic vice president, and senior faculty member). The relative importance or value which participants attributed to items in each section of the questionnaire was then determined by calculating the grand mean. The grand mean was used to separate items perceived as being most important or valuable from those perceived as being less so. Mean scores in each section of the questionnaire which were greater than the grand mean for that section were identified as representing items perceived as being most important or valuable.

Comparisons were then made between public and private HBCUs, among participants at each type of HBCU, and between positions at public and private HBCUs, relative to items perceived as being most important or valuable. Based on those comparisons, the researcher identified areas of agreement and disagreement between and within public and

private HBCUs. Comments provided by participants were used in discussing areas of agreement and explaining areas of disagreement.

CHAPTER IV

FINDINGS

Answers to the following questions were sought by conducting structured interviews with presidents, academic vice presidents, and senior faculty members at two public and two private HBCUs:

1. What are the most important roles of HBCU presidents?
2. What are the most valuable qualifications for aspiring presidents of HBCUs?

Based on the findings from the above questions, answers were sought to the following question:

3. Do participants at public and/or private HBCUs have congruent perceptions of the most important roles of HBCU presidents and the most valuable qualifications for aspiring presidents of HBCUs?

This chapter contains a presentation of data collected during interviews with selected members of two public and two private HBCUs, followed by an analysis of the data and the research findings. Data are presented by providing a brief description of each institution and each participant, a table containing the participants' ratings of questionnaire items, the participants' comments on their ratings of those items,

and an institutional summary which addresses the levels of congruence within each institution. Data were analyzed by type of institution and by the participants' position for the purpose of addressing the research questions.

Public HBCU No. 1

Tables 7, 8, 9, and 10 contain the ratings provided by the president, academic vice president, and the senior faculty member.

Institutional Profile

A rural, land-grant university located in the southwestern United States with an average enrollment of 5,000. The institution offers academic programs leading to associate, baccalaureate, and master's degrees.

President

Gender: Male

Number of years in current position: 5

Number of years experience working at HBCUs: 13

Presidential Roles

Of the twenty-one items presented, ten were rated very important. The president prefaced his ratings of these roles as being very important by describing his institution as one which is undergoing extensive growth and change in its image and internal operations.

TABLE 7
PUBLIC HBCU NO. 1
PARTICIPANTS' RATINGS OF
PRESIDENTIAL ROLES

Item	Participant		
	A	B	C
1. Articulating a vision	5	5	5
2. Shaping and reshaping goals	5	5	5
3. Planning for future directions	5	5	5
4. Ensuring achievement of mission	5	5	5
5. Implementing board policies	5	4	5
6. Recommending policy changes to the board	5	5	5
7. Providing leadership for the board	4	4	4
8. Managing resources	5	5	5
9. Ensuring that academic programs progress	4	5	4
10. Preserving identity, freedom, and integrity	4	5	5
11. Upholding academic standards	4	5	5
12. Ensuring collection of institutional data	4	5	5
13. Ensuring periodic assessment of operational policies	4	5	5
14. Encouraging participation in international programs	2	2	2
15. Assembling an administrative team	5	5	5

TABLE 7 (Continued)

Item	Participant		
	A	B	C
16. Providing leadership during crises	5	5	5
17. Providing an environment for development of leadership	3	5	5
18. Providing a sense of unity for achievement of common goals	4	5	5
19. Securing financial support	5	5	5
20. Keeping constituencies informed of institutional developments	4	4	5
21. Representing the institution in all public dealings	4	2	4

A - President	5	very important
B - Academic Vice President	4	somewhat important
C - Senior Faculty Member	3	undecided
	2	not very important
	1	of no importance

TABLE 8
PUBLIC HBCU NO. 1
PARTICIPANTS' RATINGS OF
ACADEMIC PREPARATION

Item	Participant		
	A	B	C
1. Agriculture	1	5	3
2. Business Fields	4	5	5
3. Education	1	5	4
4. English/Language Arts	2	5	4
5. Fine Arts	1	5	4
6. Foreign Languages	1	4	2
7. Health Fields	1	5	2
8. Law	1	5	4
9. Mathematics	1	5	4
10. Philosophy	1	5	4
11. Psychology	1	5	5
12. Religion/Theology	1	5	4
13. Social Sciences	1	5	4

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 9
PUBLIC HBCU NO. 1
PARTICIPANTS' RATINGS OF
PROFESSIONAL EXPERIENCE

Item	Participant		
	A	B	C
1. Academic Vice President	3	4	5
2. Academic Dean	5	4	5
3. Business Executive	2	4	4
4. Department Chair	3	4	4
5. Fundraiser	2	5	4
6. Lawyer	2	2	2
7. Minister	2	2	2
8. Politician	2	4	2
9. Professor	4	5	5
10. ACE fellow	4	5	5
11. President	5	5	5

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 10
 PUBLIC HBCU NO. 1
 PARTICIPANTS' RATINGS OF
 PERSONAL QUALITIES

Item	Participant		
	A	B	C
1. Proactive	4	5	4
2. Interpersonal skills	5	5	5
3. Effective communicator	5	5	5
4. Diagnostician	4	5	5
5. Above-average intelligence	4	5	5
6. Politically astute	5	5	5
7. Effective manager	5	5	5
8. Future focused	5	5	4
9. Intuitive	3	5	5
10. Risk taker	4	4	4
11. High energy level	5	5	5
12. Conservative	3	4	4

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

Articulating a vision, shaping and reshaping goals, and planning for future directions were considered very important roles for a president at an institution that is changing and aspiring to be something other than what it is. Having a vision was considered essential, along with the ability to communicate it and get others to subscribe to it.

Implementing board policies and recommending policy changes to the board were discussed in the context of the difference between a "good" and "bad" board. A good board was defined as one that has few policies which should be adhered to strictly. A bad board is one that makes policies about things it should not and gets involved in the daily operations of the institution. The president stated that recommending policy changes to a "bad" board is a very important role of the president.

Maintaining a qualified administrative team, the president said, is the most important long-term role that the president performs. He stated that the institution is changed most by changing the people within it. New ideas and administrative techniques will affect the future directions of the institution.

Providing leadership in times of crisis was also described as an essential role of the president. When asked how important communication is in managing crises, he stated that it was very important, but not the most important thing. "Intelligence, finding out as quickly as possible what is going on and why" was considered more important.

With reference to securing financial support for the institution's needs and goals, the president stated that financial support was "necessary but not sufficient." When asked whether he felt that the size of the institution's endowment was a factor in its perceived image and status, he stated, "One can have a lot of money and be lousy, but you can't be great without money."

Presidential roles rated somewhat important were providing leadership for the board; ensuring progress or adaptability in academic programs; preserving the university's identity, freedom, and integrity; upholding academic standards; ensuring collection and maintenance of institutional data; ensuring periodic assessment and revision of operational policies; providing a sense of unity and direction toward common goals; informing constituencies of university progress and developments; and representing the university in dealings with the public.

The importance of providing leadership for the governing board was said to vary depending on the situation. The president again referred to the definition of a good and a bad board. He stated that a good board provides an element of leadership and will adopt certain directions. The president will provide options to the board and will specify his/her preferred direction. When an option or direction is approved and adopted by the board, a good board will assist in bringing it to fruition. This assistance means becoming actively involved in raising funds, working with the

legislature, and showing support for the university on and off campus, with the intention of showing that policies are carried out in support of the president. A bad board, on the other hand, simply approves an option or direction without supporting it to fruition.

The president felt that upholding academic standards and ensuring that academic programs progress with the needs of constituents and the environments were essentially the responsibility of the academic vice president. He added that if these roles are not performed by the person in that position, the president should provide the necessary leadership or get another academic vice president.

With reference to preserving the university's identity, freedom, and integrity, the president stated that preserving was not always what needs to be done. He felt that preserving traditions was not important and that creating new situations was more important. Preserving the university's integrity was considered a fundamental presidential role.

Ensuring that institutional data are collected and maintained and that operational policies are assessed and revised were also considered delegated roles. However, the president should ensure that they are being done. These roles were considered important but not one of the most important roles for a president.

Providing a sense of unity and direction toward the achievement of common goals was also considered somewhat important but difficult to accomplish during a period of

change. He stated that one should not expect unity during change.

Keeping constituencies informed of university progress and developments and representing the university in all public dealings were considered to be roles which could be shared with others within the university. The president felt that it was important for a variety of persons to be able to represent the university well. He stated that the expectations of companies, agencies and the federal government that the university always be represented by the president is not a realistic expectation. If the institution has limited managers, the president usually has to attend meetings with such agencies; however in larger institutions which have adequate staff, the president does not have to attend all meetings. As a result of this, he/she is unfairly perceived as not caring about the institution's relationship with certain agencies.

Providing an environment which is conducive to the development of leadership was the only item about which the president was undecided. He stated that one has two options--to hire experienced personnel or to hire inexperienced personnel. "If one chooses to hire inexperienced staff, one should ensure that they have the opportunity to grow, but if one hires experienced staff, he does not have to worry about that as much," he commented. When asked how one could rejuvenate staff whose growth may have been stifled, he stated that sabbaticals had been very

successful in some instances, but the resources to provide this professional development opportunity for all who need it are limited.

Encouraging the university's participation in international programs and activities was rated not very important. The subject stated that this may be an important presidential role at an institution which has a tradition of participating in international programs, but in general, it is not a very important role.

Academic Preparation

Of the thirteen items presented, the president did not perceive any as very valuable. One item, business fields, was rated somewhat valuable, and the remaining items were rated of no value.

The subject stated that a president should basically be an academician, a role model, and be able to provide leadership. "In the day-to-day operations, one's academic area does not matter much," he commented. The essential thing is that the individual have academic credentials.

Business fields were considered somewhat valuable in helping the president with the fiscal management of the institution. He stated that the financial management of institutions could be improved if the president had some background in business.

Professional Experience

Of the eleven items, the president rated the positions of academic dean and president very valuable. Having had experience as academic dean was perceived as being very valuable because it gave one the experience of being a general manager, in a business sense. The academic dean "runs his shop" as opposed to the academic vice president, who serves in a staff position to the president. The person who runs his/her shop is the one who has valuable experience for the presidency. "The academic deanship is the highest level at which one functions independently," he stated.

Having experience as an academic president was considered very valuable because one would have acquired some exposure to and experiences in performing presidential roles and responsibilities. The president stated that having served as a successful president is most desirable. "An unsuccessful presidency may indicate weaknesses others may not want to inherit."

Experience as a professor was rated somewhat valuable because it provides the experience of working in academia. Having been an ACE fellow was also considered somewhat valuable but not as preparation immediately prior to a presidential appointment.

When asked his feelings about training a pool of administrators for HBCU presidencies, he stated that he preferred the notion of "grow your own." This entails looking for administrators who have experience working in

both black and non-black schools and/or industry. The strategy involves benefitting from experiences gained elsewhere, rather than doing lots of inhouse training. "The objective is to find experienced persons," he emphasized. He further commented that a "change situation" does not permit opportunities for extensive inhouse training.

The president indicated undecidedness about the value of experiences as academic vice president and department chair. He stated that movement through the ranks was not absolutely necessary and rarely happens anymore.

Professional experiences as a business executive, fundraiser, lawyer, minister, and politician were rated not very valuable. The business executive was described as unable to understand the academic culture. Experience as a fundraiser was considered valuable but not when compared with other things. He stated that one's need for fundraising experience will also depend on the institution and the source of the majority of its funds. Other items were considered of no value.

Personal Qualities

Of the twelve items presented, six were rated very valuable--good interpersonal skills, effective communicator skills, politically astute, effective manager, future focused, and a high energy level. The president stated that his reasons for rating these items as such were reflected in his comments on other items. With reference to being future

focused, he further commented that the president, more so than anyone else is the guardian of the institution. Therefore, he/she has the responsibility of looking beyond the range of others. Additional comments concerned risk taking and being conservative. He stated that a president can take risks but at the same time operate conservatively. "He/she should maximize the probability of success and proceed in a deliberate way," he said.

In summary, the president commented that if he tried to distinguish between being the president of an HBCU and being president of a TWI, those things which distinguish the two are probably not the most important. "A good, solid approach to the job is most important," he stated. With reference to presidential qualifications, he stated that the perceived mission of the institution will shape, to a large degree, the characteristics which one wants in a leader. "Rather than writing a prescription for an HBCU president, it would be easier to write a prescription for being a good president," he concluded.

Academic Vice President

Gender: Male

Number of years in current position: 5

Number of years experience at HBCUs: 5

Presidential Roles

The academic vice president rated sixteen items very important. He stated that articulating a vision is very important because the institution must have a clear and central purpose for its existence, which the president represents. "The president must define that character, articulate it, and represent it," he commented.

Shaping and reshaping the institution's goals and planning for future directions were considered fundamental roles of the president. "The president should provide leadership in ensuring that the institution proceeds in the direction it needs to go, has to go, and wants to go," he said.

The interviewee stated that the president has the fundamental position and authority to ensure that the right people are in the right place so that the mission is achieved. This is a very important role for the president because he/she will be held accountable to the public, the state, or some private entity for ensuring that the mission is achieved.

Recommending policy changes to the board and ensuring that academic programs progress with environmental demands were also considered fundamental roles of the president. Development within academic programs, he stated, is a fundamental presidential role because that is what the university is all about.

With reference to maintaining the university's identity, freedom, and integrity, the vice president stated that this is an important role at any institution, but it is particularly important to HBCUs and predominately black universities (PBUs) because of the ambiguity and concern surrounding their purposes. He further stated that maintaining the university's freedom and integrity is fundamental and very important. However, maintaining its integrity, that is ensuring that it continues to do what it is supposed to do in a respectable manner, is not always easy to do.

Maintaining the academic standards was considered very important, depending on the standard. If the standards are less than they should be or not what is considered acceptable or competitive, they should not be maintained, but improved.

Ensuring that institutional data are compiled and maintained was considered very important but sometimes restricted by limited resources. The vice president stated that finding a person with the level of expertise and commitment required is sometimes difficult. One cannot make good decisions without information on which to base those decisions, he added. Gathering information also relates to periodically assessing operational policies and procedures and revising them as needed.

With reference to assembling and maintaining a qualified administrative team, the vice president stated that the

president should not want anyone in a leadership position who is not competent.

When asked how important it is for the president to provide leadership during times of crises, he said providing leadership in times of crises is as essential as providing leadership during non-crisis situations.

When commenting on the need for the president to provide an environment conducive to the development of leadership, the interviewee stated that presidents often make mistakes in this area by assuming that others within the institution cannot provide "solid" leadership. It is important to allow others the opportunity to apply their competence in leadership roles. "The president should not apply leadership exclusively," he emphasized.

Providing a sense of unity for the accomplishment of common goals was considered very important, with the stipulation that a variety of people be involved in establishing those goals. The vice president said that goals cannot be established by one person who then attempts to force them on others, because no one has sufficient range of knowledge or expertise to be able to adequately establish and critique a broad set of goals.

With reference to securing financial support for the university's needs and goals, the vice president stated that this is the only thing that a president should have time to do. He further commented that the public's expectation that they be addressed by the president is reflective of the need

For the president to be more involved in fundraising than he/she is involved in running the institution on a daily basis.

Implementing existing board policies, providing leadership for the board, and keeping constituents informed of the university's progress and developments were rated somewhat important. The vice president stated that an important role of the president is to influence board policies to ensure that they are in the best interest of the institution. Therefore, ensuring that existing policies are carried out may be less important. Providing leadership for the board was considered somewhat important because the interviewee preferred to use the phrase "providing guidance to the board" in establishing policies which are instrumental to the success of the institution. He stated, with reference to keeping constituents informed, that the university as a whole should perform this function.

The academic vice president rated encouraging university participation in international programs and representing the university in all public dealings not very important. Participation in international programs should not be a priority because there are many problems of an immediate nature to blacks which are indigenous to this society and to HBCUs. "One can be badly diverted by attempting to do all things at once," he concluded.

Academic Preparation

Of the thirteen items presented, twelve were rated very valuable for the aspiring president of an HBCU. Foreign languages was rated somewhat valuable.

Agriculture was perceived as having no unique value in operating an HBCU. However, if the institution is land grant, one should have an understanding and appreciation for its history, the study of agriculture, and the role of agriculture in the larger society.

Business fields and mathematics were considered very valuable because they may assist the president in performing the fiscal functions of the office. The vice president stated that having a degree in these fields may not be required, but some general knowledge would be very valuable.

Education was considered very valuable in helping a president to understand the significant concepts of education. A president does not need a degree in education, but he/she should be well informed of the theoretical undergirdings of education.

English/language arts and fine arts were rated very important because they were considered useful in helping the president with communicating and appreciating the various art forms in situations in which he/she often has to function.

Health fields were considered very valuable because the president has responsibility for the health, welfare, and safety of those in the campus community. Having some

knowledge in this area was thought to assist one in identifying those areas in which expert judgment is needed.

Law was rated very valuable because a significant amount of time is spent ensuring that individuals' rights are protected and that they are treated fairly. The vice president stated that because rights can be easily infringed upon, there is no room for simplistic error.

Philosophy, religion, and social sciences were also rated very valuable. The vice president felt that a respect for the culture and religion of a variety of people would assist in improved understanding, relations, and equitable treatment in the campus community.

Professional Experience

The vice president rated experiences as a fundraiser, professor, ACE fellow and president very valuable for aspiring presidents. Fundraising was perceived as being an essential presidential role, and the vice president felt that professorial experience was essential for becoming a good president. Experience in an ACE fellowship program or a similar training program was also rated very valuable. The interviewee thought that one should have a minimum of one year's experience working at an HBCU and should have experienced the unique characteristics of the HBCU prior to becoming an HBCU president. "Even though the black institution operates within the same parameters as other

institutions and has the same fundamental purposes, it is characterized by a different culture," he said.

Having experience as academic president was considered very valuable because one would have had the opportunity to identify his/her faults and hopefully to have improved them. This experience, according to the academic vice president, should give the individual an edge on his/her responsibilities.

Professional experiences as academic vice president, academic dean, and department chair were rated somewhat valuable. The interviewee stated that these are not the only avenues by which one can arrive at the presidency. Experience in any managerial position with a college or university was considered equally valuable, depending on the level of expertise one developed in those types of positions. Experience as a business executive or as a politician were also rated somewhat valuable, the former because experience in management and fiscal responsibilities could assist one in performing presidential roles and responsibilities, and the latter because it could aid one in understanding the political environment of the institution. However, "having been a politician could cause one to practice the art of evading the truth and conveying distorted impressions of reality," he commented.

Professional experiences as a lawyer and a minister were rated not very valuable. The vice president felt that lawyers are too narrowly trained to manage or administer the

institution: an academic president should have broad and not specialized training. Experience as a minister was described as perhaps being valuable at a church-related HBCU but not at a state-supported HBCU.

Personal Qualities

Of the twelve items presented, the following were rated very valuable: proactive, good interpersonal skills, effective communicator, diagnostician, above-average intelligence, politically astute, effective manager, future focused, intuitive, and a high energy level. Risk taking and conservative were rated somewhat valuable.

The vice president stated that the majority of his ratings were based on his previous comments. He added that good leadership is always proactive, and poor leadership is generally reactive. Political astuteness, in his opinion, is the ability to respond appropriately to a political situation. This involves playing the game when it needs to be played and not playing games with those who do not respect them.

The interviewee commented that being future focused is an essential leadership characteristic, primarily because people cannot be lead backwards. He also stated that even though signs of progress or forward movement may sometimes seem few, the ability to remain afloat when the tide of things is against you can be considered progress or forward movement. Change is not always wise or necessary. Moving

cautiously against the tide and staying afloat (surviving) can be forward movement.

With regard to intuitiveness, the vice president stated that he has less respect for intuition than he does for logical thought. Intuition can be very valuable if one has accurate intuition which usually depends on one's experiences; however, "those who rely on intuition tend to trust only their opinions, without seeking the insight of others," he said.

Risk taking and being conservative were rated somewhat valuable. The interviewee stated that taking risks can be dangerous. Knowing when to take risks (when the possible benefits are greater than the possible negative consequences) was perceived as being most valuable. Conservativeness was considered a valuable quality for one who knows how to balance it with risk taking.

In summary, the academic vice president stated that the presidency can be very consuming. "For those who are dynamic, intelligent, and self-confident," he said, "it can be exciting and provide a fascinating opportunity." He added that a presidency can be characterized by numerous pressures, resulting from participation in activities which are emotionally draining and less than inspiring.

Senior Faculty Member

Gender: Female

Number of years in current position: 1

Number of years experience at HBCUs: 31

Presidential Roles

The interviewee rated seventeen of the twenty one roles very important: articulating a vision, shaping and reshaping goals, planning for future directions, ensuring achievement of mission, implementing board policies, recommending policy changes to the board, managing institutional resources, preserving the university's identity, freedom, and integrity, upholding academic standards, ensuring the collection and maintenance of institutional data, assembling and maintaining a team of qualified administrators, providing leadership during crises, providing an environment for development of leadership, providing unity for the achievement of common goals, securing financial support for needs and goals, and keeping constituents informed of the university's needs and goals.

Articulating a vision was perceived as being very important because the president more so than anyone should be able to clarify to faculty and the community the purpose of the university, its plans, and its directions. Similarly, the president of an HBCU plays a significant role in shaping and reshaping goals. With reference to reshaping goals, she stated that it is important for the president not to change all of the university's goals. "There has to be a sense of

stability," she said. The president should not abandon established goals, thereby reducing all goals to zero and starting all over again. In the opinion of the faculty member, this has been one of the problems with HBCU presidents.

The interviewee stated that planning for future directions is a very important presidential role, but it is one that should not be undertaken solely by the president. She commented that this task should be performed by the university's administrators, with the president taking the leadership role.

Ensuring that the mission of the institution is achieved was considered essential if the university wants to survive.

With reference to presidential leadership during crises, the faculty member stated that it is important that the president communicate truthfully what is occurring. Crises, in her opinion, should not be ignored.

When commenting on providing an environment conducive to the development of leadership, the faculty member stated that the environment should be one in which faculty members can effectively handle the responsibilities of teaching, research, and public service, because these are the factors on they are evaluated. It is difficult to balance all three successfully. She further commented that selected staff should be prepared to assume administrative positions as a method of ensuring continuity of leadership. Each time a

president is appointed, he/she should not bring an entirely new administrative team to the campus.

Providing leadership for the board, ensuring that academic programs progress to meet the needs and demands of the environments, and representing the university at all public dealings were rated somewhat important. "The president should provide leadership for the board, because the board is removed from the university and therefore does not know what happens at the university," she commented. Ensuring that academic programs progress and representing the university at all public dealings were considered delegated and shared responsibilities. "Each of these roles should be shared by the president with administrators and faculty."

Encouraging participation in international programs was rated not very important. The interviewee felt that this role is important but should not be a priority.

Academic Preparation

The faculty member stated that the president should have academic preparation in several areas. In her opinion, one field of study would not be more valuable than another. She rated two of the thirteen items--business fields and psychology--very valuable.

Business fields, such as management and finance, were considered valuable in helping one to contend with daily presidential responsibilities. Psychology was perceived as

being valuable in helping one to understand and interact with a variety of individuals.

Education, English/language arts, fine arts, law, mathematics, philosophy, religion/theology, and social sciences were rated somewhat valuable. The faculty member was undecided about the value of agriculture as preparation for a presidential aspirant. Foreign languages and health fields were rated not very valuable. "Foreign languages", she commented, "may be valuable if the president were at a university which was involved on an international level." Overall, foreign languages was considered not very valuable academic preparation for the aspiring president. She further stated that even in instances where presidents are adept at speaking a foreign language, they usually use interpreters.

Professional Experience

The faculty member rated five of the eleven items very valuable. Professional experiences as academic vice president, academic dean, professor, ACE fellow, and president were rated very valuable. She added that some of today's presidents have not had experience as an academic vice president. She strongly felt that one should have at least achieved the level of academic dean before assuming a presidency. She advocated movement through the academic ranks, from a full professorship to the presidency. With reference to having experience as president, she stated that

this would be valuable if that experience had been a good one.

Professional experiences as a business executive, department chair, or fundraiser were rated somewhat valuable for reasons previously stated. She further commented that the business executive may attempt to run the university as though it were a business, which could cause problems. "Running a university should be perceived as a twenty-four hour a day responsibility," she said. One cannot check in at 8 a.m. and check out at 5 p.m. She added that the experiences acquired as a business executive would be valuable in a university setting if the individual were flexible enough to tailor his/her knowledge and experiences to the academic setting.

Experiences as a lawyer, minister, or politician were rated not very valuable.

Personal Qualities

The faculty member rated eight of the twelve items very valuable. The items were as follows: good interpersonal skills, effective communicator, diagnostician, above-average intelligence, politically astute, effective manager, intuitive, and a high energy level.

She commented that the president should have above-average intelligence because he/she should be "better than" the followers. Intuitiveness was considered a valid argument for more women to ascend to the presidency.

Proactive, future focused, risk taking, and conservative were rated somewhat valuable. She commented that she perceived the items as similar, but "the president should know when and how to take risks."

In summary, she stated that the most important role of the president is to secure financial support for the university's needs and goals. She added that one should prepare for the presidency by moving through the academic ranks.

Institutional Summary

The academic vice president and senior faculty member agreed that nine (43%) of the twenty-one presidential roles were very important for the HBCU president (see Table 7). Roles rated very important were articulating a vision, shaping and reshaping goals, planning for future directions, ensuring achievement of mission, recommending policy changes to the board, managing institutional resources consistent with board policy, assembling and maintaining a team of qualified administrators, providing leadership during crises, and securing financial support for the institution's needs and goals. The participants' rating of providing leadership for the governing board as somewhat important were also congruent. In addition, they agreed that ensuring university participation in international programs was not a very important role for the HBCU president.

Participants' ratings of academic preparation did not reveal unanimity on any of the thirteen items (see Table 8). However, congruence was observed between the academic vice president and the senior faculty member on business fields and psychology. Each item was rated very valuable as academic preparation for the presidential aspirant.

With reference to valuable professional experience, agreement among participants was observed on one (8%) of the thirteen items (see Table 9). Experience as president was rated very important. The participants also agreed that experiences as a lawyer or a minister are not very valuable for the presidential aspirant.

When rating personal qualities, the participants agreed on five (42%) of the twelve items (see Table 10). Good interpersonal skills, effective communicator, politically astute, effective manager, and a high energy level were considered very valuable. Congruence was also achieved with the rating of risk taking as somewhat valuable.

Public HBCU No. 2

Ratings provided by the participants are presented in Tables 11, 12, 13, and 14.

Institutional Profile

A rural, public, land-grant institution located in the southeastern United States with an average enrollment of 2,400. The university offers academic programs leading to baccalaureate and master's degrees.

President

Gender: Male
Number of years in current position: 29
Number of years experience at HBCUs: 32

Presidential Roles

The interviewee rated twenty of the twenty-one items very important. Representing the institution in all dealings with the public was rated somewhat important.

With reference to articulating a vision, shaping and reshaping goals, and planning for future directions, the interviewee stated that the president is solely responsible for articulating a vision (philosophy) for the institution, because if he doesn't "nothing will happen." He emphasized that the vision is the president. He further stated, in reference to setting goals for the institution, that the goals are the vehicle by which the vision becomes a reality.

TABLE 11
PUBLIC HBCU NO. 2
PARTICIPANTS' RATINGS OF
PRESIDENTIAL ROLES

Item	Participant		
	A	B	C
1. Articulating a vision	5	5	5
2. Shaping and reshaping goals	5	4	4
3. Planning for future directions	5	5	4
4. Ensuring achievement of mission	5	4	4
5. Implementing board policies	5	5	3
6. Recommending policy changes to the board	5	4	5
7. Providing leadership for the board	5	3	5
8. Managing resources	5	5	4
9. Ensuring that academic programs progress	5	5	4
10. Preserving identity, freedom, and integrity	5	4	3
11. Upholding academic standards	5	5	3
12. Ensuring collection of institutional data	5	5	3
13. Ensuring periodic assessment of operational policies	5	2	3
14. Encouraging participation in international programs	5	4	4
15. Assembling an administrative team	5	5	5

TABLE 11 (Continued)

Item	Participant		
	A	B	C
16. Providing leadership during crises	5	5	5
17. Providing an environment for development of leadership	5	5	5
18. Providing a sense of unity for achievement of common goals	5	5	5
19. Securing financial support	5	5	4
20. Keeping constituencies informed of institutional developments	5	5	4
21. Representing the institution in all public dealings	4	2	4

A - President	5	very important
B - Academic Vice President	4	somewhat important
C - Senior Faculty Member	3	undecided
	2	not very important
	1	of no importance

TABLE 12
PUBLIC HBCU NO. 2
PARTICIPANTS' RATINGS OF
ACADEMIC PREPARATION

Item	Participant		
	A	B	C
1. Agriculture	4	2	3
2. Business Fields	4	4	3
3. Education	4	4	3
4. English/Language Arts	5	5	3
5. Fine Arts	5	2	2
6. Foreign Languages	4	2	2
7. Health Fields	4	2	2
8. Law	4	5	3
9. Mathematics	4	2	4
10. Philosophy	5	2	3
11. Psychology	5	4	3
12. Religion/Theology	4	2	3
13. Social Sciences	5	5	4

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 13
PUBLIC HBCU NO. 2
PARTICIPANTS' RATINGS OF
PROFESSIONAL EXPERIENCE

Item	Participant		
	A	B	C
1. Academic Vice President	4	5	4
2. Academic Dean	4	4	4
3. Business Executive	4	2	2
4. Department Chair	4	2	4
5. Fundraiser	4	2	2
6. Lawyer	4	2	2
7. Minister	4	2	2
8. Politician	1	2	2
9. Professor	4	5	4
10. ACE fellow	4	4	4
11. President	4	3	5

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 14
PUBLIC HBCU NO. 2
PARTICIPANTS' RATINGS OF
PERSONAL QUALITIES

Item	Participant		
	A	B	C
1. Proactive	5	3	5
2. Interpersonal skills	5	5	5
3. Effective communicator	5	5	5
4. Diagnostician	5	4	4
5. Above-average intelligence	5	5	4
6. Politically astute	5	5	5
7. Effective manager	5	5	4
8. Future focused	5	5	5
9. Intuitive	5	4	5
10. Risk taker	5	4	3
11. High energy level	5	5	5
12. Conservative	5	4	4

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

The president may have others assisting him with goal clarification and consenting to those goals, but the president should provide the leadership. Participation in setting the goals and directions for the institution must come from faculty, students, alumni, and the board. He stated that the direction grows out of the directions for the state and ultimately the nation, but the leadership in establishing goals must come from the president. When asked how he distinguished between the vision, goals, and directions, he said that he perceives the vision and future directions as philosophies--something psychological--which one dreams about. Goals are more concrete--something one can put his hands on to make the dream a reality.

The mission was described by the president as "a mandate from the board." He stated that the president is held accountable by the board for ensuring that the mission is achieved, and he/she will be evaluated on it. "Others may be involved in carrying out the mission, but the president is accountable for it," he commented.

The president stated that policies established by the board are the president's "marching orders." Others may assist, but the president is accountable.

In reference to recommending policy changes to the board, he stated that the president should accept recommendations from others within the university. When the president accepts those recommendations and presents them to the board, "they become his recommendations."

When commenting on providing leadership for the governing board, the president stated, "for all practical purposes, within the institution, the president is the board." He further stated that the president is responsible for articulating and interpreting board policies within the university; therefore, he/she serves as the "information bureau" for the institution. He emphasized that members of the university must not overstep the president's authority and attempt to interact with the board.

With reference to ensuring that academic programs progress to meet the needs of constituencies and the environments, he stated that the mission statement and the goals of the institution state that its objective is to produce "quality minds." Everything that is done within the institution should be done for that purpose. "Quality," he said, "means that whatever students choose to do as a profession within this nation, they have been well prepared to do it." This cannot be fully delegated to the academic vice president and the faculty, even though they are involved. He emphasized that the production of quality students is directly related to the tenure of the president. He further stated that this role is especially important for the HBCU president because graduates of black colleges tend to be judged as a unit--the failure of one student is generalized to the quality of the institution. He further emphasized that the president is not a practitioner in

ensuring academic quality, but he/she should support academic programs by ensuring that funds are available.

When commenting on the need for the president to ensure that the university's identity, freedom, and integrity are preserved, the president commented that a president has to support the rights of the faculty "to research and to find the truth and to follow the truth." When asked about the significance of preserving the identity of the HBCU, he said that it is necessary for the black institution to survive and continue to educate blacks with the intention of producing leaders who are sensitized to the black community. "Blacks must be educated to lift themselves from the throes of poverty and injustice in this country," he said.

With reference to ensuring that institutional data are collected and maintained, he stated that the president should ensure that this is being done. The president does not have to do it, however. He commented that failure to perform this function has been one of the greatest criticisms of HBCUs.

When commenting on HBCU participation in international programs, he stated that this involvement was in the beginning stages at HBCUs. "Historically, HBCUs have been more parochial," he commented. However, it is time to address this phenomenon, because we (HBCUs) are international whether we like it or not, and "this should be part of the president's vision," he stated.

With reference to assembling and maintaining a team of qualified administrators, the president commented that there

must be a cabinet of strong, independent people, a mixture of persons who can disagree with the president; otherwise the institution will be weak. He emphasized that presidents must not be intimidated by disagreement and varying opinions.

When commenting on providing leadership during crises, the president stated that one who has the ability to plan, administer, and visualize may fall to pieces during a crisis.

Therefore, a president must have crisis managers. He further commented that the president must be visible during crises and present a posture which is perceived as firm but fair. "The president should have displayed this posture prior to crises," he said. If he has, his presence during a crisis will convey that he/she will address the situation appropriately.

Providing an environment conducive to the development of leadership, he said, is essential because "it is the duty of the president to train the leaders he leads." "This may be intimidating to some presidents, he commented, but someone has to validate new leaders by exposing them to people who make a difference." The president must be a leader as he leads.

"Providing a sense of unity for the achievement of common goals is very important," he stated, "because no one but the president can harmonize the university." As an example, he said that when a president meets with his cabinet, "he has the university in his hands like a ball of clay." He can mold it or destroy it.

When commenting on securing financial support, he stated that it is not unusual for some public institutions to raise a significant portion of their budgets. "When dealing with corporations," he commented, "they want to see the president." When asked his opinion on the perception that corporations want to see the presidents of HBCUs moreso than those of TWIs and whether he thought HBCUs should try to change this expectation, he said that the chief executive officers of corporations want to see the president because they deal from a power base. Their time is limited, and they are not particularly interested in dealing with those in positions below the president.

Regarding the president's role to ensure that constituencies of the institution are informed of its progress and developments, he commented that "the public relations office can assist with this function." He added that it is also important for the president to directly correspond and communicate with some people. "The best public relations people," he stated, "are students and faculty." "Human relations is the best public relations. The president must set the tone."

Representing the university in all public dealings, he stated, is somewhat important, but presidents must have the support of their staff.

Academic Preparation

English/language arts, fine arts, philosophy, psychology, and social sciences were rated very valuable. Agriculture, business fields, education, foreign languages, health fields, law, mathematics, and religion/theology were rated somewhat valuable.

The president explained his rating of the items by stating his philosophy: "A president can assimilate all education without any formal training." Academic preparation in a specific area is not necessary. When asked to explain his distinctive ratings, he stated that English was very valuable because it assists one in communicating. Fine arts gives one a good cultural background. Philosophy helps one to think beyond reality and to formulate visions. Psychology and social sciences assist one in dealing with people and the social environments of the institution.

Professional Experience

Ten of the eleven items were rated somewhat valuable. Experience as a politician was perceived as having no value.

The president commented that training programs, such as the ACE fellows program, may be somewhat valuable. Specialized training programs were considered not very valuable. Internships were perceived as more valuable.

In summary, he commented that a person with a broad cultural background who knows how to work with the legislature may do an effective job in the presidency. He

added that experience as a school superintendent or principal may provide the best training for an aspiring president. "All the forces with which the university president has to contend are present in the roles of these positions, such as the family, community, political sector, transportation, academics, and accountability."

Personal Qualities

Each of the twelve personal qualities was rated very valuable. The president commented that not being proactive reflects poor planning. Above-average intelligence, he stated, is the ability to analyze, predict, and control. One should understand the socio-economic conditions out of which people come, those of the nation, and those of a democracy. When commenting on conservativeness, he stated that the president should be prudent. He must take a reasonable approach and act on the best validated information available. Political conservativeness was perceived as inappropriate.

Academic Vice President

Gender: Male
Number of years in current position: 12
Number of years experience at HBCUs: 22

Presidential Roles

The vice president stated that articulating a vision at the HBCU is very important. "It is important that the role of the institution and its mission or a vision of that

institution is known and accepted by the general public," he stated. The president's primary role is to be involved in defining that role or mission and articulating it to the public. "HBCUs," he said, "are particularly judged by the image of their institution."

When discussing the future directions of the institution, he referred to its vision and goals, stating that it was difficult to distinguish among the three. He described the vision as "pie in the sky." "The planning and shaping of goals and planning for future directions takes place in reality," he said. One has to come down to earth to deal with the reality of goals and future directions.

Ensuring that board policies are implemented and that resources are managed consistent with board policy were rated very important. However, the interviewee commented that it is not important that the president actually does it. The president must provide leadership for doing so.

Ensuring that academic programs progress to meet the needs of the environment was perceived as very important. He added that the president must not attempt to perform this role in isolation, but should work through the chief academic officer.

Ensuring that institutional data are collected and maintained was considered very important. The academic vice president felt that the institution should have a strong database for decision making. "Without it," he commented, "the president cannot make good decisions."

In reference to assembling and maintaining a team of qualified administrators, the vice president stated that none of the roles which a president performs can be successfully achieved without a team of qualified administrators. It is the president's responsibility to attract qualified persons and to get them to act as a team. He further commented that team members must view the university as a whole and not act in isolation. Each unit is interdependent. "Regardless of how effective one is in their {sic} position, if they cannot work as a team member, they should be dismissed," he said.

With reference to providing an environment conducive to leadership development, he stated that "the president must set the tone." He stated that most administrators are trained in an academic discipline, but it is also necessary to provide training for them in administrative positions. It is important to have initial and continuous training workshops for administrators. "It is important that the president demand that training occurs from the president to the custodian."

When commenting on securing financial support, the vice president stated that the president does not have to be involved in the day-to-day fundraising activities. "If the stakes are high enough, the president will have to be involved." He emphasized that fundraising is not the only activity which the president should undertake. "He cannot get so involved in finances that the board's goals and policies are not carried out and the institution suffers."

Keeping constituencies informed was considered very important, if it is done through the appropriate persons within the institution.

Shaping and reshaping the institution's goals were rated somewhat important. The vice president stated that the president should take the leadership in identifying those goals and delegating them to the administrative officers and others who report directly to him.

Ensuring achievement of mission was considered somewhat important. "It is a basic responsibility, but with the assistance of others."

Recommending policy changes to the board was rated somewhat important. The vice president stated that the president has primary responsibility for recommending policy changes to the board. The president has to ensure that changes are consistent with the mission of the institution, but "Policy changes do not have to originate with the president."

Ensuring preservation of the university's identity, freedom, and integrity were considered somewhat important. This role should be performed by and with the president's staff.

Stimulating and encouraging participation in international programs was considered important if it is part of the institution's mission. The vice president stated that international participation is an individual decision for

each institution. If it is a mission for the institution, the president should stimulate participation.

The vice president was undecided regarding the role of the president in providing leadership for the board. He commented that in private institutions, the president provides more leadership for the board than at public ones. The president is the only person, he said who can provide information to the board about the institution and its goals and direction.

When commenting on ensuring periodic assessment of operational policies and representing the institution in all dealings with the public, the vice president stated that the president should perform these roles with the assistance of and through others on his staff. "The president cannot afford to get involved in some of the day-to-day operations of the university," he said.

Academic Preparation

English/language arts, law, and social sciences were rated very valuable for the aspiring president of an HBCU. Business fields, education, and psychology were rated somewhat valuable. Agriculture, fine arts, foreign languages, health fields, mathematics, philosophy, and religion/theology were rated not very valuable.

The vice president explained his rating of English by stating that the president should have a good command of the English language. Law, he said would be useful in providing

an understanding of litigation. Social sciences were thought to provide an appreciation for diversities among people.

Business fields were perceived as providing one with skills needed to speak the language characteristic of those fields. He added that one should have some knowledge of all academic fields. Business was not considered useful in helping the presidents to perform their daily responsibilities.

Knowledge in education fields was considered somewhat valuable in helping one to understand the numerous changes which were currently taking place in education. Psychology was perceived as having some value in helping one to understand and relate to people.

Agriculture, fine arts, foreign languages, health fields, mathematics, philosophy, and religion/theology were thought to have no value because they would not assist a president in performing daily activities of the office.

Professional Experience

Experiences as academic vice president and professor were rated very valuable. Experiences as academic dean and ACE fellow were perceived as somewhat valuable. The academic vice president was undecided about the value of experience as president. Experiences as a business executive, department chair, fundraiser, lawyer, minister, and politician were rated not very valuable.

The vice president stated that the president should have taught, with reference to his rating of professor. He added that the president should have experience in coordinating the activities of several areas within the university. This experience is acquired at a level such as the academic vice presidency.

Experience as an academic dean was thought to be somewhat valuable, but not as valuable as experience as an academic vice president. When asked to comment on the opinion that the position of academic dean is the highest level at which one has an opportunity "to run the shop," he stated that the president does not run the shop. The president has the vast responsibility of coordinating several areas. The president has knowledge of what happens within those shops.

Experience as an ACE fellow was described as "a nice thing to have." "It is a valuable experience, but it is not required," he said.

The vice president was undecided about the value of having experience as a president. He stated that the value of that experience would depend on one's performance in that position.

The interviewee did not comment on the items rated not very valuable. The emphatic views of preferred experiences, rated very valuable and somewhat valuable, negated further comment.

Personal Qualities

Good interpersonal skills, effective communicator, above-average intelligence, politically astute, effective manager, future focused, and a high energy level were rated very valuable. Diagnostician, intuitive, risk taking, and conservative were rated somewhat valuable.

Good interpersonal and communication skills were considered very valuable in helping one to articulate the roles, mission, and vision of the institution. Above-average intelligence was perceived as a given for a president. "If a president does not have this, he won't know why he's in that position," he said.

Political astuteness was considered very valuable in helping one to understand the political activities of the institution. The vice president perceived this quality as being valuable at both public and private colleges. "One needs to understand that their life (tenure in the position) is determined by political activities within the environments," he commented.

Effective management skills were perceived as very valuable in helping the president to manage his/her administrators and to get maximum productivity from them. Even though the president does not manage his/her shop, he has to manage his administrators.

Future focused was described as very valuable in helping the president to formulate a vision. "If no one else dreams, the president must," he commented.

Diagnostic skills were rated somewhat valuable. The vice president perceived this as a shared quality with other administrators. He stated that one may not have to do much diagnosing at the president's level.

Risk taking was perceived as somewhat valuable. The interviewee stated that "innovations in education come with some risks." There is also danger in taking too many risks.

With reference to conservativeness, the academic vice president stated that being conservative in daily actions and appearance is essential. "The image of the institution is too often expressed through the image of the president."

In summary, the vice president said that the most important role of the president is to provide direction and leadership for the institution. "The key elements of a successful presidency are attracting and maintaining an effective administrative team and maintaining sound, fiscal operation."

In terms of qualifications, he believed that an aspiring president should be educated, have experience as a member of an administrative team, and have above-average intelligence. Above-average intelligence will assist one in compensating for lack of experience. However, the institution should be stable enough to allow the inexperienced president the opportunity to acquire the needed experience and knowledge.

Senior Faculty Member

Gender: Male
Number of years in current position: 13
Number of years experience at HBCUs: 30

Presidential Roles

The senior faculty member rated seven of the twenty-one items very important.

With reference to articulating a vision, the faculty member stated that the role of the HBCU is often perceived as ambiguous. It is important that the president have a clear view of the role of the institution and understand the direction in which the institution is proceeding. He commented that often one can observe the physical aspects of a university and conclude how the president perceives it and the direction in which it is moving.

Recommending policy changes to the board was seen as an important role for the HBCU president, because in most state systems, the president is the only one who has that authority. Providing leadership for the board was described as an excellent role for the president. The faculty member stated that the president must maintain an active relationship with the board for the purpose of keeping its members informed of activities and plans of the institution.

Assembling and maintaining a team of qualified administrators was described as a "proper role for a president." This is one of the most important roles which he/she performs.

The faculty member stated, with reference to the president's providing leadership during crises, that the president is the only person who can answer questions about every unit within the institution. He/she has direct access to all upper-level administrators.

With reference to providing an environment conducive to leadership development, he stated that at HBCUs it is easy for faculty members to teach their classes and go home. It is important for the president to provide an environment which stimulates and motivates faculty members to achieve in their fields. It is important for the president to give each one the feeling that he/she is valued.

Providing a sense of unity for the achievement of common goals was perceived as very important, given that one has established future directions and has an administrative team to work toward achieving them.

The senior faculty member commented, with reference to shaping and reshaping goals and planning for future directions, that all the leadership roles of a president are important. He further stated that if the president has properly articulated a vision for the institution, his/her team will formulate the proper goals to complement that vision. This role was perceived as somewhat important for the HBCU president.

With reference to ensuring achievement of mission, he stated that this role is only somewhat important, because the president should have the proper staff to achieve it. "The

president should only have to review the status of the staff's progress toward achieving the mission," he said.

Managing resources, he stated, could also be performed by the president's administrative staff. He commented that this could be accomplished by staff, if they understand the president's direction and leadership. Ensuring that academic programs progress was also perceived as a responsibility delegated to the academic vice president.

Stimulating and encouraging participation in international programs was also rated somewhat important. The interviewee stated that, at an HBCU, this becomes a function beyond one's responsibilities. "Special incentive is needed to engage in international programs and activities," he commented. He added that some departments within the institution may be involved simply by nature of their academic discipline, such as agriculture. Overall, if this is to happen, it would follow a mandate from the president.

Securing financial support for the institution's needs and goals was perceived as somewhat important for the president of a public HBCU. The public institution's revenue was described as "dependent on credit hour generation." He further commented that this role may be more important for the president of a private HBCU.

Keeping constituencies informed and representing the institution in all public dealings were rated somewhat important. The faculty member perceived these roles as being shared with others within the university. He added that the

president may want to keep certain individuals informed of university progress and development. The necessity for the president to represent the institution at public events, he stated, would depend on the nature of the event.

The faculty member was undecided about the importance of the president's implementing board policies. He described this as a role for the administrative staff, adding that this responsibility should only require "a cursory look" from the president.

Preserving the institution's identity, freedom, and integrity was viewed as a responsibility shared with the entire university. Upholding academic standards was perceived as a role for the academic vice president. Ensuring periodic assessment of operational policies was seen as a responsibility shared with the administrative staff.

Academic Preparation

The senior faculty member did not rate any of the thirteen items very valuable. Mathematics and social sciences were rated somewhat valuable. The interviewee was undecided about the value of agriculture, business fields, education, English/language arts, law, philosophy, psychology, and religion/theology. Fine arts, foreign languages, and health fields were perceived as not very valuable.

The faculty member explained his ratings of items by stating that it does not matter what an aspiring president's academic discipline is. The most important thing is how well he can get others to see the vision which he/she has for the institution. He/she needs to be an academician, but could have preparation in any of the disciplines presented.

When asked why mathematics and social sciences received a higher rating than any of the other items, he commented that mathematics may prepare one to think logically, but this could be true of any science. Social sciences would assist one in understanding the relationships in which he finds himself involved.

Professional Experience

Experience as a president was the only item rated very valuable. Experiences as academic vice president, academic dean, department chair, professor, and ACE fellow were rated somewhat valuable. Experiences as a business executive, fundraiser, lawyer, minister, and politician were perceived as not being very valuable.

Comments on the items were limited. However, the interviewee did say that experience as a president would expose one to the responsibilities of the position. "The value of this experience depends on two things--," he stated, "how the person found the institution and how he/she left it."

Progression through the academic ranks, from the top professorial rank to the presidency, would expose one to the nature and peculiarities of academia.

The senior faculty member provided extensive comments on the value of the ACE fellows program or a similar training program. He stated that these programs provide valuable experiences in a simulated fashion. He further commented that one of the limitations of training programs is that they are philosophical. They provide knowledge and experiences which are not transferable to the work environment. "A philosophical approach to management may be good," he stated, "if the institution is sound and one has time to develop a philosophical approach."

Experiences as a business executive, lawyer, minister, or politician were perceived as not being very valuable. The interviewee felt that persons with these experiences may have difficulty transferring them to academia.

Personal Qualities

Proactive, good interpersonal skills, effective communicator, politically astute, future focused, and intuitive were rated very valuable. Diagnostic skills, above-average intelligence, effective management skills and conservative were perceived as somewhat valuable. The faculty member was undecided about the value of risk taking.

The interviewee commented that risk taking is not a good characteristic of a president. He stated that he is aware

that risks are associated with most presidential roles, but he prefers to call them "academic risks." He defined academic risks as utilizing available data and making intelligent decisions. "I am supportive of having the necessary data and taking productive steps," he said.

In summary, the senior faculty member commented that the most important role for the HBCU president is assembling a team of qualified, dedicated people. Second, the president should make the staff feel worthy, keep their dignity and self images high, make them understand where he is trying to go, and give them the desire to also go there. If he makes them feel valuable and appreciated, they will serve the institution well.

In reference to presidential qualifications, he commented that the president should be a strong academician, preferably with a terminal degree. The terminal degree is not essential, in his opinion, because good interpersonal skills can compensate for lack of that degree. He stated that a president can hire enough Ph.D.'s to do the job for him. The objective should be to hire the right people and get them to pull together as a unit. "In my opinion, the interpersonal skills are most important," he concluded.

Institutional Summary

As presented in Table 11, the participants agreed that five (24%) of the twenty one presidential roles were very important for the HBCU president. Those items were

articulating a vision, assembling a team of qualified administrators, providing leadership during crises, providing an environment conducive to leadership development, and providing a sense of unity for the achievement of common goals. Congruence was not achieved in their ratings of any other items.

Consensus was not achieved on the ratings of any items in the category of academic preparation (see Table 12).

The participants agreed that experiences as academic dean and as an ACE fellow would be somewhat valuable for the aspiring president of an HBCU (see Table 13).

As shown in Table 14, of the twelve items presented in the category of personal qualities, the participants agreed that five (42%) were very valuable. Those items were good interpersonal skills, effective communicator, politically astute, future focused, and a high energy level. Congruence was not achieved in their ratings of any of the other items.

Private HBCU No. 1

The ratings provided by participants are presented in Tables 15, 16, 17, and 18.

TABLE 15
PRIVATE HBCU NO. 1
PARTICIPANTS' RATINGS OF
PRESIDENTIAL ROLES

Item	Participant		
	A	B	C
1. Articulating a vision	5	5	5
2. Shaping and reshaping goals	5	5	5
3. Planning for future directions	5	5	5
4. Ensuring achievement of mission	5	5	4
5. Implementing board policies	5	5	5
6. Recommending policy changes to the board	5	5	5
7. Providing leadership for the board	5	5	4
8. Managing resources	5	5	5
9. Ensuring that academic programs progress	5	4	4
10. Preserving identity, freedom, and integrity	5	5	4
11. Upholding academic standards	5	4	4

TABLE 15 (Continued)

Item	Participant		
	A	B	C
12. Ensuring collection of institutional data	5	4	5
13. Ensuring periodic assessment of operational policies	5	2	4
14. Encouraging participation in international programs	4	2	4
15. Assembling an administrative team	5	5	5
16. Providing leadership during crises	4	5	5
17. Providing an environment for development of leadership	4	5	5
18. Providing a sense of unity for achievement of common goals	5	5	5
19. Securing financial support	5	5	5
20. Keeping constituencies informed of institutional developments	5	5	5
21. Representing the institution in all public dealings	5	4	5

A - President	5	very important
B - Academic Vice President	4	somewhat important
C - Senior Faculty Member	3	undecided
	2	not very important
	1	of no importance

TABLE 16
PRIVATE HBCU NO. 1
PARTICIPANTS' RATINGS OF
ACADEMIC PREPARATION

Item	Participant		
	A	B	C
1. Agriculture	2	2	4
2. Business Fields	5	4	5
3. Education	5	5	5
4. English/Language Arts	5	5	5
5. Fine Arts	5	4	5
6. Foreign Languages	4	4	5
7. Health Fields	4	2	4
8. Law	5	5	5
9. Mathematics	5	4	5
10. Philosophy	4	4	5
11. Psychology	5	5	5
12. Religion/Theology	5	4	5
13. Social Sciences	4	4	5

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 17
PRIVATE HBCU NO. 1
PARTICIPANTS' RATINGS OF
PROFESSIONAL EXPERIENCE

Item	Participant		
	A	B	C
1. Academic Vice President	5	5	5
2. Academic Dean	5	5	5
3. Business Executive	4	4	5
4. Department Chair	3	4	5
5. Fundraiser	5	4	5
6. Lawyer	2	2	2
7. Minister	2	2	3
8. Politician	2	2	3
9. Professor	4	5	5
10. ACE fellow	4	4	5
11. President	3	5	5

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 13
PRIVATE HBCU NO. 1
PARTICIPANTS' RATINGS OF
PERSONAL QUALITIES

Item	Participant		
	A	B	C
1. Proactive	5	5	5
2. Interpersonal skills	5	5	5
3. Effective communicator	5	5	5
4. Diagnostician	4	4	5
5. Above-average intelligence	3	5	5
6. Politically astute	5	5	5
7. Effective manager	5	4	5
8. Future focused	5	5	5
9. Intuitive	5	5	5
10. Risk taker	5	4	5
11. High energy level	5	5	5
12. Conservative	5	4	4

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

Institutional Profile

An urban, church-related, four-year liberal arts college located in the Southeast United States with an average enrollment of 1,300. The college offers academic programs leading to the baccalaureate degree.

President

Gender: Male

Number of years in current position: 3

Number of years experience at HBCUs: 13

Presidential Roles

Of the twenty-one items listed, the president rated eighteen very important. Articulating a vision for the institution, shaping and reshaping goals, and planning for future directions were rated very important because in the opinion of the president, these are the primary roles of a president. He stated that these roles are more important at a black college because people to a greater extent tend to follow the leader, as opposed to having individual, broad range visions for the institution themselves. Therefore, it is important for the president to articulate a direction for the institution. He also emphasized that ensuring achievement of the mission is closely related to these presidential roles, because one cannot articulate a vision without formulating goals and establishing time lines to ensure movement toward achieving the mission.

Implementing existing board policy and recommending policy changes to the board were also rated very valuable. With reference to the former, the president commented that one cannot maintain his position without performing this role. The importance of recommending policy changes to the board, he stated, depends on the strength of the board in question. If one has to contend with a weak board, steps should be taken to broaden its composition. This is usually the role of the chair of the board, but it can be a negotiated and shared responsibility between the chair of the board and the president of the institution.

Managing institutional resources was also rated very important. The president considered this an essential role for ensuring the continued existence of the college.

Ensuring that academic programs progress with the needs and demands of constituents and the environments was rated very important. The president commented that this role tends to get less attention from the president than it should, because of the time factor. "This role is usually delegated to the academic vice president, but the president should be involved." He further commented that the black colleges are in a transitional process that is greatly affected by a shrinking pool of human resources, specifically replacement faculty, as evidenced by fewer minorities in doctoral programs.

The interviewee rated preserving the institution's identity, freedom, and integrity very important from a

philosophical standpoint, but from a pragmatic standpoint it would be only somewhat important. He commented that these factors are often contingent on the institution's fiscal stability and attention given to them is limited by same. From a theoretical standpoint, academic freedom is very important. Integrity is crucial. However, one cannot deal with either of these effectively, if fiscal stability is threatened. When asked about the importance of preserving the college's identity as historically black, he stated that HBCUs have distinct purposes which are more crucial today than in previous years. He further stated that one of the problems of black colleges is that they have taken their missions for granted. They have assumed that others share in their missions, without reassessing what that mission is. "To what extent are black institutions different? How do we ensure that that difference is actualized in what we do? are questions that we have seldom asked and answered," he commented. In his opinion, HBCUs have been able to make a significant contribution to education, not because of an abundance of resources, but because of quality people who have adopted as their mission, concern, nurturance, and commitment for educating young, black minds. If the character of the institution changes, this mission will also change.

Upholding academic standards and ensuring collection of institutional data were also rated very important. The president commented that institutional data are not collected

and maintained to the extent that they should be because time and resources are not sufficiently allocated for that purpose.

Ensuring periodic assessment and revision of operational policies was also rated very important. The interviewee considered this function a part of the planning process. He stated that institutional planning is very important because it allows for greater staff involvement throughout the institution. "With involvement comes accountability and responsibility for producing results, rather than waiting for direction to descend from the president," he said.

Assembling and maintaining a team of qualified administrators was rated very important as a means of combating what he termed the "lone ranger syndrome"--appointing those whom one perceives as less capable than oneself in order to maintain the position of supreme ruler. The president commented that one can combat this by intentionally hiring those who are more capable than himself. If these people (administrative team) do their part in the administrative process, the whole process works. Knowing this should give the president great satisfaction.

Providing a sense of unity for the achievement of common goals and securing financial support for needs and goals were also rated very important. This ability to unite is essential because unless the president successfully performs these roles, he/she will not remain in his/her position.

Keeping constituents informed of the university's progress and developments was rated very important. The president commented that most HBCUs have poor marketing plans and have not concentrated on constituency building. He added that greater effort should be put into development offices, and that development should not be treated as a stepchild of the institution, which has historically been the case.

Representing the institution in all public dealings was also considered very important. The interviewee commented that in a black college, relations with the institution have tended to mirror relations with the church. If the president is not present at community activities, the community feels that the school is not represented. Therefore, community involvement is very important. All constituents have to be nurtured.

Encouraging participation in international activities, providing leadership during crises, and providing an environment conducive to leadership development were rated somewhat important. The international dimension is important for the sake of continually understanding the breadth of knowledge. Knowledge comes from experiences which are different from your own. "One cannot expect to understand anything about the educational process and what goes on in this country without understanding the international context in which we live," he commented.

Presidential leadership during crises was rated somewhat important. The president should provide some direction. One is continuously confronted by crises of different magnitudes.

Providing an environment conducive to the development of leadership was also perceived as being somewhat important on a theoretical basis. The president stated that it is practically impossible to provide those types of opportunities because of the variety of events that occur on a daily basis. "There is not sufficient time and space for nurturing people into leadership positions," he concluded.

Academic Preparation

Of the thirteen items, eight were rated very valuable as preparation for the aspiring president of an HBCU: business fields, education, English/language arts, fine arts, law, mathematics, psychology, and religion/theology.

With reference to business fields and education, the president commented that an educational institution is a lot of things; a major corporation is one of them. If one has absolutely no knowledge of business, he would not be good for the institution. Further, the business of the institution is education. A president should have knowledge of both.

English/language arts was rated very valuable because of the characteristics of HBCU constituents. The president stated that it is crucial for the president and others in leadership positions to provide a suitable example in

communications. One does not have to be a grammarian, but one needs to know the fundamentals and how to use them.

Fine arts were considered very valuable in making one a well-rounded individual. The president commented that fine arts are a humanizing element.

Law, he said, is becoming more valuable. If one has little or no training in law, he should learn something about it quickly. Major actions cannot be taken by a president without first consulting legal counsel. He cautioned that one should be careful not to create adverse legal situations. When asked whether any of the associations to which he and other HBCU presidents belong offer professional development programs on topics such as law, he said that there are ample opportunities to engage in such programs. He added that there are misconceptions about the abilities and capabilities of some HBCU presidents. It is assumed that because they don't perform different types of functions, they lack knowledge of how to do them. "The problem is not a lack of knowledge but a lack of arms," he emphasized.

Mathematics was rated very valuable in providing fundamental budgeting skills.

Psychology was rated very valuable in helping one to understand humans and the dynamics of human interactions.

Religion/theology was also rated very important in helping one to understand that there are issues that are broader than individual ones. With reference to the church-related HBCU, the president stated that because these

institutions have historic roots in the church, it is important for their presidents to understand the background of that relationship and the context in which those institutions are supported.

Foreign languages, health fields, philosophy, and social sciences were rated somewhat important. With specific reference to health fields, the president stated that the college is a microcosm of any other city within the state. Because the college is a living organism, it must provide for the students's educational, living, spiritual, and social needs. Some knowledge of health fields would be valuable.

Professional Experience

Of the eleven items presented, three--academic vice president, academic dean, fundraiser--were rated very valuable. Experience as academic vice president and academic dean were thought to be valuable in working with faculty and gaining administrative experience. Fundraising experience, the president commented, should be demonstrated to gain the attention and support of potential donors.

Experiences as business executive, professor, and ACE fellow were rated somewhat valuable. Professional experience in business was thought to provide an opportunity to develop business-related skills. The ACE fellowship was considered helpful but not essential. The president commented that he believes that there should be some training for administrators at HBCUs, but because of the variety of

entities (different types of HBCUs) involved, it would be difficult. He commented that the most valuable training would be that which comes out of an understanding and an appreciation of black colleges.

The interviewee stated that he was undecided about the value of experiences as a department chair and president. He commented that a presidential experience may better prepare one for a different experience at another college, but having that experience may also prevent one from seeking another presidency.

Experiences as a lawyer, minister, and politician were rated not very valuable.

Personal Qualities

The interviewee rated the following items very valuable: proactiveness, good interpersonal skills, effective communicator, politically astute, effective manager, future focused, intuitive, risk taking, high energy level, and conservative. He said that these items are essential for reasons previously stated. The president specifically remarked, with reference to risk taking, that in order for there to be any progress, someone has to be willing to do something different. The "traditional person" is not going to make an accomplishment as quickly as someone who paves the way. One should not fear the consequences, but should exercise prudence.

Diagnostician was rated somewhat important. The president stated that this role can be delegated, if the president cannot perform this function.

The president was undecided about the value of above-average intelligence. It is important, he said, that one have a certain set of skills. But whether that set of skills makes that person more intelligent than a person who has a different set of skills is questionable.

Academic Vice President

Gender: Female

Number of years in current position: 4

Number of years experience at HBCUs: 25

Presidential Roles

Of the twenty-one presidential roles presented, fifteen were rated very important.

The vice president stated that it is the role of the president to establish the direction of the institution but with input from others within the institution. After the directions are established, they should be communicated to the administrative staff for implementation.

Goal development and reshaping was perceived as needing the cooperation and the interests of the entire campus constituency. "If leadership is not provided by the president during these processes, efforts of the institution will be fragmented," she stated.

With reference to implementing board policies, the vice president stated that leadership should come from the president. If policy changes are to be recommended to the board, those policies should have been initiated by the college body and not solely by the president. Policy changes, however, should be presented by the president.

Providing leadership for the governing board was rated very important because, the governing board was considered less knowledgeable of the institution's directions than the president. She stated that the president should articulate the plans of the university to the board, which is usually very supportive and helpful if they are informed and if they approve of proposed plans.

With reference to the president's assemblage and maintenance of a team of qualified administrators, the vice president stated that the administrative team is the unit responsible for successful program implementation. "The quality of the administrative team is responsible for a successful or unsuccessful president."

The role of providing an environment which is conducive to the development of leadership was also perceived as very important. The interviewee stated that it is necessary to give people room to grow, not only for personal development but for the development of the institution. If those who wish to contribute to the development of a college are stifled, "they become a negative force within the college," she stated. "The enthusiasm of some younger administrators

is sometimes threatening to some older administrators." She further stated that opportunities for growth or leadership development within HBCUs would benefit those institutions.

Providing a sense of unity for the achievement of common goals was perceived as a necessity, if unity or cohesion was to develop throughout the institution. The vice president stated that in a philosophical sense it is important for the college to be seen internally and externally as a unit, working for the achievement of common goals.

The importance of the president's securing financial support for the college's needs and goals was thought to be related to the private black college's dependence on the funds they are able to generate for themselves. She further commented that the president should make the kinds of contacts that will lead to the generation of funds.

Ensuring progress within academic programs, upholding academic standards, ensuring collection and maintenance of institutional data, and representing the college in all dealings with the public were rated somewhat important. The vice president stated that the president is a liaison between the college and the public. Matters related to academic programs and institutional data should be delegated to the appropriate administrators, with the president serving as monitor of their performance. With reference to representing the college to the public, she stated that others within the institution are capable of assisting with this role.

"However, it is important that the president be visible, available, and accessible," she stated.

Ensuring periodic assessment and revision of daily operational policies along with stimulating and encouraging participation in international programs were rated not very important. The president's involvement in the former was perceived as being "too involved with middle management." Participation in international programs was considered dependent on the institution. The vice president stated that this may be more desirable at a major university, but when compared to other things at a smaller institution, it's not very important.

Academic Preparation

Education, English/language arts, law, and psychology were rated very important academic preparations for the aspiring president. Education, in the vice president's opinion, is valuable because the academic program of a college is the most important element. Some knowledge of education contributes to one's ability to build a strong college. English was considered important in equipping the president with the communications aspect of the position. A knowledge of law would assist in handling personnel matters. Psychology was thought to provide some knowledge of how people think within and external to the college community and how to best deal with different thought patterns.

Business fields, fine arts, foreign languages, mathematics, philosophy, religion, and social sciences were rated somewhat valuable. Knowledge of business was considered helpful in making the necessary contacts for the generation of funds. Fine arts was described as valuable in portraying the image which is expected by many--that of a cultured individual--and in helping to make contacts which would benefit the college. Philosophy was thought to provide a broad knowledge of systems' operations, thought patterns, and logical and critical thinking. Religion and social sciences were perceived as contributing to equitable thinking and an understanding of different ethnic groups.

Agriculture and health fields were rated not very valuable. With reference to health fields, the academic vice president commented that the president should delegate matters of that sort to appropriate personnel.

Professional Experience

Experiences as academic vice president, academic dean, professor, and president were rated very valuable. The vice president commented that because the academic program is the cornerstone of the institution, the president should have had experiences in academia. This in her opinion would enable him/her to provide the necessary leadership and to understand what goes on in academia.

Experiences as a business executive, department chair, fundraiser, and ACE fellow were rated somewhat valuable. She

commented that experience as a business executive would be somewhat important because a college is a business, primarily, because it has some of the same characteristics of a business, namely, generating and disbursing funds. She further commented that some of the management policies used by businesses would be very valuable to colleges, but she emphasized that she would not like to see colleges overtaken by businesses.

Training and/or fellowship programs, such as the ACE fellows program, she commented would be somewhat valuable in providing some concentrated experiences and exposure for aspiring presidents. A program such as this for administrators at HBCUs was thought to be useful.

"Administrators at HBCUs face some unique situations which may not exist at major academic institutions," she commented. She perceived these unique situations as demanding "innovativeness and creativity" of HBCU presidents.

Experience as president was rated somewhat valuable. The vice president perceived this experience as possibly providing knowledge which could be transferred to another institution. She emphasized that a good experience or a bad experience as president could be beneficial in one's new position.

Experiences as a lawyer, minister, and/or politician were rated not very valuable.

Personal Qualities

Of the twelve items presented, eight were rated very valuable--proactiveness, good interpersonal skills, effective communicator, above-average intelligence, politically astute, future focused, intuitive, and a high energy level.

Proactiveness was considered valuable in helping one to anticipate, plan, and prepare for various situations. Above-average intelligence was described as a prerequisite for perceptivity and proactiveness. It could also equip one with a knowledge of human nature and people, a knowledge of social structure, and an ability to perceive and understand one's environments. Basically, it means that the president should have expertise or knowledge in a subject matter, regardless of what that subject may be. Political astuteness was seen as very valuable because much of what affects higher education is political. "If the president is not politically astute, he/she will not be able to take advantage of opportunities which could benefit the college," she said. With reference to being future focused, she commented that the president should know what the trends are as they relate to higher education and to the institution which he/she leads. Intuition was considered very valuable in helping the president to "read between the lines" relative to political situations and interpersonal relations within the institution. The vice president further stated that it is very valuable for a president to understand the informal rules and relationships within the college's milieu.

Diagnostic skills, effective management skills, risk taker, and conservative were rated somewhat valuable. Diagnostic and managerial skills were perceived as skills which could be delegated to others within the institution with accountability to the president or to his administrative team. She emphasized that the leadership skills of the president are more valuable than the managerial ones. With reference to risk taking and conservative, the vice president stated that risk taking is appropriate, if one takes calculated risks. It is very valuable for one to know when to take risks and when to be conservative.

Senior Faculty Member

Gender: Female

Number of years in current position: 25

Number years experience at HBCUs: 26

Presidential Roles

The senior faculty member rated fourteen of the twenty-one items very important.

With reference to articulating a vision, developing goals and future directions, she stated that because the president holds the highest position on campus, one looks to him for guidance in describing a vision. "It is especially important, she stated, that he share the vision, but it is also important that that vision materialize through the assistance and efforts of others within the university, including faculty and members of the president's cabinet."

When commenting on the importance of recommending policy changes to the board, the faculty member stated that the president should make recommendations to the governing board, but this does not mean that he/she should always formulate those recommendations.

With regard to managing institutional resources, she stated that this role is very important, but can be delegated. The president, however, should provide the policies and directions.

Ensuring the collection and maintenance of institutional data was considered very important, but also a delegated role. However, the president should ensure that this function is performed. "It is critical in providing justification and documentation for actions and decisions," she added.

Providing an environment for leadership development and providing a sense of unity for the achievement of shared goals were rated very important presidential roles but also roles that are shared with others in the college community.

Securing financial support was perceived as a "primary responsibility" of today's academic president. The faculty member commented that presidents must be public relations persons and fundraisers because what they say to the public is considered more credible than what other members of the college might say.

With reference to representing the university in all public dealings, she stated that this too is a shared responsibility. The president is not capable of addressing all subjects.

Ensuring achievement of mission, providing leadership for the board, ensuring progress of academic programs, preserving identity, freedom, and integrity, upholding academic standards, ensuring periodic assessment of operational policies, and encouraging participation in international programs were rated somewhat important.

With reference to achievement of mission, she stated that the president must have the vision to hire the right people for administrative positions, people who will be held responsible for ensuring that the mission of the college is achieved.

Providing leadership for the board was rated somewhat important because the interviewee felt that this role can be self serving for the president, allowing him/her to present biased (non-representative of the institution) views to the board, based on his/her close working relationship with it. She further stated that it is important for the president to provide leadership for the board, with reference to presenting the needs of the college or university. She emphasized that this should not be done autonomously.

Ensuring progression within academic programs, preserving the institution's identity, freedom, and integrity; and upholding academic standards were considered

responsibilities shared by for the campus community. She further commented that it is important for presidents to preserve the identity of HBCUs but not at the expense of non-existence. Ensuring periodic assessments and revision of daily operational policies was also perceived as a shared responsibility with accountability to the president.

Stimulating and encouraging participation in international programs was perceived as important but unrealistic for some HBCUs which are concentrating on survival rather than expanding. She acknowledged that students should be provided international exposure, but "realistically this is not a top priority."

Academic Preparation

The faculty member rated eleven of the thirteen items very valuable. Agriculture and health fields were rated somewhat valuable.

Business was considered very valuable in helping the president to "speak the jargon" with business oriented constituencies.

Mastery of the English language was considered very valuable when communicating to various constituencies. Knowledge of a foreign language was described as valuable for those who wish to serve at institutions who are engaged in international activities.

Fine arts was considered very valuable for an aspiring president because "presidents are invited to and attend numerous cultural events." She stated that a president should be knowledgeable of various cultural dimensions.

With reference to academic preparation in law, she commented that in lieu of a legal degree, one might benefit from a course in the legal aspects of higher education.

Knowledge of mathematics was thought to assist one in understanding the fiscal operations of the institution.

Psychology and the social sciences would assist one in understanding and relating to people. "Knowledge in these areas could also assist a leader in acquiring followers." This, in her opinion, is dependent on how well one relates to people.

"Academic preparation in religion was once essential for presidents of some colleges." She stated that this prerequisite changed because of the many variables involved in running today's institutions. She added that religion may be more important at a church-related school, but overall, it is not as important as it was in the past.

The value of agriculture, the faculty member commented, depended on one's constituency. For example, if the constituency is parents in rural communities whose livelihood is farming, the president should be able to converse with them.

Health fields was also rated somewhat valuable. She stated that the president should have some knowledge in this

field, but staff with the appropriate expertise should be available.

Professional Experience

Experiences as academic vice president, academic dean, business executive, department chair, fundraiser, professor, ACE fellow, and academic president were rated very valuable. The faculty member stated that experience as an academic vice president would be valuable but not required. She further commented that it would be helpful for an aspiring president to move through the academic ranks.

Experience as a business executive would be considered valuable if one had also experienced movement through the academic ranks. She described this as the "perfect combination of experience and preparation for the presidency."

ACE fellowships or a similar training program, she stated, should be provided for all administrators. She commented that training in the fundamental roles and responsibilities of those positions would be very helpful.

Experience as an academic president was considered very valuable in providing a basis for performance. "One would have learned from their past mistakes."

The interviewee was undecided about the value of experiences as a minister and a politician. She did state that ministers usually have good speaking skills and the ability to convince others of their convictions. Politicians,

on the other hand, could be faced with conflicting interests and be impeded by past political relationships.

Experience as a lawyer was rated not very valuable.

Personal Qualities

Of the twelve items, eleven were rated very valuable. Conservative was rated somewhat valuable.

The interviewee commented that diagnostic skills are important in assisting one to analyze situations and identify the sources of problems.

Above-average intelligence is very valuable because presidents should have the ability to grasp an array of situations and concepts.

Effective management skills were considered valuable in assisting one to coordinate the activities of the administrative team.

A high energy level, the faculty member emphasized, is an essential quality for the president. She added that an institution "should not maintain personnel for the good they have done" but should allow the influx of energetic personnel who may be more effective in those positions.

Conservativeness was rated somewhat valuable, she commented, because one has to be able to balance it with risk taking.

In summary, she stated that the most important roles of an HBCU president are to raise funds and to assist the institution in maintaining its public image.

Institutional Summary

As presented in Table 15, the president, academic vice president, and senior faculty members agreed that ten (48%) of the twenty-one roles were very important roles for the HBCU president: articulating a vision, shaping and reshaping institutional goals, planning for future directions, implementing existing board policies, recommending policy changes to the board, managing institutional resources, assembling and maintaining a team of qualified administrators, providing a sense of unity for the achievement of common goals, securing financial support, and keeping constituencies informed.

Participants' ratings of academic preparation showed unanimity on four (30%) of the thirteen items (see Table 16). The following items were rated very valuable as academic preparation for the aspiring president of an HBCU: education, English/language arts, law, and psychology.

Participants agreed that two (18%) of the eleven professional experiences would be very valuable for the aspiring president of an HBCU (see Table 17). These items were experiences as an academic vice president and as academic dean. Agreement was also reached that one item--experience as a lawyer--would not be very valuable.

Congruence was achieved on seven (58%) of the twelve personal qualities (see Table 18). Proactive, good interpersonal skills, effective communicator, politically astute, future focused, intuitive, and a high energy level were rated very valuable.

Private HBCU No. 2

Ratings provided by participants are presented in Tables 19, 20, 21, and 22.

Institutional Profile

An urban, church-related, liberal arts college located in the southeastern United States with an average enrollment of 1,700. The college offers academic programs leading to the baccalaureate degree, with emphasis on preparing students for graduate school and the professions.

President

Gender: Male

Number of years in current position: 20

Number of years experience at HBCUs: 40

TABLE 19
 PRIVATE HBCU NO. 2
 PARTICIPANTS' RATINGS OF
 PRESIDENTIAL ROLES

Item	Participant		
	A	B	C
1. Articulating a vision	5	5	5
2. Shaping and reshaping goals	5	5	5
3. Planning for future directions	5	5	5
4. Ensuring achievement of mission	4	5	5
5. Implementing board policies	4	4	5
6. Recommending policy changes to the board	5	5	5
7. Providing leadership for the board	5	5	5
8. Managing resources	5	5	5
9. Ensuring that academic programs progress	4	5	5
10. Preserving identity, freedom, and integrity	4	4	5
11. Upholding academic standards	5	5	5
12. Ensuring collection of institutional data	5	5	4
13. Ensuring periodic assessment of operational policies	4	4	4
14. Encouraging participation in international programs	4	4	5
15. Assembling an administrative team	5	5	5

TABLE 19 (Continued)

Item	Participant		
	A	B	C
16. Providing leadership during crises	5	5	5
17. Providing an environment for development of leadership	5	5	5
18. Providing a sense of unity for achievement of common goals	4	5	5
19. Securing financial support	5	5	5
20. Keeping constituencies informed of institutional developments	4	5	5
21. Representing the institution in all public dealings	4	5	4

A - President	5	very important
B - Academic Vice President	4	somewhat important
C - Senior Faculty Member	3	undecided
	2	not very important
	1	of no importance

TABLE 20
 PRIVATE HBCU NO. 2
 PARTICIPANTS' RATINGS OF
 ACADEMIC PREPARATION

Item	Participant		
	A	B	C
1. Agriculture	2	5	2
2. Business Fields	4	4	5
3. Education	4	5	5
4. English/Language Arts	5	5	5
5. Fine Arts	2	4	5
6. Foreign Languages	4	5	5
7. Health Fields	2	4	5
8. Law	4	4	5
9. Mathematics	5	4	5
10. Philosophy	4	5	4
11. Psychology	5	5	5
12. Religion/Theology	4	4	5
13. Social Sciences	4	5	5

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 21
PRIVATE HBUC NO. 2
PARTICIPANTS' RATINGS OF
PROFESSIONAL EXPERIENCE

Item	Participant		
	A	B	C
1. Academic Vice President	4	5	5
2. Academic Dean	4	5	5
3. Business Executive	4	4	4
4. Department Chair	4	5	5
5. Fundraiser	2	5	4
6. Lawyer	4	4	4
7. Minister	2	3	4
8. Politician	1	3	4
9. Professor	4	5	5
10. ACE fellow	4	4	5
11. President	5	3	4

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 22
 PRIVATE HBCU NO. 2
 PARTICIPANTS' RATINGS OF
 PERSONAL QUALITIES

Item	Participant		
	A	B	C
1. Proactive	5	5	5
2. Interpersonal skills	5	5	5
3. Effective communicator	5	5	5
4. Diagnostician	4	5	5
5. Above-average intelligence	5	5	5
6. Politically astute	5	5	5
7. Effective manager	5	5	5
8. Future focused	5	5	5
9. Intuitive	3	5	5
10. Risk taker	4	5	5
11. High energy level	5	5	5
12. Conservative	2	5	4

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

Presidential Roles

The president rated twelve of the twenty one presidential roles very important.

The president stated that without a vision, the leader will perish. With reference to shaping and reshaping institutional goals and planning for future directions, he stated that a college or university, like any other organization, has to have clearly defined goals and directions which it expects to achieve within a certain time period. It is the responsibility of the president to assist the faculty, the board, and the staff of the institution by providing leadership for the achievement of certain goals and future directions of the institution.

When commenting on recommending policy changes to the board, the interviewee stated that it is important for the president to help the institution to evaluate itself and to restructure as needed, after which, he/she should present recommendations for policy changes to the board. With reference to the president providing leadership to the board, he distinguished between presidential leadership and board leadership. "Presidential leadership involves the execution of policy and the anticipation of the need for policy, given that the board is the policy making body of the institution." He emphasized, in relation to the president's providing leadership to the board, that the president must take the leadership in helping the board to move toward constructive policy making for the institution. If the president does not

provide the leadership, many times there is no progress. He further commented that providing leadership for the board is one of the most important roles of the academic president. "Those institutions who do not see this as a priority may undergo difficulties," he added.

The inability to manage resources was described as an "Achilles' heel" of the private, predominantly black college. He stated that it is most important for the president of these colleges to have the ability to manage their limited resources though this is an important role for the presidents of all colleges.

Upholding the academic standards of the institution, he stated, should be a given for all presidents.

In response to the importance of ensuring that institutional data are collected and maintained, he commented that historically this has been a shortcoming of the HBCU. He further stated that HBCUs must have a repository from which they can extract reliable data on which to base their decisions and to document their actions, rather than relying on anecdotal data.

With reference to assembling and maintaining a team of qualified administrators, he commented that "any president worth his salt and bread will surround himself with capable people."

Providing leadership in times of crises was considered very important but supplemental to providing leadership at all times.

Providing an environment conducive to the development of leadership was also rated very important. The president felt that one should be able to experiment with different ideas and concepts and not be hampered by restrictive, administrative mandates. Having an atmosphere in which faculty and others feel free to disagree with the president, he said, is very important.

With reference to securing financial support for the college's needs and goals, the interviewee commented that this is less important at state-supported institutions. "At a small, private, black college this is one of the most important roles of the president from the perspective of some trustees." He commented that it is important for the president of these types of institutions to generate funds because their boards are not going to do it.

Ensuring achievement of the institution's mission; implementing board policies; ensuring progress within academic programs; preserving the institution's identity, freedom, and integrity; ensuring periodic assessment of operational policies; stimulating and encouraging the college's participation in international programs; providing a sense of unity for the achievement of common goals; keeping constituencies informed of the institution's development; and representing the college in all public dealings were rated somewhat important.

When commenting on achievement of mission, the president stated that a president will not ensure that the mission is

achieved. "Emphasis should be on ensuring that the mission is pursued in every action that the institution undertakes."

Ensuring that existing board policies are achieved was rated somewhat important. In the president's opinion, "this statement assumes that whatever policies are in effect are adequate." It is important that one constantly review policies and revise them as needed.

With reference to ensuring progress within academic programs, the president stated, "The importance of facilitating this occurrence would be a more appropriate perspective. The president cannot successfully perform this role without the assistance of the faculty and the board." Facilitating this occurrence involves the president's providing leadership, vision, and management expertise. He further commented that ensuring (facilitating) progress within academic programs is incumbent upon the president or the institution will suffer.

Preserving the institution's identity, freedom, and integrity was described as a presidential role to which one could not attach too much importance because it is a fundamental role of the president to protect the rights and the integrity of the faculty and the student body. Further, he stated that because preserving the identity of the private institution is important, its image should be pervasive in everything that the institution does.

With reference to ensuring periodic assessment of operational policies, the president commented that "an

institution, like an individual, needs a periodic checkup." The type of assessment and its frequency will have to be determined by each institution and its board. He noted that periodic assessments are becoming more important with increasing public interest in outcomes or productivity.

When commenting on stimulating and encouraging participation in international programs, he stated that this was important at his institution, but "it should not be an overriding concern unless a given institution sees it as important." He viewed international involvement as a way of motivating students and encouraging academic competition among students of different cultures. Additionally, he believed that international involvement was a means of "sowing seeds of cultural understanding" which could contribute to an erosion of cultural stereotypes.

Keeping constituencies informed of college/university progress and developments was perceived as something that can be achieved by inviting the public to visit the institution on days set aside for that purpose. He added that activities, programs, and developments of the institution should be shared with the community.

With reference to representing the college in all dealings with the public, the interviewee stated that a president should represent the institution at major functions. "The president should be the major spokesperson." He added that on other occasions, other officers can represent the institution.

Academic Preparation

English/language arts, mathematics, and psychology were rated very valuable academic preparation for aspiring presidents of HBCUs. Business fields, education, foreign languages, law, philosophy, religion/theology, and social sciences were rated somewhat valuable. Agriculture, fine arts, and health fields were rated not very valuable.

English/language arts was considered helpful in preparing the president to articulate to the public the institution's philosophy, missions, and goals. Mathematics was considered very valuable in helping one to relate on a daily basis with the business office, faculty, trustees, and the community. Psychology was thought to assist one in working with numerous personalities.

Business fields were perceived as helping one to understand business terminology and to deal with the fiscal affairs of the institution.

Education was thought to be valuable if one has combined that education with training in the liberal arts. Academic preparation solely in education was not perceived to have the same value. Foreign languages were considered to broaden a president's horizons, but knowledge of them is not required. Law was rated somewhat valuable in helping one to have some fundamental knowledge of the complex legal programs which confront higher education. Philosophy, he thought, did not provide one an advantage over those who have not studied that field. The president emphasized that "a broad, liberal arts

background would be an asset." Religion/theology was considered somewhat valuable in helping one to understand and to respect various religious beliefs.

Agriculture was perceived as not being very valuable unless the institution has some particular focus on agriculture. Fine arts was rated not very valuable but not necessarily a hindrance. Health fields were perceived as not being very valuable unless one intends to serve in a health-field related institution.

Professional Experience

Experience as president was perceived as very valuable. Experiences as academic vice president, academic dean, business executive, department chair, lawyer, professor, and ACE fellow were rated somewhat valuable. Fundraising and ministerial experiences were perceived as not being very valuable. Experience as a politician was perceived as having no value.

Experience in a "successful" presidency was perceived as being the most important preparation for the president of an HBCU.

Experiences as academic vice president, academic dean, and professor were thought to provide one with skills to assist in performing presidential roles and responsibilities.

The president commented that he has observed persons from each of these positions ascend to the presidency and perform successfully. Experience as a business executive was

perceived skeptically. The president stated that in general, business persons tend to be narrowly educated. "They tend to look at everything in terms of dollars and cents. In education, unit cost cannot be compared to those in a factory. Education deals with people." The ACE fellows programs and other training programs were thought to be somewhat valuable. However, the president stated that the most valuable training for an aspiring president would be one or two years of work with an experienced president. "The focus of training programs or internships should be on providing one with hands-on experiences and exposure to daily roles and responsibilities of the presidency."

Personal Qualities

Proactive, good interpersonal skills, effective communicator, above-average intelligence, politically astute, effective manager, future focused, and high energy level were rated very valuable. Diagnostic skills and risk taking were rated somewhat valuable. The president was undecided about the value of intuition. Conservative was rated not very valuable.

The president stated that his reasons for rating the items as such had been alluded to in his previous comments. He added that being proactive in constructive endeavors is a very valuable quality for a presidential aspirant. Being future focused was thought to provide one with the ability to look "beyond the micro" and "to see the macro." Risk taking

was thought to be somewhat valuable, depending on how one proceeds.

Academic Vice President

Gender: Female

Number of years in current position: 16

Number of years experience at HBCUs: 23

Presidential Roles

The academic vice president rated seventeen of the twenty-one items very important roles for the HBCU president.

In her comments on articulating a vision, shaping and reshaping institutional goals, and planning for future directions, the vice president stated, "Without a vision, there cannot be quality leadership. The ability of the president to conceptualize, design, create, and keep before him the needs of the institution and yet a flexible design which includes participatory management without relinquishing leadership is very exemplary."

"Achievement of mission is the goal of every area of the college." She further stated that this is done by managing by objectives. It is the role of the president to ensure that the mission is achieved by developing a strategy for assessing goal attainment.

Recommending policy changes to the board was perceived as being a very important role for the president if those

recommendations were based on periodic reports provided by various areas or units within the institution.

The president's providing leadership to the board was perceived as an essential means of keeping the board informed of what goes on within the institution. She stated that this role should be a priority for the president since failure to perform this role constitutes ineffective leadership which causes dissention between the board and the president.

Managing institutional resources, she commented, could be achieved by managing by objectives. Ensuring that academic programs progress with the needs of constituencies and the environments was perceived as a function of the academic vice president's office, but in her opinion, the president should ensure that it is being done.

Upholding academic standards was thought to be a very important presidential role. She commented that if the president does not provide the support and freedom for the chief academic officer to perform this function, it cannot be performed.

Ensuring the collection and maintenance of institutional data was perceived as the primary function of the institutional research office. The office, she stated, should have a direct working relationship with the president's office, which should ensure that this function is achieved.

With reference to providing leadership during crises, the academic vice president stated that the administration

should try to curtail crises. "The institution should not be crisis oriented," she added.

Providing an environment conducive to leadership development was perceived as a very important role of the president, as well as for the entire institution. She emphasized that "the college is a laboratory."

Managing institutional resources was perceived as dependent on the president's reputation for doing so. She commented that contributors to the institution expect a successful tract of leadership.

With reference to the president's representing the institution in all dealings with the public, she commented that "it is important that the president perform this role nationally, internationally, locally, and statewide. One of our objectives," she stated, "is to town and gown."

Implementing existing board policies was rated somewhat important. The vice president perceived it as a responsibility of the president through his/her cabinet.

Preserving the institution's identity, freedom, and integrity was perceived as somewhat important. She stated, "frankly, the president is the image of the institution." When asked whether black institutions should preserve their identities as HBCU, she commented, "I would like to feel that black colleges are American institutions with the same opportunities, the same values, the same standards as other institutions."

Ensuring periodic assessment of operational policies was perceived by the vice president as a shared responsibility of all members of the institution. She stated that this can be achieved in annual retreats.

The role of the president to stimulate and encourage participation in international programs was perceived as somewhat important. She commented that her institution was very involved in international programs, providing international studies programs for students and faculty.

Academic Preparation

Agriculture, education, English/language arts, foreign languages, philosophy, psychology, and social sciences were rated very valuable. Business fields, fine arts, health fields, law, mathematics, and religion/theology were rated somewhat valuable.

Agriculture was considered very valuable at a land-grant institution or at an institution which has academic emphasis on agriculture. Education, in general, and "not necessarily from books" was considered very valuable. Persons who have not mastered English/language arts, she commented "become perpetuators of ignorance and are a disgrace to our race." Foreign language was perceived as being valuable at those institutions which emphasize international involvement. Philosophy was thought to contribute to the attitudes, taste, and principles of the institution. "Social sciences," she stated, "help one to understand diversities among people."

Business fields were considered somewhat valuable. In the vice president's opinion, people in business often lack an understanding of the academic arena. Fine arts were thought to develop a well-rounded individual with aesthetic appreciation. Law was thought to provide one with the ability to understand and possibly to handle litigation. She commented that "the objective is not to become involved in litigation." Religion was rated somewhat valuable in providing one with values and principles.

Professional Experience

Experiences as academic vice president, academic dean, department chair, fundraiser, and professor were rated very valuable. Experiences as business executive, lawyer, and ACE fellow were perceived as somewhat valuable. The vice president was undecided about the value of experiences as a minister, politician, and president.

Progression through the academic ranks from professor to the presidency was perceived as very valuable. Fundraising experience was considered very valuable preparation in assisting one to perform what she previously described as one of the most important presidential roles.

Experience as a business executive was perceived as having some merit, but not if one cannot understand the academic arena. Some knowledge of law was also thought to be valuable but not required. Experience as an ACE fellow was

perceived as helpful, but experience with a good mentor would be more valuable.

The vice president was undecided about experiences as a minister or politician. She commented that the necessity for ministerial experience would depend on the institution. Having knowledge of the importance of politics was thought to be of value, but experience as a politician was not.

Personal Qualities

Of the twelve items presented as personal qualities, each was rated by the vice president as very valuable for the aspiring president of an HBCU.

She commented that preventive management (proactiveness) would be a valuable quality for an aspiring president. Being politically astute would assist one in getting "the elusive dollar." "One needs to know how and when to play the game," she added. Intuition was perceived as allowing one to anticipate various situations. "Conservativeness rather than flamboyance," she commented, " would be very valuable."

In summary, the academic vice president said that the chief executive officer of an academic institution should have "comprehensive knowledge of good management, planning, public relations, fundraising, and the ability to unite all areas of the institution and a wealth of knowledge of how to deal with human conflict, and if possible the ability to avoid confrontation."

Senior Faculty Member

Gender: Female

Number of years in current position: 5

Number of years experience at HBCUs: 14

Presidential Roles

The senior faculty member rated eighteen of the twenty-one items very important.

Articulating a vision, shaping and reshaping goals, and planning for future directions were perceived as very important, because the interviewee felt that a role of the president is to foresee the future of the college. It is also necessary for the president to formulate goals and directions, and to modify them as needed, for the achievement of his/her future vision or plans for the institution.

Ensuring achievement of mission was perceived as a responsibility shared between the president and other members of the institution. She further commented that the president should provide the leadership for achieving the mission and ensure that it is being done.

With reference to recommending policy changes to the board and providing leadership to the board, she commented that it is very important that the president perform these roles and maintain an "active" relationship with the board.

Ensuring progress within academic programs and upholding academic standards were thought to be very important because the faculty member perceived the president as overseer of the academic program. She commented that the president is

ultimately held accountable for all segments of the institution, even though these roles may be shared with others within the college.

When commenting on the roles of the president in stimulating and encouraging participation in international programs, she stated that it is important for the president and for HBCUs to be involved. The cultural atmosphere in America is dependent on the international atmosphere, she added.

The necessity for the president to assemble and maintain a team of "good" administrators was perceived as essential to the success of the president. "The president must have good generals."

A "non-restrictive environment" was perceived as essential for growth. The president must provide an environment which is conducive to the development of leadership.

The interviewee stated that ensuring the collection and maintenance of institutional data, ensuring periodic assessment of operational policies, and representing the institution in all public dealings are somewhat important for the president. It is important that the president ensure accomplishment of the functions, but these roles should be delegated or shared with other members of the college.

Academic Preparation

The senior faculty member rated eleven of the items very valuable as preparation for the aspiring president of an HBCU. Those items rated very valuable were business fields, education, English/language arts, fine arts, foreign languages, health fields, law, mathematics, psychology, religion/theology, and social sciences. Philosophy was rated somewhat valuable. Agriculture was rated not very valuable.

Each of the items rated very valuable were thought to provide the president with knowledge which would assist him/her in performing daily responsibilities, relating to people, and in assisting the institution to succeed in a competitive environment.

"Agriculture," she commented, "would probably be more valuable at an agricultural and/or technical institution."

Professional Experience

Experiences as an academic vice president, academic dean, department chair, professor, and ACE fellow were rated very valuable. Experiences as a business executive, fundraiser, lawyer, minister, politician, and president were perceived as being somewhat valuable.

Based on the interviewee's ratings, one might conclude that she advocated progression through the academic ranks, or at least some experience in academia, supplemented by participation in an administrative training program. The faculty member commented that experience as a business

executive would be valuable but "not necessarily essential." Fundraising experience was considered valuable but lack of this experience could be complemented by the development officer.

Personal Qualities

Eleven of the twelve personal qualities were perceived as very valuable for the aspiring president. Conservative was rated somewhat valuable.

The faculty member commented that diagnostic abilities and intuition are closely related. With reference to risk taking, she stated that the president should not fear innovative ideas for the institution. The president "should be flexible and be willing to take risks," she concluded.

Institutional Summary

As presented in Table 19, the participants agreed that eleven (52%) of the twenty one items presented as presidential roles were very important for the HBCU president. These items were articulating a vision, shaping and reshaping goals, planning for future directions, recommending policy changes to the board, providing leadership for the board, managing resources, upholding academic standards, assembling and maintaining a team of qualified administrators, providing leadership during crises, providing an environment for the development of leadership, and securing financial support. Congruence was also

indicated in their rating of ensuring periodic assessment of operational policies as somewhat important.

Consensus was achieved on two (15%) of the items presented as academic preparation (see Table 20). English/language arts and psychology were rated very valuable. Consensus was not achieved in their rating of any other items.

When rating professional experiences for the aspiring president of an HBCU, the participants did not agree that any of the eleven items were very important (see Table 21). Consensus was achieved in rating two (18%) items--business executive and lawyer--somewhat important.

The participants agreed that eight (67%) of the eleven personal qualities were very valuable for the aspiring president (see Table 22). Consensus was not achieved on their rating of any other items.

Analysis of the Data

Participants in this study were asked to rate a number of presidential roles and presidential qualifications in terms of their perceived importance or value. The ratings were made on five-point, interval scales ranging from one to five, where 1 = of no importance or value, 2 = not very important or valuable, 3 = undecided, 4 = somewhat important or valuable, and 5 = very important or valuable. High scores on the scale indicated that the item was perceived as being important or valuable. A rating of three was a neutral

point, indicating that the participant was undecided about an item. Ratings below three indicated that the item was perceived as being of little or no importance or value.

Ratings provided by participants (presidents, academic vice presidents, and senior faculty members) at two public and two private HBCUs determined the mean ratings for each item by type of institution. Appendix C contains comparative mean ratings by public and private HBCUs, mean ratings by the participants' position within each type of HBCU, and a comparison of mean ratings between positions at public and private HBCUs for each item in the interview schedule.

For the purposes of this study, the average rating for all items in each section of the questionnaire was determined (see Appendix C). The resulting grand mean was used both to determine the relative importance or value attributed to items in each section and to separate items perceived as being most important or valuable from those perceived as being less important or valuable. Mean scores which are greater than the grand mean identify items perceived as being most important or most valuable.

Analysis of Research Questions

For the purpose of this analysis, only those items perceived as being the most important presidential roles for HBCU presidents and the most valuable qualifications for aspiring presidents of HBCUs will be presented and discussed. This analysis will also address levels of congruence within

and between the two types of HBCUs. Participants' comments will be included to support areas of agreement and to clarify areas of disagreement.

Perceptions of the Most Important
Roles and the Most Valuable
Qualifications

Table 23 lists the most important roles of HBCU presidents as identified by participants at both public and private HBCUs. Both groups identified eleven roles which they perceived as being most important for HBCU presidents.

Agreement between the two groups was observed on nine items--articulating a vision, assembling an administrative team, leading during crises, planning for future directions, managing resources, providing a sense of unity, securing financial support, shaping and reshaping goals, and providing an environment which is conducive to leadership development.

Participants at both public and private HBCUs agreed that the president has the responsibility for establishing plans and goals for the institution and for modifying them as needed. Further, both groups felt that it is important for the HBCU president to secure financial support for goals, programs, and activities which may be receiving minimal or no support. They emphasized that funds for instructional support, research, staff development, and community services are vital to the success of the institution and for achievement of its mission. In order for the institution to

perform these functions, it must be able to attract funds from outside sources, such as the federal government and corporations. Therefore, it is important that the president view the acquisition of funds as a priority and that he/she be able to convince all financial sources of his/her ability to efficiently manage those funds.

TABLE 23
 MOST IMPORTANT PRESIDENTIAL ROLES
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC AND PRIVATE HBCUs

Item	Public	Private
Articulating a vision	5.00	5.00
Assembling a team	5.00	5.00
Leading during crises	5.00	4.83
Planning for future directions	4.83	5.00
Managing resources	4.83	5.00
Providing a sense of unity	4.83	4.83
Securing financial support	4.83	5.00
Shaping and reshaping goals	4.67	5.00
Leadership development	4.67	4.83
Recommending policy changes	4.83	----
Ensuring achievement of mission	4.67	----
Informing constituents	----	4.83
Providing leadership for board	----	5.00
Grand Mean	4.51	4.71

Participants felt that the success of the president, in attaining goals and managing the institution depends on the capabilities of his/her administrative team. They stated that the president's team should be composed of productive and effective members who are dedicated to the university as a whole. The effectiveness of the team is the president's responsibility and he or she along with his/her team, should garner the support of institution members and other constituents in creating a unified approach to goal attainment.

Both groups also agreed that the president should provide leadership during crises. Crises are disruptive to the functions and goals of the institution and the president, by virtue of his/her position, has greater access to knowledge about the sources of those disruptions and therefore would best know how to quell them.

With reference to providing an environment for leadership development, both groups felt that the president should provide members of the institution with opportunities to develop leadership skills. They stated that the practice of developing leadership could have long-range benefits for the institution, with reference to developing future administrators, enhancing loyalty to the institution, and ensuring continuity of leadership.

Disagreement between public and private HBCUs was observed on four items--recommending policy changes to the board, ensuring achievement of mission, providing leadership

for the board, and keeping constituents informed. The former two roles were identified by public HBCUs, the latter two by private HBCUs.

Recommending policy changes to the board was perceived by public HBCUs as the sole responsibility of the president, because administrative protocol of public institutions does not permit other university officials to approach the governing board with policy recommendations. Ensuring achievement of mission was also perceived as an important presidential role by public HBCUs because it serves as a criterion for institutional and presidential evaluations within public higher education systems. Further, these HBCUs perceived themselves as being highly visible, with their functions and activities under public scrutiny. Public HBCUs thought that their existence was directly related to their ability to perform their prescribed functions.

Private HBCUs perceived providing leadership for the board as a primary responsibility of the president, resulting from his/her close working relationship with the governing board. At private HBCUs, the president typically served as a member of the institution's governing board and had primary responsibility for providing information and leadership with reference to future directions for the institution and methods for implementing plans.

Keeping constituents informed was also perceived by private HBCUs as being among the most important presidential roles. They perceived themselves as being obligated to keep

supporters and friends of the institution informed of the status of programs and activities which were developed and/or supported by their contributions and services.

Academic Preparation

Table 24 lists ratings of academic preparation by public and private HBCUs. Public HBCUs identified six academic fields which they thought would provide valuable knowledge and/or training for aspiring presidents, while private HBCUs identified nine. Both groups agreed on six fields--business, English/language arts, social sciences, psychology, law, and education. They also emphasized that a degree in these fields is not required, but that some fundamental knowledge in them would be valuable.

Business fields were perceived by both groups as being valuable in aiding one in performing management and fiscal responsibilities. English/language arts was thought to equip the president with oral and written communication skills which would be valuable when interacting with all the constituencies of the institution. They added that if the president is to be successful in articulating his/her vision, developing goals for the institution, and garnering support for his/her plans, he/she must be able to communicate effectively with a variety of persons.

Social sciences were perceived as providing a president with an understanding, appreciation for, and tolerance of various cultures and peoples. Due to the diverse student and

staff populations on today's college campuses, both public and private HBCUs felt that presidents should appreciate cultural diversity.

TABLE 24
 MOST VALUABLE ACADEMIC PREPARATION
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC AND PRIVATE HBCUs

Item	Public	Private
Business fields	4.17	4.50
English/language arts	4.00	5.00
Social sciences	4.00	4.50
Psychology	3.83	5.00
Law	3.67	4.67
Education	3.50	4.83
Mathematics	----	4.67
Foreign languages	----	4.50
Religion/Theology	----	4.50
Grand Mean	3.41	4.38

Psychology was thought to provide one with skills for understanding human behavior and different personality types. The president must know how to recognize, relate to, and understand the professional idiosyncracies of those with whom he/she interacts.

Law was thought to acquaint a president with the legal environment of higher education. Both groups felt that the president must know the legal ramifications of actions taken by the institution and that the president must keep abreast of laws which affect higher education.

Education was perceived as being valuable because one of the functions of the institution is to provide academic programs. Having some knowledge of educational systems, theories, and philosophies was thought to be valuable to a president when establishing future directions and goals for the institution.

In addition to the six items on which both groups agreed, private HBCUs also perceived foreign languages, religion/theology, and mathematics as being valuable areas of academic preparation. Foreign languages were perceived as valuable in assisting one to become involved in international programs and activities. Knowledge of religion/theology was perceived as valuable for presidents at private HBCUs because of the affiliation of some of these institutions with church-related groups.

Mathematics was also thought to provide one with valuable skills, similar to those acquired in business fields, for performing fiscal responsibilities.

Professional Experience

Table 25 contains professional experiences perceived as being most valuable for aspiring presidents of HBCUs. Public

HBCUs identified six professional experiences, while private HBCUs identified eight. Agreement between the two groups was observed on six items--professor, president, academic dean, ACE fellow, academic vice president, and department chair.

TABLE 25
 MOST VALUABLE PROFESSIONAL EXPERIENCE
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC AND PRIVATE HBCUs

Item	Public	Private
Professor	4.50	4.67
President	4.50	4.17
Academic Dean	4.33	4.83
ACE fellow	4.33	4.33
Academic vice president	4.17	4.83
Department chair	3.50	4.33
Business executive	----	4.17
Fundraiser	----	4.17
Grand Mean	3.48	3.97

Selection of these experiences by both groups indicated that experience in academia, coupled with participation in an administrative training program was thought to be most valuable. Public HBCU respondents stated that one does not have to move through the academic ranks to become a president, but the ratings provided by private HBCUs

indicated a preference for those who do. Both groups agreed that regardless of the level which one has attained prior to receiving a presidential appointment, it is important that he/she has experience as a faculty member. Such experience was thought to orient the aspiring president to academia and to provide experience in interacting with faculty members.

Experience as an ACE fellow or in a similar training program was perceived as providing valuable practical knowledge and skills which could be transferred to the presidency. Even though both groups stated that training programs would be valuable, they noted that some of those programs are limited by their short duration and by the participants' inability to transfer the training components to the workplace. An internship with a seasoned administrator was thought to be of greater value.

Public and private HBCUs agreed that if their institution were seeking a new president, they would consider presidential experience as very valuable. However they added that the perceived value of that experience might depend on whether the candidate had a successful experience as president.

In addition to the six items on which both groups agreed, private HBCUs also perceived experiences as business executive and fundraiser as valuable. These additional experiences supported the private HBCUs perception that they are businesses with the primary responsibilities of generating and disbursing funds. The individual who is

successful in transferring business skills and practices to the academic setting was described by private HBCUs as being the ideal president.

Personal Qualities

Table 26 contains a list of the personal qualities which were perceived as being most valuable for aspiring presidents. Both public and private HBCUs identified seven items. Agreement was observed on six items--good interpersonal skills, effective communicator, politically astute, high energy level, future focused, and effective manager.

Good interpersonal skills were perceived as valuable in aiding one to establish productive working relationships with constituents both on and off campus. After establishing those relationships, the president should be able to effectively communicate to those persons information about the institution, its goals, and needs.

Political astuteness was thought to provide a president with the ability to make the necessary contacts for the institution and to recognize and understand the nature of events which can have a significant effect on the institution. Further, the ability to "play the political game" for the benefit of the institution was perceived as being essential.

TABLE 26
 MOST VALUABLE PERSONAL QUALITIES
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC AND PRIVATE HBCUs

Item	Public	Private
Interpersonal skills	5.00	5.00
Effective communicator	5.00	5.00
Politically astute	5.00	5.00
High energy level	5.00	5.00
Future focused	4.83	5.00
Effective manager	4.83	4.83
Above-average intelligence	4.67	----
Proactive	----	5.00
Grand Mean	4.64	4.78

A high energy level was perceived as valuable because of the numerous responsibilities of the presidency. Spending long hours on the job, traveling, and participating in numerous social activities was considered very demanding of a president's time and energy.

Future focused was perceived as being very valuable in helping the president to develop plans and directions for the institution. Both groups indicated that the president should observe the current trends of higher education in an effort to prepare for the future of the institution. Having a vision for the institution was thought to be analagous to being future focused.

Effective management skills were considered essential in helping the president to manage and monitor the activities of the administrative team. The president must therefore be a manager of managers.

Public and private HBCUs did not agree on two items: above-average intelligence and proactive. Public HBCUs identified above-average intelligence as an important leadership characteristic, separating the leader from the followers. Private HBCUs identified proactiveness as an essential quality for presidents if they are to succeed in ensuring that the institution progresses while simultaneously maintaining its stability.

Analysis of Congruence Between Public and Private HBCUs

Based on public and private HBCUs' identification of the most important presidential roles and the most valuable qualifications for aspiring presidents, the researcher concluded that the relative importance or value attributed to presidential roles and qualifications varies by type of institution. Some items, though perceived as being important or valuable by both types of HBCUs, received different ratings. For example, providing leadership in the shaping and reshaping of institutional goals was listed among the most important roles for HBCU presidents by both groups, but the item received a rating of 4.67 by public HBCUs and a rating of 5.00 by private HBCUs. The discrepancy between the

ratings may be explained by the public HBCUs' perception that the president should not only perform this role, but also delegate some of the responsibility for performing it to other administrators. Private HBCUs felt that the president should provide the leadership in shaping and reshaping goals, regardless of who actually performed the role. Discrepancies can be observed in several ratings of presidential roles.

An analysis of the grand mean revealed that the relative importance or value attributed to each section of the questionnaire varied by type of HBCU. The grand mean for each group also revealed that private HBCUs tended to rate each of the presidential roles higher than public HBCUs did. The perception of public HBCUs was that some of the president's roles can be shared with or delegated to other officers of the institution. Private HBCUs felt that the president should perform certain roles and that he/she must ensure that those roles which he chose to share or delegate were actually being performed.

With reference to academic preparation, the grand means for public HBCUs was 3.41 and 4.38 for private HBCUs. Again, private HBCUs perceived the items as being more valuable than did public HBCUs. Based on the public HBCU participants' comments, the researcher observed that they perceived a president as not having to have academic preparation in a particular academic field. Based on that perception, the participants were generally undecided about the value of the academic fields. Private HBCUs felt that certain academic

fields may better prepare one for presidential roles and responsibilities, and therefore, gave the academic fields positive ratings.

Private HBCUs also had stronger views about the value of certain professional experiences than did the public HBCUs. The average rating of items in this section was 3.48 for public HBCUs and 3.97 for private HBCUs. Both groups felt that a person can move from a professorship or from an administrative position into a presidency and be successful; however, movement through some or all of the positions in the academic hierarchy may provide experiences that increase one's effectiveness as president. Movement up each rung of the academic ladder was not perceived by either group as being a prerequisite for the presidency.

In rating personal qualities, the grand mean for public HBCUs was 4.64 and for private HBCUs, 4.78. Both groups perceived certain personal qualities as valuable for aspiring presidents. However, the individual ratings of the items revealed that private HBCUs placed a higher value on the personal qualities than did the public HBCUs.

In conclusion, though certain presidential roles and qualifications were perceived as being most important or valuable by both public and private HBCUs, the degree of importance or value attributed to them differed between the two groups.

Summary

Based on the findings of this analysis, specifically the items on which both public and private HBCUs agreed, the researcher concluded the following:

1. The most important roles of HBCU presidents are as follows:
 - A. Articulating a vision
 - B. Assembling an administrative team
 - C. Providing leadership during crises
 - D. Planning for future directions
 - E. Managing resources
 - F. Providing a sense of unity
 - G. Securing financial support
 - H. Shaping and reshaping institutional goals
 - I. Leadership development

2. The most valuable academic preparations for aspiring presidents of HBCUs are as follows:
 - A. Business fields
 - B. English/language arts
 - C. Social sciences
 - D. Psychology
 - E. Law
 - F. Education

3. The most valuable professional experiences for aspiring presidents of HBCUs are as follows:
 - A. Professor
 - B. President
 - C. Academic Dean
 - D. ACE fellow
 - E. Academic Vice President
 - F. Department chair

4. The most valuable personal qualities for aspiring presidents of HBCUs are as follows:
- A. Good interpersonal skills
 - B. Effective communication skills
 - C. Political astuteness
 - D. High energy level
 - E. Future focused
 - F. Effective management skills

Analysis of Congruence Within
Public HBCUs

Presidential Roles

As shown in Table 27, the three groups at public HBCUs (presidents, academic vice presidents, and senior faculty members) identified eighteen roles which they perceived as being most important for HBCU presidents. The three groups agreed on nine items--articulating a vision, shaping and reshaping goals, assembling a team, leading during crises, securing financial support, planning for future directions, ensuring achievement of mission, managing resources, and recommending policy changes. For six of those nine roles, either the academic vice presidents or faculty members gave the role a lower rating than did the presidents. In each case, the two groups felt that the role should be shared with other members of the institution. For example, both the vice presidents and the faculty members felt that shaping and reshaping goals and ensuring achievement of mission were also the responsibilities of other officers of the university, including themselves.

TABLE 27
 MOST IMPORTANT PRESIDENTIAL ROLES
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC HBCUs

Item	Pres.	VP	Faculty
Articulating a vision	5.00	5.00	5.00
Shaping and reshaping goals	5.00	4.50	4.50
Assembling a team	5.00	5.00	5.00
Leading during crises	5.00	5.00	5.00
Securing financial support	5.00	5.00	4.50
Planning for future directions	5.00	5.00	4.50
Ensuring achievement of mission	5.00	4.50	4.50
Managing resources	5.00	5.00	4.50
Recommending policy changes	5.00	4.50	5.00
Implementing policies	5.00	4.50	----
Leadership development	----	5.00	5.00
Providing a sense of unity	----	5.00	5.00
Informing constituents	----	4.50	4.50
Ensuring academic progress	----	5.00	----
Upholding academic standards	----	5.00	----
Ensuring maintenance of data	----	5.00	----
Preserving identity, etc.	----	4.50	----
Providing leadership for board	----	----	4.50
Grand Mean	4.64	4.48	4.40

Agreement between the presidents and academic vice presidents was observed on one item--implementing policies. Both of these groups identified this role as being among the most important for HBCU presidents, whereas the faculty members did not. Even though vice presidents perceived policy implementaton as an important presidential role, they gave the role a lower rating than did the presidents because

they felt that they too had some responsibility in that area. Faculty members felt that the president should not consider this role as being a priority because it was the responsibility of the administrative team and faculty to ensure that policies were being implemented.

Agreement between the vice presidents and faculty members was observed on three items--leadership development, providing a sense of unity, and informing constituents. Presidents did not view these roles as being among the most important. From the perspective of vice presidents and faculty members, presidents should take some responsibility for each of these roles. With reference to providing an environment which is conducive to leadership development, for example, vice presidents and faculty members felt that presidents were not providing them with opportunities to display leadership skills. Presidents, they thought, assumed that others within the institution were not capable of providing leadership. They felt that presidents should allow others to assume leadership roles in order to prepare them for an array of administrative positions.

The vice presidents suggested four additional roles for HBCU presidents--ensuring that academic programs progress, upholding academic standards, ensuring maintenance of institutional data, and preserving the institution's identity, freedom, and integrity. Presidents and faculty members did not perceive these roles as being among the most important for HBCU presidents because they felt that these

roles should be performed by members of the administrative team or by all members of the university. However, vice presidents felt that the president should provide more leadership in those areas.

One item--providing leadership for the board--was perceived by faculty members as being among the most important roles for HBCU presidents. Presidents and vice presidents did not consider this role as being among the most important. Faculty members felt that the president should maintain an active relationship with the board to ensure that the board acts in the best interest of the university. Faculty members also felt that because the governing board members are physically removed from the institution, the president should serve a key role in enhancing their knowledge and understanding of the institution's status.

In analyzing the level of congruence within public HBCUs relative to their ratings of presidential roles, the researcher observed that presidents identified ten role priorities for HBCU presidents, academic vice presidents, identified seventeen, and faculty members identified thirteen. The greatest agreement among the three groups was observed between the vice presidents and faculty members who agreed on twelve of the eighteen roles.

The number of roles that each group perceived as important indicated that role expectations differed for each group, with the academic vice presidents having the greatest role expectations, followed by the faculty members, and

presidents. This finding may suggest that presidents of public HBCUs may need to clarify their roles to academic vice presidents and faculty members or that presidents need to re-evaluate their roles based on the expectations of those groups. Further, the fact that academic vice presidents and faculty members have expectations of the president which are different than those of presidents may indicate the need for evaluation of certain university functions, such as providing a sense of unity and informing constituents. Vice presidents and faculty members might feel that these functions are not being performed effectively and therefore need attention from the president.

Academic Preparation

Table 28 lists nine academic fields perceived by three groups at public HBCUs as being most valuable for aspiring presidents of HBCUs. The grand mean for each group indicated that presidents and faculty members attributed less value to the items than did the academic vice presidents. This difference may be explained by the perception that preparation in a specific academic field does not make a unique contribution to one's ability to perform presidential roles successfully, as expressed by presidents. Faculty members felt that academic fields may make significant contributions to one preparedness for the presidency, but they were undecided about the specific value of certain academic fields. Faculty emphasized that it is most

important that the president be an academician. Academic vice presidents felt that presidential performance could be enhanced by preparation in certain academic fields.

TABLE 28
 MOST VALUABLE ACADEMIC PREPARATION
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC HBCUs

Item	Pres.	VP	Faculty
Business fields	4.00	4.50	4.00
English/language arts	3.50	5.00	3.50
Social sciences	3.00	5.00	4.00
Psychology	3.00	4.50	4.00
Law	----	5.00	3.50
Education	----	4.50	3.50
Mathematics	----	----	4.00
Philosophy	----	----	3.50
Religion/Theology	----	----	3.50
Grand Mean	2.84	4.04	3.35

Agreement among the three groups was observed on four items--business fields, English/language arts, social sciences, and psychology. However, item ratings varied among the three groups, with academic vice presidents and faculty members giving the items higher ratings than did the presidents.

The groups' average ratings of business fields revealed the greatest closeness, indicating the perception that presidents should know something about business practices. The vice presidents perceived preparation in English/language arts as enhancing one's ability to communicate effectively. Both vice presidents and faculty members felt that social sciences would increase one's understanding of cultural diversities, whereas president were undecided about its value. Similarly, psychology was perceived by vice presidents and faculty members as enhancing the president's ability to understand the peculiarities of human behavior, whereas presidents were undecided about its value.

The vice presidents and faculty members agreed on two items--law and education. Some knowledge of law was thought to aid one in understanding the legal environments of higher education, with specific reference to personnel policies. Knowledge of education as a field of study was perceived as providing an understanding of educational philosophies. Presidents did not identify either of these fields as being among the most valuable for aspiring presidents. They felt that legal assistance could be acquired and that being an academician would be most valuable.

Three academic fields were perceived as very valuable by senior faculty members only. Those fields were mathematics, philosophy, and religion/theology. Mathematics and philosophy were thought to equip a president with skills for logical thinking. Religion/theology could make a president

more sensitive to and understanding of diverse religious practices.

Of the nine academic fields perceived as being most valuable for aspiring presidents, four were identified by presidents, six by academic vice presidents, and nine by senior faculty members which indicated that faculty members and vice presidents felt that presidents of HBCUs should have some knowledge of a variety of academic fields. However, presidents felt that knowledge in a few fields would be more valuable.

These findings might suggest to aspiring presidents of HBCUs that vice presidents and faculty members perceived broad-based knowledge as being most valuable, while presidents thought that specialized knowledge in a few academic fields may be most valuable. However, the items on which all three groups agreed suggest possible areas of academic preparation for aspiring presidents of HBCUs.

Professional Experience

Table 29 lists six professional experiences perceived as being most valuable by participants at public HBCUs. The grand mean for each group revealed that presidents thought these experiences were less valuable than academic vice presidents and senior faculty members did. Presidents said that one does not have to serve in each of the positions before receiving a presidential appointment. Vice presidents

and faculty members felt experience in most of the positions would provide valuable administrative experience which could be transferred to the presidency.

TABLE 29
 MOST VALUABLE PROFESSIONAL EXPERIENCE
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC HBCUs

Item	Pres.	VP	Faculty
Academic Dean	4.50	4.00	4.50
President	4.50	4.00	5.00
Professor	4.50	5.00	4.50
ACE fellow	4.00	4.50	4.50
Academic vice president	3.50	4.50	4.50
Department chair	3.50	----	4.00
Grand Mean	3.41	3.50	3.54

The three groups agreed on five items--academic dean, president, professor, ACE fellow, and academic vice president. Though item ratings varied, ratings by each group were close. The three groups felt that experience in academia would be most valuable. The vice presidents felt that the most valuable experience for an aspiring president is to have been a member of the faculty, whereas faculty

members felt that experience as a president would be most valuable.

Agreement between the presidents and faculty members was observed on one item--department chair. The perception that this experience would also be valuable indicated that both groups saw some value in movement through the academic ranks. However, vice presidents did not perceive experience as a department chair as significantly contributing to the skills needed for the presidency.

This analysis suggests to presidential aspirants that movement through the academic ranks is valuable but not necessarily required. Each experience may contribute to developing one's administrative skills, but one may move from any of these positions into the presidency. The findings might also suggest that participation in administrative training programs would be a valuable experience for presidential aspirants. Last, the findings might suggest that, when making presidential appointments, public HBCUs are amenable to considering candidates who have experience as president.

Personal Qualities

The three groups at public HBCUs identified eight personal qualities as being most valuable for presidential aspirants. Table 30 lists those items and the relative value attributed to each by the three groups. Each quality was

perceived as being very valuable by all three groups. The grand mean indicated that each group perceived personal qualities as being an important qualification for aspiring presidents.

TABLE 30
 MOST VALUABLE PERSONAL QUALITIES
 AS PERCEIVED BY PARTICIPANTS AT
 PUBLIC HBCUs

Item	Pres.	VP	Faculty
Interpersonal skills	5.00	5.00	5.00
Effective communicator	5.00	5.00	5.00
Politically astute	5.00	5.00	5.00
High energy level	5.00	5.00	5.00
Effective manager	5.00	5.00	----
Future focused	5.00	5.00	----
Above-average intelligence	----	5.00	----
Intuitive	----	----	5.00
Grand Mean	4.67	4.67	4.58

Of the eight items listed, the three groups agreed on four--good interpersonal skills, effective communicator, politically astute, and high energy level. Good interpersonal skills were thought to aid in establishing and maintaining productive working relationships both on and off the campus. Each group felt that the president should be personable. Effective communicator was perceived as helping the president to inform constituents of his/her plans and goals for the institution. Communication was also perceived as valuable in unifying the efforts of the institution and in minimizing internal conflict.

Political astuteness was perceived as being valuable in assisting a president in recognizing legal situations which may affect the institution, establishing relationships with politicians, and in interacting in the political arena. A high energy level was perceived as valuable in helping one to perform the various responsibilities of the position.

The presidents and the vice presidents agreed on two additional items--effective manager and future focused; however, faculty members did not perceive these qualities as being valuable. Effective management skills were thought to aid the president in delegating and monitoring the activities of his/her administrative team. Being future focused was perceived as valuable to presidents in developing long-range goals for the institution. Faculty members felt that managing the institution was the responsibility of the

administrative team and that all administrators and faculty should be future focused.

Above-average intelligence was identified by vice presidents only as being a valuable quality. Vice presidents thought that the presidents should have knowledge in a variety of areas, therefore establishing their worthiness for the position. This quality was not perceived as valuable by presidents and faculty members because they felt that the administrative team should have knowledge in areas which are unfamiliar to the president.

Intuitiveness was suggested by faculty members as being a valuable quality for aspiring presidents. Faculty members felt that a president should be perceptive, meaning that he/she should be able to see below the surface of things.

This analysis revealed that each of the three groups at public HBCUs perceived personal qualities as valuable qualifications for aspiring presidents. Vice presidents and presidents placed greater emphasis on the need for certain personal qualities than did the faculty members. For the aspiring president, the findings suggest that displaying good interpersonal skills, effective communication skills, political astuteness, and a high energy level would increase his/her chances of being accepted by the three groups.

Analysis of Congruence Within
Private HBCUs

Presidential Roles

Table 31 contains sixteen roles which participants at private HBCUs perceived as being most important for HBCU presidents. The grand mean revealed that each group had strong, positive views about the importance of each presidential role. A review of the average rating for the eighteen roles also showed that each was considered very important.

The three groups agreed on seven items--articulating a vision, shaping and reshaping goals, planning for future directions, recommending policy changes, assembling a team, securing financial support, and managing resources. These seven roles constituted what participants perceived as being the fundamental responsibilities of HBCU presidents. In their opinion, the president has ultimate responsibility for providing direction for the institution, ensuring that resources are available to maintain or advance its status and that mechanisms are in place for doing so.

TABLE 31
 MOST IMPORTANT PRESIDENTIAL ROLES
 AS PERCEIVED BY PARTICIPANTS AT
 PRIVATE HBUCs

Item	Pres.	VP	Faculty
Articulating a vision	5.00	5.00	5.00
Shaping and reshaping goals	5.00	5.00	5.00
Planning for future directions	5.00	5.00	5.00
Recommending policy changes	5.00	5.00	5.00
Assembling a team	5.00	5.00	5.00
Securing financial support	5.00	5.00	5.00
Managing resources	5.00	5.00	5.00
Providing leadership for board	5.00	5.00	----
Leading during crises	----	5.00	5.00
Providing a sense of unity	----	5.00	5.00
Informing constituents	----	5.00	5.00
Leadership development	----	5.00	5.00
Upholding academic standards	5.00	----	----
Ensuring maintenance of data	5.00	----	----
Ensuring achievement of mission	----	5.00	----
Implementing policies	----	----	5.00
Grand Mean	4.71	4.67	4.76

In addition to the seven items on which the three groups agreed, several items were also thought to be most important by each of the three groups. The presidents and the vice presidents identified providing leadership for the board as also being an important presidential role. Both groups felt that the president should provide direction to the board, with reference to policy development, direction for the

college, and fundraising projects. Without direction from the president, they felt that the institution would not be as productive or reposed. Faculty members also saw some significance in the president's providing leadership for the board; however, their views about that roles were not as strong as the other two groups' because they felt that a close relationship between the president and the board may also be self-serving for the president.

Vice presidents and faculty members identified four additional roles which they perceived as being most important--leading during crises, providing a sense of unity, informing constituents, and leadership development. Presidents felt that each of these roles could be delegated to or shared with other administrators.

Presidents suggested two additional roles--upholding academic standards and ensuring maintenance of institutional data--which they perceived as being most important. Even though these roles are typically delegated, presidents felt that they should also have responsibility for ensuring that they are performed. These two roles were perceived as directly related to the academic status of the institution, with reference to the academic programs' relationship to environmental needs, student recruitment, public image, and accreditation requirements. Vice presidents and faculty members viewed these roles as delegated responsibilities with accountability to the president.

The vice presidents felt that ensuring achievement of mission was one of the most important presidential roles. Although they perceived this role as being delegated to them, they also felt that the president should ensure that they are performing it satisfactorily. Presidents and faculty members felt that this role should be delegated to the vice presidents, with accountability to the president, and that the president should be secure in knowing that the role is being performed. All three groups emphasized that the mission is never achieved, only pursued.

The faculty members suggested that the president should consider implementing policies as being among his/her most important roles. Presidents and vice presidents perceived this role as being delegated to all members of the college.

Based on an analysis of perceptions of the most important presidential roles within private HBCUs, the researcher observed that presidents identified ten role priorities for the HBCU president, vice presidents identified thirteen, and faculty members identified twelve, with the greatest amount of agreement--eleven items--occurring between vice presidents and faculty members. The number of items perceived as important by each group indicated that vice presidents and faculty members had greater role expectations of presidents than did presidents. This finding suggests that vice presidents and faculty members feel that the president should provide more leadership in more areas of

university operations, even though certain responsibilities may be delegated to other members of the institution.

In some instances the president perceived certain roles as being most important (i.e., upholding academic standards and ensuring maintenance of data) and vice presidents and faculty members did not perceive those roles as being important. In these cases, presidents may wish to clarify their views on the perceived significance of those roles. Presidents might feel that they must play either an active role or a quasi-active role in ensuring that the activities are being performed.

Academic Preparation

Table 32 lists eleven academic fields perceived as being most valuable for aspiring presidents of HBCUs by the three groups of participants at private HBCUs. The grand mean for each group and the average ratings of the items revealed that each perceived the academic fields as being valuable.

The three groups agreed on four items--English/language arts, psychology, education, and law. Though each of these academic fields were perceived by each group as being among the most valuable, average ratings for each item revealed a slight difference in their perceived value.

TABLE 32
 MOST VALUABLE ACADEMIC PREPARATION
 AS PERCEIVED BY PARTICIPANTS AT
 PRIVATE HBCUs

Item	Pres.	VP	Faculty
English/language arts	5.00	5.00	5.00
Psychology	5.00	5.00	5.00
Education	4.50	5.00	5.00
Law	4.50	4.50	5.00
Foreign languages	----	4.50	5.00
Social sciences	----	4.50	5.00
Mathematics	5.00	----	5.00
Business fields	4.50	----	5.00
Religion/Theology	4.50	----	5.00
Philosophy	----	4.50	----
Fine arts	----	----	5.00
Grand Mean	4.11	4.27	4.77

Knowledge of English/language arts was perceived as aiding one with communication. Psychology was thought to teach a president how to deal with the variety of personalities and unique personal qualities which he/she might encounter in relations with constituents. Education could provide a president with a general overview of education systems. Some knowledge of law was thought to provide him or her with enough basic knowledge to preclude litigation.

In addition to these four items, vice presidents and faculty members agreed that foreign languages and social sciences might also be valuable for the aspiring president. Knowledge of foreign languages would be valuable if the president served at an institution which participated in international programs and activities. Social sciences were thought to help a president understand cultural diversity, which is becoming more prevalent in American higher education.

The presidents and faculty members perceived mathematics, business fields, and religion/theology as being among the most valuable academic preparations for aspiring presidents. Mathematics and business fields were believed to aid one in performing and monitoring fiscal activities of the institution. Religion/theology was perceived as valuable to presidents who serve at church-supported institutions, and in aiding one in establishing relationships with church-related groups.

The vice presidents felt that study of philosophy would be valuable in helping a president to develop logical thought patterns, a system of ethics, and an understanding of human behavior. Presidents and faculty members did not perceive philosophy as providing one with an advantage over someone who had not studied in that field.

Faculty members perceived fine arts as being valuable in helping one to interact in a variety of social settings and

to develop cultural awareness and appreciation. The study of fine arts, they thought, might be valuable for presidents who serve at liberal arts colleges.

Professional Experience

Table 33 lists eight professional experiences that participants at private HBCUs perceived as being most valuable for aspiring presidents. The grand mean for each group revealed that faculty members perceived the experiences as being more valuable than did the vice presidents and the presidents.

TABLE 33
MOST VALUABLE PROFESSIONAL EXPERIENCE
AS PERCEIVED BY PARTICIPANTS AT
PRIVATE HBCUs

Item	Pres.	VP	Faculty
Academic vice president	4.50	5.00	5.00
Academic dean	4.50	5.00	5.00
Professor	4.00	5.00	5.00
Department chair	----	4.50	5.00
Fundraiser	----	4.50	4.50
Business executive	4.00	----	4.50
ACE fellow	4.00	----	5.00
President	4.00	----	4.50
Grand Mean	3.50	4.00	4.50

The three groups agreed that experience in each of three positions--academic vice president, academic dean, and professor would provide a president with valuable knowledge and skills. The presidents rated these experiences lower than did the other two groups. Presidents stated that these experiences might be valuable but they are not required. They felt that experience in academia, specifically teaching, should be the most important criterion.

Vice presidents and faculty members also agreed that experience as a department chair and a fundraiser would be valuable for aspiring presidents. The perceived value of experience as a department chair was rated less valuable than other academic-related experiences in providing the aspiring president with administrative experience.

Experience as a fundraiser was thought to be valuable because it would provide presidential aspirants with skills for securing financial support for academic programs and activities.

Presidents and faculty members agreed that three additional experiences--business executive, ACE fellow, and president--might also benefit the presidential aspirant. Both groups felt that knowledge of management practices and other business-related skills could benefit colleges and universities. They emphasized, however, that the person who had business-related experiences should be sensitive to the peculiarities of academia when implementing business

practices. For example, in a business setting, unit cost and profits may be the primary concerns, while in higher education emphasis should be placed on human lives and the value which is added to those live by the academic experience.

Experience as an ACE fellow was also thought by presidents and faculty members to provide valuable training which would prepare or at least acquaint the presidential aspirant with valuable administrative skills. However, they emphasized that extended internship programs may be more beneficial in acquiring practical experiences.

Both presidents and faculty members also felt that experience as a president would be perceived as valuable experience, if they were presented with an opportunity to make a presidential appointment.

This analysis revealed that each of the three groups perceived experience in academia as being valuable for presidential aspirants, that presidents viewed academic experiences as being less valuable than did vice presidents and faculty members, and that faculty members and presidents perceived experiences in a variety of areas to be more valuable than did the academic vice presidents, as indicated by the number of experiences which they perceived as valuable.

Personal Qualities

Table 34 contains ten personal qualities perceived by the three groups at private HBCUs as being most valuable for presidential aspirants. Grand means for each group and the average ratings of each item revealed that each group had strong, positive perceptions about the value of those qualities.

TABLE 34
MOST VALUABLE PERSONAL QUALITIES
AS PERCEIVED BY PARTICIPANTS AT
PRIVATE HBCUs

Item	Pres.	VP	Faculty
Proactive	5.00	5.00	5.00
Interpersonal skills	5.00	5.00	5.00
Effective communicator	5.00	5.00	5.00
Politically astute	5.00	5.00	5.00
Future focused	5.00	5.00	5.00
High energy level	5.00	5.00	5.00
Above-average intelligence	----	5.00	5.00
Intuitive	----	5.00	5.00
Effective manager	5.00	----	5.00
Risk taker	----	----	5.00
Diagnostician	----	----	5.00
Grand Mean	4.58	4.83	4.92

The three groups agreed in their ratings of proactive, good interpersonal skills, effective communicator, politically astute, future focused, and high energy level. Identification of these qualities might suggest that the three groups perceived the ability to communicate, establish and maintain relationships, understand the potential implications of occurrences which may affect the institution, chart a future for the institution, and perform the responsibilities of the position without visible exertion as being the qualities which would contribute to a president's effectiveness and duration.

Vice presidents and faculty members agreed that above-average intelligence and intuition would also be valuable qualities. The perception that above-average intelligence might be a valuable quality supported the perception that one should have academic preparation in a variety of academic fields. Further, vice presidents and faculty members felt that above-average intelligence was a valuable leadership quality, noting that the leader should be more adept than the followers.

The presidents and the faculty members agreed on one additional item--effective manager. Both groups believed that the academic president is a manager of what is similar to a business corporation; therefore, the president must have the skills to effectively manage the college and its officers. Identification of effective manager as a valuable

quality also supported these two groups' claims that academic preparation in business fields would be valuable, as well as experience as a business executive.

Faculty members also saw some value in being a risk taker and a diagnostician. They perceived risk taking as valuable to the development and growth of the institution and diagnostic ability as essential for its effective management. Presidents and vice presidents felt that risk taking would only be valuable if one had good judgement. They also felt that diagnostic abilities were not necessarily needed by the president because members of the administrative team could perform the diagnostic responsibilities.

These findings revealed that all three groups perceived personal qualities as being valuable to the presidential aspirant. Further, faculty members appeared to place greater value on a larger number of personal qualities than did presidents and vice presidents, as might be suggested by the number of items which they perceived as being most valuable.

Analysis of Congruence Between Positions at Public and Private HBCUs

The purpose of this analysis is to examine areas of congruence between positions at public and private HBCUs. The perceptions of participants in three positions (president, academic vice president, and senior faculty members) at

public HBCUs will be compared to those of participants in the same positions at private HBCUs.

Presidents

Table 35 lists thirteen items which were perceived as being most important for HBCU presidents. Both groups identified ten roles for HBCU presidents. The importance that each group attributed to the roles is indicated by the average ratings of the items and by the grand mean for each group.

The groups agreed in their ratings of seven roles--articulating a vision, shaping and reshaping goals, planning for future directions, recommending policy changes, assembling a team, securing financial support, and managing resources. Identification of these items may suggest that these roles are most important for HBCU presidents, regardless of whether the institution is public or private.

In addition to the seven roles on which the groups agreed, presidents in each group identified three additional roles as also being most important. The three roles identified by presidents of public HBCUs were leading during crises, ensuring achievement of mission, and implementing policies. The perceived importance of the latter two roles may suggest a need to project that one is performing, since these two roles may serve as evaluation criteria for presidents. Providing leadership during crises may also

suggest the need to project to one's constituencies the ability to control potentially disruptive situations. These roles were not perceived by presidents of private HBCUs as being among the most important because these were thought to be delegated and/or shared responsibilities.

TABLE 35
PRESIDENTS' PERCEPTIONS OF THE MOST
IMPORTANT PRESIDENTIAL ROLES

Item	Public	Private
Articulating a vision	5.00	5.00
Shaping and reshaping goals	5.00	5.00
Planning for future directions	5.00	5.00
Recommending policy changes	5.00	5.00
Assembling a team	5.00	5.00
Securing financial support	5.00	5.00
Managing resources	5.00	5.00
Leading during crises	5.00	----
Ensuring achievement of mission	5.00	----
Implementing policies	5.00	----
Upholding academic standards	----	5.00
Providing leadership for board	----	5.00
Ensuring maintenance of data	----	5.00
Grand Mean	4.64	4.71

The three additional roles perceived as being most important by presidents of private HBCUs were upholding academic standards, providing leadership for the board, and ensuring collection and maintenance of institutional data. Presidents of private HBCUs felt that the academic standards of the institution were essential for creating and maintaining a good public image, attracting and maintaining quality faculty, and for attracting revenue. Providing leadership for the board was thought to be essential if the institution was to have support for its programs and be successful in its fundraising activities. Ensuring that institutional data are collected and maintained was thought to be important when making decisions about the future of the institution, when tracking the status of its graduates, and in meeting accreditation requirements.

Table 36 contains academic fields perceived by presidents as most valuable to presidential aspirants. Six academic fields (business, English/language arts, psychology, fine arts, philosophy, and social sciences) were suggested by presidents of public HBCUs; however, the grand mean indicated that they did not have strong, positive views about the value of those items. Private HBCUs thought that business fields, English/language arts, psychology, mathematics, education, law, and religion/theology would be the most valuable areas of academic preparation.

TABLE 36
PRESIDENTS' PERCEPTIONS OF THE MOST
VALUABLE ACADEMIC PREPARATION

Item	Public	Private
Business fields	4.00	4.50
English/language arts	3.50	5.00
Psychology	3.00	5.00
Fine arts	3.00	----
Philosophy	3.00	----
Social sciences	3.00	----
Mathematics	----	5.00
Education	----	4.50
Law	----	4.50
Religion/Theology	----	4.50
Grand Mean	2.84	4.11

Agreement between the two groups was observed in their ratings of three items--business fields, English/language arts, and psychology. The average rating for each item revealed that presidents at private HBCUs perceived them as being more valuable than did presidents of public HBCUs. Ratings of two items--business fields and English/language arts--showed that the two groups had similar perceptions of their value. Both felt that business fields would be of some value in performing, assessing, and monitoring fiscal operations. Mastery of English/language arts was perceived as providing one with skills needed for written and oral

communication. When rating psychology, presidents of private HBCUs indicated that knowledge of how to "deal with" a variety of people would be very helpful. Presidents of public HBCUs were generally undecided about its value.

In addition to the three items on which both groups agreed, presidents at public HBCUs gave relatively low ratings to three additional items--fine arts, philosophy, and social sciences. The average ratings for these items indicated that they were undecided about their value.

Presidents at private HBCUs identified four additional items--mathematics, education, law, religion/theology. They felt that mathematics would aid in performing fiscal responsibilities; that education would provide a president with a broad range of knowledge and skills about the educational process; that knowledge of law would help one to avoid adverse situations; and that religion/theology would help one in relating to a large constituency of the institution--church-related groups.

Table 37 lists seven professional experiences that presidents of public and private HBCUs perceived as being valuable for presidential aspirants. The average ratings of the items and the grand mean for each group denoted a positive perception of the items' value.

TABLE 37
PRESIDENTS' PERCEPTIONS OF THE MOST
VALUABLE PROFESSIONAL EXPERIENCE

Item	Public	Private
Academic dean	4.50	4.50
President	4.50	4.00
Professor	4.00	4.00
ACE fellow	4.00	4.00
Academic vice president	3.50	4.50
Department chair	3.50	----
Business executive	----	4.00
Grand Mean	3.41	3.50

Each group suggested six experiences. The ratings show agreement between the two groups on five items--academic dean, president, professor, ACE fellow, and academic vice president. The groups felt that experience in academia supplemented by administrative training was the most valuable. They also agreed that experience as a president would be a valuable qualification, if they were faced with having to appoint a president. The value of presidential experience was more positively perceived by presidents of public HBCUs than by presidents of private HBCUs. Presidents at public HBCUs felt that presidential experience would give one an advantage over a candidate who had not had the experience, whereas presidents of private HBCUs thought that

they would have to give greater consideration to one's performance as a president. When rating experience as an academic vice president, presidents at public HBCUs perceived the experience as being less valuable than did presidents of private HBCUs. The perspective from the public HBCU was that recent appointments of presidents who did not have experience in that position indicated that the experience was not necessary. However, presidents of private HBCUs felt that experience as an academic vice president might aid one in developing administrative skills.

Presidents of public HBCUs considered an additional experience--department chair--as being somewhat valuable but not necessarily required. The perception was that experience in academia is beneficial, but the level of experience needed for the presidency may not be obtained to the degree which it is needed at each level of the academic hierarchy.

Presidents of private HBCUs also thought that an additional experience--business executive--would be valuable for aspiring presidents. They perceived themselves as being quasi-corporation executives, based on the perception that their institutions are businesses. They have a product to sell (education) and how well they sell it is the deciding factor of their longevity.

Table 38 contains presidents' of public and private HBCUs ratings of personal qualities. The average rating of

each item and the grand mean for each group indicated strong, positive views about their value.

TABLE 38
PRESIDENTS' PERCEPTIONS OF THE MOST
VALUABLE PERSONAL QUALITIES

Item	Public	Private
Interpersonal skills	5.00	5.00
Effective communicator	5.00	5.00
Politically astute	5.00	5.00
Effective manager	5.00	5.00
Future focused	5.00	5.00
High energy level	5.00	5.00
Proactive	----	5.00
Grand Mean	4.67	4.58

Between the two groups, seven items were perceived as being most valuable for aspiring presidents--good interpersonal skills, effective communicator, politically astute, effective manager, future focused, high energy level, and proactive. Presidents of public and private HBCUs agreed on the first six items. Both groups agreed that presidents should display pleasant personalities, the ability to communicate, to interact effectively in politically sensitive environments, to look beyond the current status of the

institution, and to manage the operations of the institution effectively.

Presidents of private HBCUs perceived an additional quality--proactive--as being valuable for presidential aspirants. They felt that presidents should be able to anticipate certain occurrences based on an awareness of current events, to prevent certain occurrences, and to foresee the future of the institution.

Academic Vice Presidents

Table 39 lists eighteen presidential roles which academic vice presidents at public and private HBCUs perceived as being most important for HBCU presidents. The grand mean for each group suggested that vice presidents at private HBCUs had stronger views about the importance of these roles than did vice presidents at public HBCUs.

The two groups agreed in their identification of twelve roles as being among the most important: articulating a vision, planning for future directions, managing resources, assembling a team, leading during crises, leadership development, providing a sense of unity, securing financial support, shaping and reshaping goals, ensuring achievement of mission, recommending policy changes, and informing constituents. The average ratings for the last four roles revealed that vice presidents at public HBCUs perceived those roles as being of less importance than did vice presidents at private HBCUs. Vice presidents at public institutions felt

that the president should delegate or share those roles with other university administrators.

TABLE 39
ACADEMIC VICE PRESIDENTS' PERCEPTIONS
OF THE MOST IMPORTANT
PRESIDENTIAL ROLES

Item	Public	Private
Articulating a vision	5.00	5.00
Planning for future directions	5.00	5.00
Managing resources	5.00	5.00
Assembling a team	5.00	5.00
Leading during crises	5.00	5.00
Leadership development	5.00	5.00
Providing a sense of unity	5.00	5.00
Securing financial support	5.00	5.00
Shaping and reshaping goals	4.50	5.00
Ensuring achievement of mission	4.50	5.00
Recommending policy changes	4.50	5.00
Informing constituents	4.50	5.00
Ensuring academic progress	5.00	----
Upholding academic standards	5.00	----
Ensuring maintenance of data	5.00	----
Implementing policies	4.50	----
Preserving identity, etc.	4.50	----
Providing leadership for board	----	5.00
Grand Mean	4.48	4.67

In addition to the twelve items on which the groups agreed, vice presidents at public HBCUs suggested five roles which they thought to be among the most important: ensuring that academic programs progress, upholding academic standards, ensuring maintenance of data, implementing policies, and preserving the institution's identity, freedom, and integrity. Vice presidents at private HBCUs did not perceive these roles as being among the most important for HBCU presidents because they felt that roles were delegated or shared roles.

Vice presidents at private HBCUs also identified an additional role--providing leadership for the board. They felt that the president represented the institution to the board and that he/she more than any other person had the responsibility of acting as an intermediary and representative for both. Vice presidents at public HBCUs did not perceive this as being an important presidential role, and acted as if they had not considered its significance.

These findings revealed that vice presidents at both types of institutions have numerous expectations of HBCU presidents and that they are in agreement on the majority of them. This analysis also revealed that vice presidents at public HBCUs have more expectations of HBCU presidents than do vice presidents at private HBCUs. These findings may also suggest that vice presidents at private HBCUs perceive themselves as playing a greater role in the administration of the institution than did vice presidents at public HBCUs.

Vice presidents at public HBCUs seemed to feel that the president should be involved in every aspect of the institution, regardless of whether certain responsibilities have been delegated.

Table 40 contains eight academic fields which both groups perceived as being most valuable for aspiring presidents of HBCUs. English/language arts, law, social science, education, psychology, business fields, foreign languages, and philosophy received the highest ratings between the two groups.

TABLE 40
ACADEMIC VICE PRESIDENTS' PERCEPTIONS
OF THE MOST VALUABLE ACADEMIC
PREPARATION

Item	Public	Private
English/language arts	5.00	5.00
Law	5.00	4.50
Social sciences	5.00	4.50
Education	4.50	5.00
Psychology	4.50	5.00
Business fields	4.50	----
Foreign languages	----	4.50
Philosophy	----	4.50
Grand Mean	4.04	4.27

Vice presidents at both public and private HBCUs agreed that five academic fields--English/language arts, law, social sciences, education, and psychology--may provide valuable preparation for aspiring presidents. However, disparities between the average ratings of the items showed that the groups perceived their possible value differently.

Vice presidents at public HBCUs also thought that academic preparation in business fields would be valuable, whereas private HBCU vice presidents did not. These vice presidents hesitated to say that business preparation would be valuable because they did not want to imply that academic training in business would adequately prepare a president for his or her vast responsibilities. However, they did suggest that some knowledge of foreign languages and philosophy may be valuable, emphasizing that presidents should have the ability to interact on an international level and understand human nature.

The grand mean for each group indicated that vice presidents had relatively strong, positive views about the value of certain academic fields.

Table 41 lists seven professional experiences perceived by vice presidents in both groups as being most valuable for presidential aspirants. The vice presidents at public HBCUs regarded the value of those experiences slightly less positively than did the vice presidents at private HBCUs.

TABLE 41
 ACADEMIC VICE PRESIDENTS' PERCEPTIONS
 OF THE MOST VALUABLE PROFESSIONAL
 EXPERIENCE

Item	Public	Private
Professor	5.00	5.00
Academic vice president	4.50	5.00
Academic dean	4.00	5.00
ACE fellow	4.50	----
President	4.00	----
Department chair	----	4.50
Fundraiser	----	4.50
Grand Mean	3.50	4.00

The two groups identified experiences as a professor, academic vice president, academic dean, ACE fellow, president, department chair, and fundraiser as being most valuable and both groups placed experience as a professor, academic vice president, and an academic dean at the top of the list. The average rating for these items revealed differences in attributed value between the two groups; however, they agreed that experience as a professor would be very valuable and therefore essential for every presidential aspirant. The two groups differed in their ratings of experience as an academic vice president and as an academic dean. Private HBCU vice presidents perceived these experiences as being very valuable, which supported their

contention that the route to the presidency is through the academic ranks. Public HBCU vice presidents, however, felt that these experiences were not required, again supporting their contention that it is most important that the president have had experience in the classroom.

Though the two groups agreed that experience as a professor, an academic vice president, and an academic dean would be valuable, vice presidents at public HBCUs added two additional experiences--ACE fellow and president would also be valuable. The ACE fellows program or a similar training program was thought to be necessary for aspiring presidents as well as for all administrators. They also thought that having served as a president would provide a candidate with much needed experience

Vice presidents at private HBCUs also perceived two additional experiences as being valuable--department chair and fundraiser. Including experience as a department chair also supported the perception of private HBCU vice presidents that movement through the academic ranks would be most valuable. However, their average rating for this item denoted that they thought experience as a department chair was less valuable than experience in other administrative positions. Identifying experience as a fundraiser as being valuable may suggest a perception at private HBCUs that the president must be able to generate funds for the institution.

The analysis of the findings suggested that vice presidents at private HBCUs perceived experience in academia

or movement through the academic ranks as being most valuable for presidential aspirants, while vice presidents at public HBCUs attributed less value to those experiences. Further, the analysis revealed that certain experiences may be germane to the type of institution; for example, fundraising experience may be more valuable at private HBCUs.

Table 42 contains nine personal qualities which vice presidents at both public and private HBCUs perceived as being most valuable for presidential aspirants. Both the average ratings for the items and the grand mean for each group indicated strong, positive views about the value of these qualities.

TABLE 42
ACADEMIC VICE PRESIDENTS' PERCEPTIONS
OF THE MOST VALUABLE PERSONAL
QUALITIES

Item	Public	Private
Interpersonal skills	5.00	5.00
Effective communicator	5.00	5.00
Above-average intelligence	5.00	5.00
Politically astute	5.00	5.00
High energy level	5.00	5.00
Future focused	5.00	5.00
Effective manager	5.00	----
Proactive	----	5.00
Intuitive	----	5.00
Grand Mean	4.67	4.83

The two groups agreed on six items--good interpersonal skills, effective communicator, above-average intelligence, politically astute, high energy level, and future focused. Including these items suggested a preference for presidents who are personable, communicative, intelligent, energetic, and political visionaries. Both groups considered the ability to recognize and respond to opportunities as one of the most valuable presidential qualities. They emphasized the need for leaders to be better informed and knowledgeable than the followers, with reference to above-average intelligence.

Public HBCU vice presidents felt that effective management skills would be a valuable quality for aspiring presidents. They felt that having the ability to unify activities and to effectively get the job done would preclude one's having to learn certain skills and techniques on the job.

Vice presidents at private HBCUs identified two additional qualities which they perceived as being valuable--proactive and intuitive. They stated that proactiveness and future focused were closely related and that presidents should be adept at preventive management which they equated with proactiveness. Including intuition as a valuable personal quality also supported their belief that presidents should be able to see beyond overt situations.

The analysis of vice presidents' ratings revealed that both groups have strong, positive views about the value of certain personal qualities for aspiring presidents of HBCUs.

Senior Faculty Members

Table 43 lists fourteen presidential roles perceived by senior faculty members as being most important for HBCU presidents. Thirteen of those roles were identified by faculty members at public HBCUs and twelve by faculty members at private HBCUs.

TABLE 43
SENIOR FACULTY MEMBERS' PERCEPTIONS
OF THE MOST IMPORTANT
PRESIDENTIAL ROLES

Item	Public	Private
Articulating a vision	5.00	5.00
Recommending policy changes	5.00	5.00
Assembling a team	5.00	5.00
Leading during crises	5.00	5.00
Leadership development	5.00	5.00
Providing a sense of unity	5.00	5.00
Shaping and reshaping goals	4.50	5.00
Planning for future directions	4.50	5.00
Managing resources	4.50	5.00
Securing financial support	4.50	5.00
Informing constituents	4.50	5.00
Providing leadership for board	4.50	----
Ensuring achievement of mission	4.50	----
Implementing policies	----	5.00
Grand Mean	4.40	4.76

The two groups agreed on eleven of the fourteen items--articulating a vision, recommending policy changes, assembling a team, leading during crises, leadership development, providing a sense of unity, shaping and reshaping goals, planning for future directions, managing resources, securing financial support, and informing constituents, but the average ratings of the roles revealed differing perceptions between the two groups. Private HBCU faculty perceived each item as being very important, while public HBCU faculty attributed slightly less importance to some of the items, such as shaping and reshaping goals, planning for future directions, managing resources, securing financial support, and informing constituents. Faculty at public HBCUs felt that presidents should delegate some of the responsibility for these roles to their administrative teams.

Public HBCU faculty felt that, in addition to the items previously discussed, it was also important for presidents to ensure that the mission of the institution is being achieved. Including this role suggested the perception that it is the president's job to ensure that the institution is serving its purposes, though responsibility for carrying out those purposes may be dispersed throughout the institution.

Private HBCU faculty added another role which they perceived as being one of the most important--implementing policies. The presidents, they suggested, are responsible for monitoring policy implementation throughout the institution.

The analysis of faculty perceptions of the most important roles of HBCU presidents revealed that faculty at public HBCUs and private HBCUs have similar role expectations of HBCU presidents. However, the average ratings of roles by each group revealed that public HBCU faculty felt that presidents should delegate some of their roles while maintaining ultimate responsibility for their performance, while faculty at private HBCUs felt that presidents had sole responsibility for those roles.

Table 44 contains eleven academic fields which faculty members perceived as being most valuable for aspiring presidents: business, mathematics, psychology, social sciences, education, English/language arts, law, religion/theology, philosophy, fine arts, and foreign languages. The grand mean for each group revealed that faculty at private HBCUs perceived the academic fields as being more valuable than did faculty at public HBCUs. Though perceptions differed, both groups felt that academic preparation in business, mathematics, psychology, social sciences, education, English/language arts, law, and religion/theology would be among the most valuable. The average ratings for some of the items (education, English/language arts, law, and religion/theology) revealed that public HBCU faculty perceived them as being less valuable than did private HBCU faculty. Faculty at public HBCUs were either undecided about their value or they perceived them as having some value. Faculty at private

HBCUs felt that academic preparation in any of the fields would be very valuable.

TABLE 44
 SENIOR FACULTY MEMBERS' PERCEPTIONS
 OF THE MOST VALUABLE ACADEMIC
 PREPARATION

Item	Public	Private
Business fields	4.00	5.00
Mathematics	4.00	5.00
Psychology	4.00	5.00
Social sciences	4.00	5.00
Education	3.50	5.00
English/language arts	3.50	5.00
Law	3.50	5.00
Religion/Theology	3.50	5.00
Philosophy	3.50	----
Fine arts	----	5.00
Foreign languages	----	5.00
Grand Mean	3.35	4.77

In addition to the eight items on which both groups agreed, faculty at public HBCUs perceived academic preparation in philosophy as being valuable because it would aid one in developing moral character and logical thought. Private HBCU faculty suggested that academic preparation in fine arts and foreign languages would also be valuable because presidents should be able to interact in a variety of social settings and to converse with persons of different cultures.

An analysis of faculty perceptions of the value of academic preparation in certain fields revealed that faculty at both public and private HBCUs felt that study and/or training in a number of fields may be valuable. Public HBCU faculty were somewhat more discriminating in their choice of the most valuable academic fields than were faculty at private HBCUs. This finding supported the perception of faculty members at public HBCUs that they were uncertain whether academic preparation in specific fields would be of any unique value in preparing one for the presidency. Private HBCU faculty were hesitant to suggest that any academic field may be less valuable than another.

Table 45 lists senior faculty members' perceptions of the most valuable professional experiences. Those experiences were president, academic vice president, academic dean, professor, ACE fellow, department chair, business executive, and fundraiser. The strong, positive views of

both groups about the value of these experiences is revealed by their grand means.

TABLE 45
 SENIOR FACULTY MEMBERS' PERCEPTIONS
 OF THE MOST VALUABLE PROFESSIONAL
 EXPERIENCE

Item	Public	Private
President	5.00	4.50
Academic vice president	4.50	5.00
Academic dean	4.50	5.00
Professor	4.50	5.00
ACE fellow	4.50	5.00
Department chair	4.00	5.00
Business executive	----	4.50
Fundraiser	----	4.50
Grand Mean	3.54	4.41

The two groups agreed on six items--president, academic vice president, academic dean, professor, ACE fellow, and department chair. Identifying these experiences as being the most valuable indicated that both groups perceived movement through the academic ranks as being somewhat or very valuable. The average ratings for each of these experiences

was higher at private HBCUs, with the exception of one item--president.

Public HBCU faculty felt that experience as a president would give one an advantage over other candidates during a presidential search. Although faculty at private HBCUs also perceived the presidential experience as being valuable, they noted that it would depend on the quality of the candidate's performance as president.

In addition to the six experiences on which the groups agreed, private HBCU faculty perceived experiences as a business executive and as a fundraiser as being valuable. Their consideration of these experiences as being valuable was related to their awareness of the need for a president who can manage the institution as though it were a business.

The analysis of faculty perceptions of the most valuable experiences for aspiring presidents of HBCUs revealed that movement through the academic ranks, along with participation in an administrative training program, would be most valuable. The analysis also revealed that business-related experiences were considered valuable if one sought a presidential appointment at a private institution.

Table 46 lists eleven personal qualities perceived by senior faculty members at both public and private HBCUs as being most valuable for presidential aspirants. Both the grand mean for each group and the average ratings of the

items revealed that the groups had strong, positive views about the value of certain qualities.

TABLE 46
SENIOR FACULTY MEMBERS' PERCEPTIONS
OF THE MOST VALUABLE
PERSONAL QUALITIES

Item	Public	Private
Interpersonal skills	5.00	5.00
Effective communicator	5.00	5.00
Politically astute	5.00	5.00
Intuitive	5.00	5.00
High energy level	5.00	5.00
Proactive	----	5.00
Diagnostician	----	5.00
Above-average intelligence	----	5.00
Effective manager	----	5.00
Future focused	----	5.00
Risk taker	----	5.00
Grand Mean	4.58	4.92

Items that both groups perceived as being most valuable were good interpersonal skills, effective communicator, politically astute, intuitive, and high energy level. The groups emphasized the need for good communication skills and intuitiveness. They felt that personal and professional relationships in the academic environment are not always what

they appear to be; therefore, the president should be perceptive in recognizing the true nature of those relationships.

In addition to these five items, faculty at private HBCUs felt that several other qualities would also be very valuable. They suggested that a president be proactive, have diagnostic abilities, have above-average intelligence, be an effective manager, be future focused, and be a risk taker. Including each of these qualities was consistent with their perceptions of the most important roles of HBCU presidents. For example, proactiveness, effective manager, and future focused supported the faculty's perception that the president has ultimate responsibility for the direction and administration of the institution.

Above-average intelligence was perceived as being an important leadership quality if the president was to have the respect of the followers. Adding risk taking as a valuable personal quality supported the faculty members' perception of the type of leadership which is needed to manage the corporate, academic enterprise.

An analysis of senior faculty members' perceptions of the most valuable personal qualities for aspiring presidents of HBCUs revealed that faculty at both public and private HBCUs thought certain personal qualities were very valuable. The analysis also revealed that private HBCU faculty placed greater value on personal qualities than did public HBCU faculty, as indicated by the number of qualities they

perceived as being most valuable. Public HBCU faculty limited their selection of valuable qualities based on their perception that the president does need as many qualities as suggested by faculty at private HBCUs, because he/she should rely on team members for effective management, diagnosing, and providing knowledge in areas with which he/she is not familiar. Risk taking was also minimized by faculty at public HBCUs. They perceived risk taking (or taking too many risks) as being a poor management practice.

Summary

Based on the findings of this research, nine presidential roles were considered most important for the HBCU president: articulating a vision for the institution, assembling an administrative team, providing leadership during crises, planning for future directions, managing resources, providing a sense of unity for the achievement of common goals, and providing an environment which is conducive to leadership development. Presidential qualifications perceived as being most valuable for aspiring presidents were identified in three areas--academic preparation, professional experience, and personal qualities. Business, English/language arts, social sciences, psychology, law, and education were considered the most valuable academic fields, while experiences as a professor, department chair, academic dean, academic vice president, president, and ACE fellow were thought the most valuable for aspiring presidents. Personal

qualities perceived as being most valuable were good interpersonal skills, effective communication skills, political astuteness, a high energy level, being future focused, and having effective management skills.

Analyses of congruence between and within public and private HBCUs were performed to determine whether perceptions of the most important roles and the most valuable qualifications were consistent between and within public and private HBCUs. Levels of congruence were determined based on average ratings, grand means, and item identification. A partial review of those analyses is presented in Appendix D.

The analysis of the levels of congruence between public and private HBCUs revealed that both had similar perceptions of the most important roles for HBCU presidents and the most valuable qualifications for aspiring presidents of HBCUs. However, the average ratings of roles and qualifications and the importance or value attributed to them differed between the groups. Ratings by public HBCUs showed that they perceived presidential roles and qualifications as having less importance and value than did private HBCUs. Further analysis showed that the greatest amount of agreement between the two types of HBCUs occurred in the areas of the most valuable professional experiences and personal qualities. The least amount of agreement occurred when identifying the most important presidential roles and the most valuable academic preparation.

An analysis of congruence levels within public HBCUs showed that vice presidents and faculty members had greater role expectations of HBCU presidents than did the presidents; that vice presidents and faculty members considered more academic fields as being valuable than did presidents; that each group had similar perceptions of the most valuable professional experiences; and that each group had similar perceptions of the most valuable personal qualities, with the presidents and vice presidents identifying a greater number of qualities than did faculty members. Agreement among the three groups was greatest when identifying the most valuable personal qualities. The least amount of agreement occurred in the ratings of presidential roles, personal qualities, and academic preparation. An analysis of the levels of congruence among the three groups revealed that the greatest amount of agreement occurred between vice presidents and faculty members when rating the most important roles and the most valuable academic preparation. Presidents and faculty members had similar views of the most valuable professional experiences, while presidents and vice presidents had similar perceptions of the most valuable personal qualities.

The analysis of the levels of congruence within private HBCUs revealed that vice presidents and faculty members had greater role expectations of HBCU presidents than did presidents; that faculty members perceived more academic fields and professional experiences as being valuable than did presidents and vice presidents; and that the three groups

had similar perceptions of the most valuable personal qualities, with faculty members and vice presidents identifying the largest number. Agreement among the three groups occurred most often when rating personal qualities and least often when rating presidential roles, academic preparation, and professional experiences. An analysis of the levels of congruence among positions showed that vice presidents and faculty members agreed more when rating presidential roles and personal qualities, while presidents and faculty members agreed more when rating valuable academic preparation and professional experiences.

The results of the analysis of congruence between positions at public and private HBCUs showed that faculty members' perceptions of the most important presidential roles and the most valuable academic preparation and professional experiences were more similar than vice presidents' and presidents'. Presidents agreed more than vice presidents and faculty members did when identifying the most valuable personal qualities for aspiring presidents.

CHAPTER V

SUMMARY AND CONCLUSIONS

The literature stated that the roles of academic presidents are directly related to the internal and external environments of colleges and universities. If those environments change, presidential roles and qualifications will adapt to meet their needs and/or demands.

The environments in which traditionally white institutions (TWIs) and historically black colleges and universities (HBCUs) exist have been described as similar since the desegregation of higher education in the 1960s. However, some researchers have stated that there are disparities in the environments of TWIs and HBCUs. Therefore, one might question whether the roles of presidents of TWIs and HBCUs are actually similar or quite different.

A review of the literature on the roles of academic presidents revealed that distinctions were not made between the roles of presidents at TWIs and HBCUs even though the environments in which they existed prior to desegregation are known to be different; the conditions under which they developed are different; and the environments in which they currently exist are thought to be different.

Purpose of the Study

The purpose of this study was to gather the perceptions of selected members of public and private historically black colleges and universities (HBCUs) about the most important presidential roles at HBCUs and the most valuable qualifications for aspiring presidents. After obtaining those perceptions, the researcher proposed to assess levels of congruence within and between the two types of HBCUs.

For the purposes of this research roles were defined as a set of behaviors expected of one holding a position. Qualifications were defined as the academic preparation, professional experience, and personal qualities needed to perform presidential roles.

Research Questions

While assuming that environmental differences affect the prioritization of presidential roles and qualifications, the researcher sought answers to the following questions:

1. What are the most important roles of presidents of HBCUs?
2. What are the most valuable qualifications for aspiring presidents of HBCUs?

Based on the research findings of these two questions, an answer was sought to the following question:

3. Do participants at public and/or private HBCUs have congruent perceptions of the most important roles of HBCU

presidents and the most valuable qualifications for aspiring presidents of HBCUs?

Methods and Procedures

Information gathered from a review of the literature on presidential roles and qualifications was used to develop the instrument for this research--a questionnaire in two parts: presidential roles and qualifications.

To ascertain the validity of the instrument, a pilot study was conducted with a population of ninety-five HBCU presidents. Based on responses to the pilot study and further review of the literature, the instrument was revised and a sample for this research was randomly selected.

Data were collected utilizing the structured interview at the site of the participants.

The Sample

Institutions participating in this study were randomly selected based on their participation in the pilot study for this research. Two public and two private HBCUs located in the southwestern and southeastern United States were selected. Each institution was represented by its president, academic vice president, and a senior faculty member or chair of the faculty senate.

Data Collection and Analysis

The participants in this study were asked to rate a number of presidential roles and qualifications based on their perceived importance or value. Ratings were made on five-point, interval scales, where 1 = no importance or value, 2 = not very important or valuable, 3 = undecided, 4 = somewhat important or valuable, and 5 = very important or valuable. After rating each item of the instrument, participants were asked to comment on their ratings.

The ratings and comments were used to analyze the data. The average rating for each questionnaire item was determined for each type of HBCU and for each position. For each section of the questionnaire, the grand mean was determined to assess the importance or value attributed to items in that section. The grand mean served to separate items into two parts: those which were perceived as being most important or valuable and those which were perceived as being of lesser importance or value. Areas of agreement and disagreement were identified to provide answers to the research questions. Participants' comments were used to discuss and to clarify areas of agreement and disagreement.

Findings, Conclusions, and Implications

This research identified the following nine roles as most important for the HBCU president: articulating a vision for the institution, assembling an administrative team,

providing leadership during crises, planning for future directions, managing resources, providing a sense of unity for the achievement of common goals, securing financial support, shaping and reshaping institutional goals, and providing an environment for leadership development.

Qualifications which were thought to be most valuable for aspiring HBCU presidents were identified in three categories--academic preparation, professional experience, and personal qualities. The most valuable academic fields were business, English/language arts, social sciences, psychology, law, and education. Professional experiences considered most valuable were professor, president, academic dean, ACE fellow, academic vice president, and department chair. Personal qualities which were perceived as being most valuable were good interpersonal skills, effective communication skills, political astuteness, a high energy level, a future focus, and effective management skills.

Based on these findings, the researcher concluded that role priorities for the HBCU president are long-range planning, team building, managing crises, managing resources, organizing constituents, fundraising, and developing new leaders. The qualifications which would best aid the presidential aspirant in successfully performing these roles are broad-based knowledge of several academic fields or academic preparation in the liberal arts, administrative experience in academia, and leadership skills.

An analysis of the levels of congruence between the perceptions of public and private HBCUs revealed that both groups had similar perceptions of the most important roles of HBCU presidents and the most valuable qualifications for presidential aspirants. However, public HBCUs attributed less significance to roles and qualifications than did private HBCUs. Ratings and comments provided by members of public HBCUs indicated that certain presidential roles should be delegated to members of the administrative team who can provide expertise in areas which are unfamiliar to the president. Private HBCUs felt that it is important for the president to perform or oversee the performance of the most important roles, regardless of whether those roles have been delegated to the administrative team.

In support of their views about presidential roles, public HBCUs attributed less value to academic preparation and professional experience as prerequisites for the presidency than private HBCU did. Public HBCUs implied that if certain presidential roles and responsibilities are delegated to the administrative team, less value will be placed on specific types of academic preparation as a qualification for the presidency. Similarly, public HBCUs felt that administrative experience in academia would be useful to the presidential aspirant but advancement through each position in the academic hierarchy is not required. This opinion was based on their observation that recent appointments of presidents who did not have experience in

each of those positions had not been jeopardized by lack of those experiences. Private HBCUs felt that specific types of academic preparation and professional experiences would better prepare the president to successfully perform his/her roles.

Based on these findings, the researcher concluded that presidents of public and private HBCUs have similar perceptions of the most important presidential roles and qualifications because they function in similar environments. However, because presidential roles and qualifications were perceived as being more significant by private HBCUs, the researcher concluded that the presidential aspirant will be expected to assume greater responsibility for role performance at private HBCUs than he/she would at public HBCUs. Further, because private HBCUs attributed more importance to presidential roles than did public HBCUs, the qualifications of presidential aspirants will be evaluated more meticulously at private HBCUs.

For presidential aspirants, these findings imply that preparation for the presidency at both public and private HBCUs will be similar. However, the candidate might need fewer qualifications to perform presidential roles at public HBCUs because he/she can rely on assistance from the administrative team. Performance of roles at private HBCUs might require greater administrative independence, supported by greater levels of academic preparation and professional experience.

Congruence levels within public and private HBCUs revealed that academic vice presidents and faculty members at both types of institutions had greater role expectations of HBCU presidents than did presidents. This finding led the researcher to conclude that the internal environment of public and private HBCUs are characterized by role conflict and ambiguity.

The implication of this finding is applicable to HBCU presidents. The fact that key academic leaders within their institution identified presidential role priorities which were different than their own might imply that HBCU presidents should place greater emphasis on increasing levels of communication among their constituents for the purpose of role clarification.

Recommendations

Based on the findings of this study, the researcher made the following recommendations:

1. HBCU presidents provide leadership development opportunities for members of their institution and for presidential aspirants,
2. HBCU presidents clarify role functions and position responsibilities within their institution,
3. This study be expanded to include the population of HBCUs,
4. Further study be conducted on presidencies at HBCUs,

5. Studies be conducted to ascertain whether the environments of HBCUs and TWIs are similar,

6. That presidential search processes at HBCUs include an assesement of the institutions' environments,

7. Concurrent studies of HBCUs and TWIs be conducted to compare perceptions of role priorities and valuable qualifications at similar institutions,

8. Qualifications of current HBCU presidents be researched,

9. Factors contributing to presidential longevity at HBCUs be identified, and

10. Professional development programs be developed for administrators and aspiring presidents of HBCUs.

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APPENDIX A

COVER LETTERS AND PILOT STUDY
QUESTIONNAIRE

(Letter from NAFEO)

Dear HBCU President:

The enclosed instrument is designed to collect data on the roles of current presidents of historically black colleges and universities (HBCUs) and to ascertain their perceptions regarding valuable qualifications for future HBCU presidents. The instrument was designed by Debra Buchanan, an alumna of Mississippi Valley State University, who is a candidate for the doctoral degree at Oklahoma State University.

I am requesting your participation in this research, because it is consistent with NAFEO's efforts to collect and provide useful information to its constituents. The results of this study also have the potential to expand the literature on academic presidencies, to provide valuable information exchange to participants, and to assist in preparing future leaders of our institutions.

Your participation in this research will be greatly appreciated.

Cordially,

Samuel L. Myers
President

SLM:oh

Enclosure

(Letter from President of Researcher's Alma Mater)

Dear Colleague:

The enclosed questionnaire is the work of one of our graduates who is currently a doctoral candidate. The aims of her research are to identify the roles of current historically black college and university (HBCU) presidents and to ascertain their views about qualifications for future HBCU presidents.

I support her study because I believe that it will produce new information which may be of significance to current and future presidents of our institutions. I hope you will agree that our experiences and expertise can be an asset to future HBCU presidents.

The assistance we provide our graduates in the pursuit of terminal degrees is a reflection of our continuing outreach and commitment to them and to those whose lives they touch. Your participation in and reaction to her study will be deeply appreciated.

Sincerely,

Joe L. Boyer
President

/h

Enclosure

(Letter from Researcher to HBCU Presidents)

Dear HBCU President:

This is a request for your assistance in completing my dissertation research at Oklahoma State University. My research is designed to identify the roles of presidents of historically black colleges and universities (HBCUs) as perceived by their current presidents and to acquire their advise about qualifications which would be valuable for those who aspire to become presidents of HBCUs.

The results of this study will serve as a basis for addressing contentions in the literature regarding the similarity of presidential roles at HBCUs and traditionally white institutions. Results will also serve as a basis for further developing the pool of candidates for presidencies at HBCUs.

Enclosed is a questionnaire which will be used as a pilot instrument to validate the feasibility of this study. Based on responses to this questionnaire, a sample of HBCU institutions will be selected to participate in the final phase of this research. Please be assured that your responses will remain anonymous.

I hope that you will agree that this research can be useful to you, your colleagues, and to future presidents of HBCUs. Please complete and return the enclosed questionnaire in the envelope provided as soon as possible. Thank you for your cooperation.

Sincerely,

Debra A. Buchanan
Higher Education Administration

Dissertation Chairman
Dr. Thomas A. Karman

PRESIDENTIAL ROLES AND THE VALUE OF QUALIFICATIONS
TO PRESIDENTIAL ASPIRANTS AT HISTORICALLY
BLACK COLLEGES AND UNIVERSITIES (HBCUs)

PILOT STUDY
Questionnaire

Designed by
Debra A. Buchanan

Doctoral Candidate
Oklahoma State University

Part I: Presential Roles

INSTRUCTIONS: Please review each of the following items identified in the literature as examples of roles which are performed by college/university presidents. You may also add items which you feel may be more descriptive of the roles which you perform as president of an HBCU. Finally, please rank the items in terms of your perception of their importance, with #1 being the most important. When ranking items, you may omit roles from the list which you perceive as unimportant and include additional items which you perceive as more important.

Priority
Rank

- | | |
|--|--|
| | 1. To provide leadership to internal and external constituencies regarding the value and worth of the institution. |
| | 2. To provide leadership in the shaping and reshaping of institutional goals to ensure that they are pertinent to the social context of the institution. |
| | 3. To articulate a vision for the institution. |
| | 4. To administer the institution in a constructive fashion so as to enhance the achievement of its mission. |
| | 5. To implement existing board policies. |
| | 6. To generate and secure public support of institutional needs and goals. |
| | 7. To appear and officiate at functions both on and off the campus. |
| | 8. To allocate money, manpower, or equipment after board approval. |
| | 9. To take charge when the institution must participate in negotiations with other parties, e.g., accrediting bodies and other institutions. |

- _____ 10. To recommend personnel matters and new policies to the board.
- _____ 11. To create and maintain a strong vision and a sense of common institutional direction and self-esteem.
- _____ 12. To provide leadership for the governing board.
- _____ 13. To promote and uphold the academic standards of the institution.

Additional Items

- _____ 14. _____
- _____ 15. _____
- _____ 16. _____

Part II: Presidential Qualifications

INSTRUCTIONS: Based on your responses in Part I and your experiences as president of an HBCU, please rank (with #1 being the most important) the qualifications (academic preparation, professional experience, personal qualities) you feel would be most valuable to one who aspires to be president of an HBCU. You may also provide additional items which you feel may be more valuable. When ranking items, you may omit items from the list which you perceive as unimportant and include additional items which you perceive as more important.

ACADEMIC PREPARATION

Priority
Vote

- | | |
|-------|--------------------------|
| _____ | 1. Agriculture |
| _____ | 2. Business Fields |
| _____ | 3. Education |
| _____ | 4. English/Language Arts |
| _____ | 5. Fine Arts |
| _____ | 6. Foreign Languages |
| _____ | 7. Health Fields |
| _____ | 8. Law |
| _____ | 9. Mathematics |
| _____ | 10. Philosophy |
| _____ | 11. Psychology |
| _____ | 12. Religion/Theology |
| _____ | 13. Social Sciences |

Additional Items

- _____ 14. _____
- _____ 15. _____
- _____ 16. _____

PROFESSIONAL EXPERIENCE

Priority
Vote

- | | |
|-------|----------------------------|
| _____ | 1. Academic Vice President |
| _____ | 2. Business Executive |
| _____ | 3. Academic Dean |
| _____ | 4. Department Chair |
| _____ | 5. Fundraiser |
| _____ | 6. Lawyer |
| _____ | 7. Minister |
| _____ | 8. Politician |
| _____ | 9. Professor |
| _____ | 10. President |

Additional Items

- | | |
|-------|-----------|
| _____ | 11. _____ |
| _____ | 12. _____ |
| _____ | 13. _____ |

PERSONAL QUALITIES

Priority
Vote

- _____ 1. Proactive
- _____ 2. Good interpersonal skills
- _____ 3. Effective communicator
- _____ 4. Diagnostician
- _____ 5. Above-average intelligence
- _____ 6. Politically astute
- _____ 7. Fundraiser
- _____ 8. Effective manager
- _____ 9. Future focused
- _____ 10. Intuitive
- _____ 11. Risk taker
- _____ 12. High energy level
- _____ 13. Conservative

Additional Items

- _____ 14. _____
- _____ 15. _____
- _____ 16. _____

Comments:

Respondent's title: _____ President or Chancellor
_____ Acting President or Chancellor
_____ Interim President or Chancellor

APPENDIX B

COVER LETTER, FORMS, INTERVIEW SCHEDULE,
AND DEFINITION OF SELECTED TERMS

(Letter from Researcher)

Dear Dr.

You recently participated in my pilot study entitled "Presidential Roles and Valuable Qualifications: A Survey of Presidents of Historically Black Colleges and Universities." My January 22, 1988 letter to you stated that I would be continuing my research of this topic utilizing the structured interview.

Based on your participation in my previous research, I have identified you and selected members of your school as prospective participants. So again I am seeking your assistance in completing my dissertation research by May 1988. With your consent, I would like to visit your campus during February or March 1988 to conduct interviews with you, the academic vice president, and the chair of the faculty senate or a senior faculty member identified by you or the academic vice president. PLEASE indicate your willingness to participate or your desire not to participate on the enclosed consent form. If you choose to participate, an authorization form is also enclosed for your signature. Please return both forms in the enclosed envelope before February 11, 1988.

If you have questions regarding this research, you may contact me at (405) 624-6368 (work) or (405) 624-9156 (home). I look forward to hearing from you by February 11.

Sincerely,

Debra Buchanan, ABD
Higher Education Administration

Enclosures

CONSENT FORM

I _____ participate in your dissertation research:
will/will not
"Presidential Roles and Valuable Qualifications: Views from
Historically Black Colleges and Universities."

I understand that this research is designed to obtain the views of myself and selected members of my institution on the importance of roles performed by the HBCU president and our views on valuable qualifications for those who aspire to become HBCU presidents.

It is also my understanding that if I agree to participate in this research, you will contact me and other university representatives to schedule interviews at our convenience.

President

Signature

Date

AUTHORIZATION FORM

By signing this form, I am authorizing your visit to
 _____ to conduct
 Name of Institution
 interviews for your dissertation research entitled
 "Presidential Roles and Valuable Qualifications: Views from
 Historically Black Colleges and Universities." Interviews
 are to be conducted with myself and the following
 college/university representatives:

Academic Vice President:

 Name

Chair, Faculty Senate:
 (or Senior Faculty
 Representative)

 Name

 Title

 President

 Signature

 Date

PRESIDENTIAL ROLES AND VALUABLE QUALIFICATIONS:
VIEWS FROM THE HISTORICALLY BLACK COLLEGE
AND UNIVERSITY

Designed by

Debra A. Buchanan
Doctoral Candidate

Oklahoma State University
Higher Education Administration

OPENING STATEMENT

The purpose of this research is two-fold:

1. To identify important roles of presidents of historically black colleges and universities, and
2. To identify qualifications--academic preparation, professional experiences, and personal qualities--which would be valuable to aspiring presidents of HBCUs.

Identification of important presidential roles and valuable qualifications for the purposes of this research will be based on the perceptions of the president, academic vice president, and a senior faculty member at four HBCUs--two public universities and two private colleges.

The researcher promises anonymity to each participant.

Code _____

DESCRIPTIVE DATA ON PARTICIPANT

Title _____

Number of years in current position _____

Number of years experience working at HBCUs _____

INTERVIEW SCHEDULE

Part I: Presidential Roles

DIRECTIONS: The following statements describe some of the most important roles which a college/university president may perform. Based on your experience(s) at a historically black college/university (HBCU), please rate each of the following items, based on the scale provided, in terms of its importance as a role performed by HBCU presidents.

Of no Importance	Not very Important	Undecided	Somewhat Important	Very Important
1	2	3	4	5

Please comment on your rating of each item.

- | | | | | | |
|---|---|---|---|---|---|
| 1. To articulate a vision for the institution. | 1 | 2 | 3 | 4 | 5 |
| 2. To provide leadership in the shaping and reshaping of institutional goals. | 1 | 2 | 3 | 4 | 5 |
| 3. To provide leadership in planning for the future directions of the college/university. | 1 | 2 | 3 | 4 | 5 |
| 4. To ensure that the mission of the university is achieved. | 1 | 2 | 3 | 4 | 5 |
| 5. To implement existing board policies. | 1 | 2 | 3 | 4 | 5 |
| 6. To recommend personnel matters and policy changes to the board. | 1 | 2 | 3 | 4 | 5 |
| 7. To provide leadership for the governing board. | 1 | 2 | 3 | 4 | 5 |
| 8. To provide leadership in the management of institutional resources (i.e. money, manpower, equipment) consistent with board policy. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 9. | To ensure that the academic programs of the college/university progress with the needs of its constituencies and its environments. | 1 | 2 | 3 | 4 | 5 |
| 10. | To preserve the university's identity, freedom, and integrity. | 1 | 2 | 3 | 4 | 5 |
| 11. | To uphold the academic standards of the college/university. | 1 | 2 | 3 | 4 | 5 |
| 12. | To ensure that institutional data are compiled and maintained for usage during institutional assessments and for informed decision making. | 1 | 2 | 3 | 4 | 5 |
| 13. | To ensure periodic assessment, and revision as needed, of university policies and procedures as they relate to daily operations. | 1 | 2 | 3 | 4 | 5 |
| 14. | To stimulate and encourage university participation in international programs, activities, and service opportunities. | 1 | 2 | 3 | 4 | 5 |
| 15. | To assemble and maintain a team of qualified administrative personnel. | 1 | 2 | 3 | 4 | 5 |
| 16. | To provide leadership in times of crisis. | 1 | 2 | 3 | 4 | 5 |
| 17. | To provide an environment conducive to the development of leadership. | 1 | 2 | 3 | 4 | 5 |
| 18. | To provide a sense of unity and direction toward the achievement of common goals. | 1 | 2 | 3 | 4 | 5 |
| 19. | To secure financial support for the university's needs and goals. | 1 | 2 | 3 | 4 | 5 |
| 20. | To apprise constituencies of the university's progress and developments. | 1 | 2 | 3 | 4 | 5 |
| 21. | To speak for and to represent the college/university in all dealings with off-campus agencies and/or parties. | 1 | 2 | 3 | 4 | 5 |

Part II: Presidential Qualifications

DIRECTIONS: Presidential qualifications are subdivided into three parts: academic preparation, professional experience, and personal qualities. Based on your knowledge of presidential roles at HBCUs, please indicate the value of each item as a qualification for those who aspire to become president of an HBCU. Please rate each item on the following scale:

Of no Value	Not very Valuable	Undecided	Somewhat Valuable	Very Valuable
1	2	3	4	5

Please comment on your rating of each item.

Academic Preparation

1. Agriculture	1	2	3	4	5
2. Business Fields	1	2	3	4	5
3. Education	1	2	3	4	5
4. English/Language Arts	1	2	3	4	5
5. Fine Arts	1	2	3	4	5
6. Foreign Languages	1	2	3	4	5
7. Health Fields	1	2	3	4	5
8. Law	1	2	3	4	5
9. Mathematics	1	2	3	4	5
10. Philosophy	1	2	3	4	5
11. Psychology	1	2	3	4	5
12. Religion/Theology	1	2	3	4	5
13. Social Sciences	1	2	3	4	5

Professional Experience

1. Academic Vice President	1	2	3	4	5
2. Academic Dean	1	2	3	4	5
3. Business Executive	1	2	3	4	5
4. Department Chair	1	2	3	4	5
5. Fundraiser	1	2	3	4	5
6. Lawyer	1	2	3	4	5
7. Minister	1	2	3	4	5
8. Politician	1	2	3	4	5
9. Professor	1	2	3	4	5
10. ACE fellow	1	2	3	4	5
11. President	1	2	3	4	5

Personal Qualities

1. Proactive	1	2	3	4	5
2. Good interpersonal skills	1	2	3	4	5
3. Effective communicator	1	2	3	4	5
4. Diagnostician	1	2	3	4	5
5. Above-average intelligence	1	2	3	4	5
6. Politically astute	1	2	3	4	5
7. Effective manager	1	2	3	4	5
8. Future focused	1	2	3	4	5
9. Intuitive	1	2	3	4	5
10. Risk taker	1	2	3	4	5
11. High energy level	1	2	3	4	5
12. Conservative	1	2	3	4	5

DEFINITION OF SELECTED TERMS

INTERVIEW SCHEDULE

Above-average intelligence	displaying higher levels of knowledge beyond that which is characteristic of the majority
Academic dean	chair of an academic college or division
ACE fellow	participant in the American Council on Education's administrative training program
Conservative	preserving established traditions and resisting change; cautious
Diagnostician	one who performs a careful examination and analysis of facts in an attempt to explain an occurrence; one who has the ability to identify the source of an adverse situation or problem
Effective communicator	the ability to relay and/or clarify the intended message through written, verbal, and nonverbal media
Effective manager	one who displays skill and ability to effectively and efficiently utilize resources to enhance productivity
Future focused	emphasizing future directions rather than concentrating on the past or present
Good interpersonal skills	the ability to establish and maintain relationships with university and community constituents; personable
Integrity	sound academic principles and policies
Intuitive	the ability to perceive things which are not consciously known
Mission	the special duty or purpose prescribed by a governing body

Politically astute	having knowledge of and the ability to assess relationships, power structures, and environments; the ability to interact with elected officials
Proactive	practicing preventive rather than reactive management; anticipating situations before they occur
Risk taker	one who attempts the nontraditional or unexpected
Vision	mental image of the future status and/or physical structure of the institution

APPENDIX C

COMPARATIVE MEAN RATINGS

TABLE 23-A
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY PUBLIC AND
 PRIVATE HBCUs

Item	N=6 Public	N=6 Private
1. Articulating a vision	5.00	5.00
2. Shaping and reshaping goals	4.67	5.00
3. Planning for future directions	4.83	5.00
4. Ensuring achievement of mission	4.67	4.67
5. Implementing existing board policies	4.50	4.67
6. Recommending policy changes to the board	4.83	5.00
7. Providing leadership for the board	4.17	4.83
8. Managing resources	4.83	5.00
9. Ensuring that academic programs progress	4.50	4.50
10. Preserving identity, freedom, and integrity	4.33	4.50
11. Upholding academic standards	4.50	4.67
12. Ensuring collection of institutional data	4.50	4.67
13. Ensuring periodic assessment of operational policies	4.00	3.83
14. Encouraging participation in international programs	3.17	3.83
15. Assembling an administrative team	5.00	5.00
16. Providing leadership during crises	5.00	4.83

TABLE 23-A (Cont'd)
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY PUBLIC AND
 PRIVATE HBCUs

Item	N=6 Public	N=6 Private
17. Providing an environment for development of leadership	4.67	4.83
18. Providing a sense of unity for achievement of common goals	4.83	4.83
19. Securing financial support	4.83	5.00
20. Keeping constituencies informed of institutional developments	4.50	4.83
21. Representing the institution in all public dealings	3.33	4.50
GRAND MEAN	4.51	4.71

5 very important
 4 somewhat important
 3 undecided
 2 not very important
 1 of no importance

TABLE 24-A
 COMPARATIVE MEAN RATINGS OF ACADEMIC
 PREPARATION BY PUBLIC
 AND PRIVATE HBCUs

Item	N=6 Public	N=6 Private
1. Agriculture	3.00	2.83
2. Business Fields	4.17	4.50
3. Education	3.50	4.83
4. English/Language Arts	4.00	5.00
5. Fine Arts	3.17	4.17
6. Foreign Languages	2.50	4.50
7. Health Fields	2.67	3.50
8. Law	3.67	4.67
9. Mathematics	3.33	4.67
10. Philosophy	3.33	4.33
11. Psychology	3.83	5.00
12. Religion/Theology	3.17	4.50
13. Social Sciences	4.00	4.50
GRAND MEAN	3.41	4.38

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 25-A
 COMPARATIVE MEAN RATINGS OF PROFESSIONAL
 EXPERIENCE BY PUBLIC
 AND PRIVATE HBCUs

Item	N=6 Public	N=6 Private
1. Academic Vice President	4.17	4.83
2. Academic Dean	4.33	4.83
3. Business Executive	3.00	4.17
4. Department Chair	3.50	4.33
5. Fundraiser	3.17	4.17
6. Lawyer	2.33	3.00
7. Minister	2.33	2.67
8. Politician	2.17	2.50
9. Professor	4.50	4.67
10. ACE fellow	4.33	4.33
11. President	4.50	4.17
GRAND MEAN	3.48	3.97

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 26-A
 COMPARATIVE MEAN RATINGS OF PERSONAL
 QUALITIES BY PUBLIC
 AND PRIVATE HBCUs

Item	N=6 Public	N=6 Private
1. Proactive	4.33	5.00
2. Good interpersonal skills	5.00	5.00
3. Effective communicator	5.00	5.00
4. Diagnostician	4.50	4.50
5. Above-average intelligence	4.67	4.67
6. Politically astute	5.00	5.00
7. Effective manager	4.83	4.83
8. Future focused	4.83	5.00
9. Intuitive	4.50	4.67
10. Risk taker	4.00	4.67
11. High energy level	5.00	5.00
12. Conservative	4.00	4.00
GRAND MEAN	4.64	4.78

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 27-A
PUBLIC HBCUs' MEAN RATINGS OF PRESIDENTIAL
ROLES BY PARTICIPANTS'
POSITION

Item	Participant		
	A	B	C
1. Articulating a vision	5.00	5.00	5.00
2. Shaping and reshaping goals	5.00	4.50	4.50
3. Planning for future directions	5.00	5.00	4.50
4. Ensuring achievement of mission	5.00	4.50	4.50
5. Implementing existing board policies	5.00	4.50	4.00
6. Recommending policy changes to the board	5.00	4.50	5.00
7. Providing leadership for the board	4.50	3.50	4.50
8. Managing resources	5.00	5.00	4.50
9. Ensuring that academic programs progress	4.50	5.00	4.00
10. Preserving identity, freedom, and integrity	4.50	4.50	4.00
11. Upholding academic standards	4.50	5.00	4.00
12. Ensuring collection of institutional data	4.50	5.00	4.00
13. Ensuring periodic assessment of operational policies	4.50	3.50	4.00
14. Encouraging participation in international programs	3.50	3.00	3.00
15. Assembling an administrative team	5.00	5.00	5.00
16. Providing leadership during crises	5.00	5.00	5.00

TABLE 27-A (Cont'd)
 PUBLIC HBCUs' MEAN RATINGS OF PRESIDENTIAL
 ROLES BY PARTICIPANTS'
 POSITION

Item	Participant		
	A	B	C
17. Providing an environment for development of leadership	4.00	5.00	5.00
18. Providing a sense of unity for achievement of common goals	4.50	5.00	5.00
19. Securing financial support	5.00	5.00	4.50
20. Keeping constituencies informed of institutional developments	4.50	4.50	4.50
21. Representing the institution in all public dealings	4.00	2.00	4.00
GRAND MEAN	4.64	4.48	4.40

A - President	5	very important
B - Academic Vice President	4	somewhat important
C - Senior Faculty Member	3	undecided
	2	not very important
	1	of no importance

TABLE 28-A
PUBLIC HBCUs' MEAN RATINGS OF ACADEMIC
PREPARATION BY PARTICIPANTS'
POSITION

Item	Participant		
	A	B	C
1. Agriculture	2.50	3.50	3.00
2. Business Fields	4.00	4.50	4.00
3. Education	2.50	4.50	3.50
4. English/Language Arts	3.50	5.00	3.50
5. Fine Arts	3.00	3.50	3.00
6. Foreign Languages	2.50	3.00	2.00
7. Health Fields	2.50	3.50	2.00
8. Law	2.50	5.00	3.50
9. Mathematics	2.50	3.50	4.00
10. Philosophy	3.00	3.50	3.50
11. Psychology	3.00	4.50	4.00
12. Religion/Theology	2.50	3.50	3.50
13. Social Sciences	3.00	5.00	4.00
GRAND MEAN	2.84	4.04	3.35

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 29-A
PUBLIC HBCUs' MEAN RATINGS OF PROFESSIONAL
EXPERIENCE BY PARTICIPANTS' POSITION

Item	Participant		
	A	B	C
1. Academic Vice President	3.50	4.50	4.50
2. Academic Dean	4.50	4.00	4.50
3. Business Executive	3.00	3.00	3.00
4. Department Chair	3.50	3.00	4.00
5. Fundraiser	3.00	3.50	3.00
6. Lawyer	3.00	2.00	2.00
7. Minister	3.00	2.00	2.00
8. Politician	1.50	3.00	2.00
9. Professor	4.00	5.00	4.50
10. ACE fellow	4.00	4.50	4.50
11. President	4.50	4.00	5.00
GRAND MEAN	3.41	3.50	3.54

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 30-A
PUBLIC HBCUs' MEAN RATINGS OF PERSONAL
QUALITIES BY PARTICIPANTS' POSITION

Item	Participant		
	A	B	C
1. Proactive	4.50	4.00	4.50
2. Good interpersonal skills	5.00	5.00	5.00
3. Effective communicator	5.00	5.00	5.00
4. Diagnostician	4.50	4.50	4.50
5. Above-average intelligence	4.50	5.00	4.50
6. Politically astute	5.00	5.00	5.00
7. Effective manager	5.00	5.00	4.50
8. Future focused	5.00	5.00	4.50
9. Intuitive	4.00	4.50	5.00
10. Risk taker	4.50	4.00	3.50
11. High energy level	5.00	5.00	5.00
12. Conservative	4.00	4.00	4.00
GRAND MEAN	4.67	4.67	4.58

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 31-A
PRIVATE HBCUs' MEAN RATINGS
OF PRESIDENTIAL ROLES BY
PARTICIPANTS' POSITION

Item	Participant		
	A	B	C
1. Articulating a vision	5.00	5.00	5.00
2. Shaping and reshaping goals	5.00	5.00	5.00
3. Planning for future directions	5.00	5.00	5.00
4. Ensuring achievement of mission	4.50	5.00	4.50
5. Implementing existing board policies	4.50	4.50	5.00
6. Recommending policy changes to the board	5.00	5.00	5.00
7. Providing leadership for the board	5.00	5.00	4.50
8. Managing resources	5.00	5.00	5.00
9. Ensuring that academic programs progress	4.50	4.50	4.50
10. Preserving identity, freedom, and integrity	4.50	4.50	4.50
11. Upholding academic standards	5.00	4.50	4.50
12. Ensuring collection of institutional data	5.00	4.50	4.50
13. Ensuring periodic assessment of operational policies	4.50	3.00	4.00
14. Encouraging participation in international programs	4.00	3.00	4.50
15. Assembling an administrative team	5.00	5.00	5.00
16. Providing leadership during crises	4.50	5.00	5.00

TABLE 31-A (Cont'd)
 PRIVATE HBCUs' MEAN RATINGS
 OF PRESIDENTIAL ROLES BY
 PARTICIPANTS' POSITION

Item	Participant		
	A	B	C
17. Providing an environment for development of leadership	4.50	5.00	5.00
18. Providing a sense of unity for achievement of common goals	4.50	5.00	5.00
19. Securing financial support	5.00	5.00	5.00
20. Keeping constituencies informed of institutional developments	4.50	5.00	5.00
21. Representing the institution in all public dealings	4.50	4.50	4.50
GRAND MEAN	4.71	4.67	4.76

A - President	5	very important
B - Academic Vice President	4	somewhat important
C - Senior Faculty Member	3	undecided
	2	not very important
	1	of no importance

TABLE 32-A
PRIVATE HBCUs' MEAN RATINGS
OF ACADEMIC PREPARATION BY
PARTICIPANTS' POSITION

Item	Participant		
	A	B	C
1. Agriculture	2.00	3.50	3.00
2. Business Fields	4.50	4.00	5.00
3. Education	4.50	5.00	5.00
4. English/Language Arts	5.00	5.00	5.00
5. Fine Arts	3.50	4.00	5.00
6. Foreign Languages	4.00	4.50	5.00
7. Health Fields	3.00	3.00	4.50
8. Law	4.50	4.50	5.00
9. Mathematics	5.00	4.00	5.00
10. Philosophy	4.00	4.50	4.50
11. Psychology	5.00	5.00	5.00
12. Religion/Theology	4.50	4.00	5.00
13. Social Sciences	4.00	4.50	5.00
GRAND MEAN	4.11	4.27	4.77

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 33-A
PRIVATE HBCUs' MEAN RATINGS OF
PROFESSIONAL EXPERIENCE BY
PARTICIPANTS' POSITION

Item	Participant		
	A	B	C
1. Academic Vice President	4.50	5.00	5.00
2. Academic Dean	4.50	5.00	5.00
3. Business Executive	4.00	4.00	4.50
4. Department Chair	3.50	4.50	5.00
5. Fundraiser	3.50	4.50	4.50
6. Lawyer	3.00	3.00	3.00
7. Minister	2.00	2.50	3.50
8. Politician	1.50	2.50	3.50
9. Professor	4.00	5.00	5.00
10. ACE fellow	4.00	4.00	5.00
11. President	4.00	4.00	4.50
GRAND MEAN	3.50	4.00	4.41

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 34-A
 PRIVATE HBCUs' MEAN RATINGS
 OF PERSONAL QUALITIES BY
 PARTICIPANTS' POSITION

Item	Participant		
	A	B	C
1. Proactive	5.00	5.00	5.00
2. Good interpersonal skills	5.00	5.00	5.00
3. Effective communicator	5.00	5.00	5.00
4. Diagnostician	4.00	4.50	5.00
5. Above-average intelligence	4.00	5.00	5.00
6. Politically astute	5.00	5.00	5.00
7. Effective manager	5.00	4.50	5.00
8. Future focused	5.00	5.00	5.00
9. Intuitive	4.00	5.00	5.00
10. Risk taker	4.50	4.50	5.00
11. High energy level	5.00	5.00	5.00
12. Conservative	3.50	4.50	4.00
GRAND MEAN	4.58	4.83	4.92

A - President	5	very valuable
B - Academic Vice President	4	somewhat valuable
C - Senior Faculty Member	3	undecided
	2	not very valuable
	1	of no value

TABLE 35-A
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY PRESIDENTS OF PUBLIC
 AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Articulating a vision	5.00	5.00
2. Shaping and reshaping goals	5.00	5.00
3. Planning for future directions	5.00	5.00
4. Ensuring achievement of mission	5.00	4.50
5. Implementing existing board policies	5.00	4.50
6. Recommending policy changes to the board	5.00	5.00
7. Providing leadership for the board	4.50	5.00
8. Managing resources	5.00	5.00
9. Ensuring that academic programs progress	4.50	4.50
10. Preserving identity, freedom, and integrity	4.50	4.50
11. Upholding academic standards	4.50	5.00
12. Ensuring collection of institutional data	4.50	5.00
13. Ensuring periodic assessment of operational policies	4.50	4.50
14. Encouraging participation in international programs	3.50	4.00
15. Assembling an administrative team	5.00	5.00
16. Providing leadership during crises	5.00	4.50

TABLE 35-A (Cont'd)
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY PRESIDENTS OF PUBLIC
 AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
17. Providing an environment for development of leadership	4.00	4.50
18. Providing a sense of unity for achievement of common goals	4.50	4.50
19. Securing financial support	5.00	5.00
20. Keeping constituencies informed of institutional developments	4.50	4.50
21. Representing the institution in all public dealings	4.00	4.50
GRAND MEAN	4.64	4.71

- 5 very important
 4 somewhat important
 3 undecided
 2 not very important
 1 of no importance

TABLE 36-A
 COMPARATIVE MEAN RATINGS OF ACADEMIC
 PREPARATION BY PRESIDENTS OF
 PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Agriculture	2.50	2.00
2. Business Fields	4.00	4.50
3. Education	2.50	4.50
4. English/Language Arts	3.50	5.00
5. Fine Arts	3.00	3.50
6. Foreign Languages	2.50	4.00
7. Health Fields	2.50	3.00
8. Law	2.50	4.50
9. Mathematics	2.50	5.00
10. Philosophy	3.00	4.00
11. Psychology	3.00	5.00
12. Religion/Theology	2.50	4.50
13. Social Sciences	3.00	4.00
GRAND MEAN	2.84	4.11

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 37-A
 COMPARATIVE MEAN RATINGS OF PROFESSIONAL
 EXPERIENCE BY PRESIDENTS OF PUBLIC
 AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Academic Vice President	3.50	4.50
2. Academic Dean	4.50	4.50
3. Business Executive	3.00	4.00
4. Department Chair	3.50	3.50
5. Fundraiser	3.00	3.50
6. Lawyer	3.00	3.00
7. Minister	3.00	2.00
8. Politician	1.50	1.50
9. Professor	4.00	4.00
10. ACE fellow	4.00	4.00
11. President	4.50	4.00
GRAND MEAN	3.41	3.50

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 38-A
 COMPARATIVE MEAN RATINGS OF PERSONAL
 QUALITIES BY PRESIDENTS OF
 PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Proactive	4.50	5.00
2. Good interpersonal skills	5.00	5.00
3. Effective communicator	5.00	5.00
4. Diagnostician	4.50	4.00
5. Above-average intelligence	4.50	4.00
6. Politically astute	5.00	5.00
7. Effective manager	5.00	5.00
8. Future focused	5.00	5.00
9. Intuitive	4.00	4.00
10. Risk taker	4.50	4.50
11. High energy level	5.00	5.00
12. Conservative	4.00	3.50
GRAND MEAN	4.67	4.58

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 39-A
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY ACADEMIC VICE PRESIDENTS
 AT PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Articulating a vision	5.00	5.00
2. Shaping and reshaping goals	4.50	5.00
3. Planning for future directions	5.00	5.00
4. Ensuring achievement of mission	4.50	5.00
5. Implementing existing board policies	4.50	4.50
6. Recommending policy changes to the board	4.50	5.00
7. Providing leadership for the board	3.50	5.00
8. Managing resources	5.00	5.00
9. Ensuring that academic programs progress	5.00	4.50
10. Preserving identity, freedom, and integrity	4.50	4.50
11. Upholding academic standards	5.00	4.50
12. Ensuring collection of institutional data	5.00	4.50
13. Ensuring periodic assessment of operational policies	3.50	3.00
14. Encouraging participation in international programs	3.00	3.00
15. Assembling an administrative team	5.00	5.00
16. Providing leadership during crises	5.00	5.00

TABLE 39-A (Cont'd)
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY ACADEMIC VICE PRESIDENTS
 AT PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
17. Providing an environment for development of leadership	5.00	5.00
18. Providing a sense of unity for achievement of common goals	5.00	5.00
19. Securing financial support	5.00	5.00
20. Keeping constituencies informed of institutional developments	4.50	5.00
21. Representing the institution in all public dealings	2.00	4.50
GRAND MEAN	4.48	4.67

- 5 very important
 4 somewhat important
 3 undecided
 2 not very important
 1 of no importance

TABLE 40-A
 COMPARATIVE MEAN RATINGS OF ACADEMIC
 PREPARATION BY ACADEMIC VICE
 PRESIDENTS AT PUBLIC AND
 PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Agriculture	3.50	3.50
2. Business Fields	4.50	4.00
3. Education	4.50	5.00
4. English/Language Arts	5.00	5.00
5. Fine Arts	3.50	4.00
6. Foreign Languages	3.00	4.50
7. Health Fields	3.50	3.00
8. Law	5.00	4.50
9. Mathematics	3.50	4.00
10. Philosophy	3.50	4.50
11. Psychology	4.50	5.00
12. Religion/Theology	3.50	4.00
13. Social Sciences	5.00	4.50
GRAND MEAN	4.04	4.27

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 41-A
 COMPARATIVE MEAN RATINGS OF PROFESSIONAL
 EXPERIENCE BY ACADEMIC VICE PRESIDENTS
 AT PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Academic Vice President	4.50	5.00
2. Academic Dean	4.00	5.00
3. Business Executive	3.00	4.00
4. Department Chair	3.00	4.50
5. Fundraiser	3.50	4.50
6. Lawyer	2.00	3.00
7. Minister	2.00	2.50
8. Politician	3.00	2.50
9. Professor	5.00	5.00
10. ACE fellow	4.50	4.00
11. President	4.00	4.00
GRAND MEAN	3.50	4.00

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 42-A
 COMPARATIVE MEAN RATINGS OF PERSONAL
 QUALITIES BY ACADEMIC VICE
 PRESIDENTS AT PUBLIC AND
 PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Proactive	4.00	5.00
2. Good interpersonal skills	5.00	5.00
3. Effective communicator	5.00	5.00
4. Diagnostician	4.50	4.50
5. Above-average intelligence	5.00	5.00
6. Politically astute	5.00	5.00
7. Effective manager	5.00	4.50
8. Future focused	5.00	5.00
9. Intuitive	4.50	5.00
10. Risk taker	4.00	4.50
11. High energy level	5.00	5.00
12. Conservative	4.00	4.50
GRAND MEAN	4.67	4.83

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 43-A
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY SENIOR FACULTY MEMBERS
 AT PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Articulating a vision	5.00	5.00
2. Shaping and reshaping goals	4.50	5.00
3. Planning for future directions	4.50	5.00
4. Ensuring achievement of mission	4.50	4.50
5. Implementing existing board policies	4.00	5.00
6. Recommending policy changes to the board	5.00	5.00
7. Providing leadership for the board	4.50	4.50
8. Managing resources	4.50	5.00
9. Ensuring that academic programs progress	4.00	4.50
10. Preserving identity, freedom, and integrity	4.00	4.50
11. Upholding academic standards	4.00	4.50
12. Ensuring collection of institutional data	4.00	4.50
13. Ensuring periodic assessment of operational policies	4.00	4.00
14. Encouraging participation in international programs	3.00	4.50
15. Assembling an administrative team	5.00	5.00
16. Providing leadership during crises	5.00	5.00

TABLE 43-A (Cont'd)
 COMPARATIVE MEAN RATINGS OF PRESIDENTIAL
 ROLES BY SENIOR FACULTY MEMBERS
 AT PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
17. Providing an environment for development of leadership	5.00	5.00
18. Providing a sense of unity for achievement of common goals	5.00	5.00
19. Securing financial support	4.50	5.00
20. Keeping constituencies informed of institutional developments	4.50	5.00
21. Representing the institution in all public dealings	4.00	4.50
GRAND MEAN	4.40	4.76

5 very important
 4 somewhat important
 3 undecided
 2 not very important
 1 of no importance

TABLE 44-A
 COMPARATIVE MEAN RATINGS OF ACADEMIC
 PREPARATION BY SENIOR FACULTY
 MEMBERS AT PUBLIC AND
 PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Agriculture	3.00	3.00
2. Business Fields	4.00	5.00
3. Education	3.50	5.00
4. English/Language Arts	3.50	5.00
5. Fine Arts	3.00	5.00
6. Foreign Languages	2.00	5.00
7. Health Fields	2.00	4.50
8. Law	3.50	5.00
9. Mathematics	4.00	5.00
10. Philosophy	3.50	4.50
11. Psychology	4.00	5.00
12. Religion/Theology	3.50	5.00
13. Social Sciences	4.00	5.00
GRAND MEAN	3.35	4.77

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 45-A
 COMPARATIVE MEAN RATINGS OF PROFESSIONAL
 EXPERIENCE BY SENIOR FACULTY MEMBERS
 AT PUBLIC AND PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Academic Vice President	4.50	5.00
2. Academic Dean	4.50	5.00
3. Business Executive	3.00	4.50
4. Department Chair	4.00	5.00
5. Fundraiser	3.00	4.50
6. Lawyer	2.00	3.00
7. Minister	2.00	3.50
8. Politician	2.00	3.50
9. Professor	4.50	5.00
10. ACE fellow	4.50	5.00
11. President	5.00	4.50
GRAND MEAN	3.54	4.41

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

TABLE 46-A
 COMPARATIVE MEAN RATINGS OF PERSONAL
 QUALITIES BY SENIOR FACULTY
 MEMBERS AT PUBLIC AND
 PRIVATE HBCUs

Item	N=2 Public	N=2 Private
1. Proactive	4.50	5.00
2. Good interpersonal skills	5.00	5.00
3. Effective communicator	5.00	5.00
4. Diagnostician	4.50	5.00
5. Above-average intelligence	4.50	5.00
6. Politically astute	5.00	5.00
7. Effective manager	4.50	5.00
8. Future focused	4.50	5.00
9. Intuitive	5.00	5.00
10. Risk taker	3.50	5.00
11. High energy level	5.00	5.00
12. Conservative	4.00	4.00
GRAND MEAN	4.58	4.92

5 very valuable
 4 somewhat valuable
 3 undecided
 2 not very valuable
 1 of no value

APPENDIX D

ANALYSES OF CONGRUENCE

TABLE 47
ANALYSIS OF CONGRUENCE BETWEEN
PUBLIC AND PRIVATE HBCUs

Category	<u># Items Identified/Grand Mean</u>		Ttl Items Identified	# Items Agreed on/(%)
	Public	Private		
Presidential Roles	11/4.51	11/4.71	13	9 (69%)
Academic Preparation	6/3.41	9/4.38	9	6 (67%)
Professional Experience	6/3.48	8/3.97	8	6 (75%)
Personal Qualities	7/4.64	7/4.78	8	6 (75%)

TABLE 48
ANALYSIS OF CONGRUENCE WITHIN
PUBLIC HBCUs

Category	Ttl Items Identified	Agreement Among Groups (%)	Agreement Between Positions (%)		
			P/VP	P/FAC	VP/FAC
Presidential Roles	18	9 (50%)	9 (50%)	8 (44%)	12 (67%)
Academic Preparation	9	4 (44%)	4 (44%)	4 (44%)	6 (67%)
Professional Experience	6	5 (83%)	5 (83%)	6 (100%)	5 (83%)
Personal Qualities	8	4 (50%)	6 (75%)	4 (50%)	4 (50%)

P - Presidents
VP - Vice Presidents
FAC - Faculty Members

TABLE 49
ANALYSIS OF CONGRUENCE WITHIN
PRIVATE HBCUs

Category	Ttl Items Identified	Agreement Among Groups (%)	Agreement Between Positions (%)		
			P/VP	P/FAC	VP/FAC
Presidential Roles	16	7 (44%)	8 (50%)	7 (44%)	11 (69%)
Academic Preparation	11	4 (36%)	4 (36%)	7 (64%)	6 (54%)
Professional Experience	8	3 (38%)	3 (38%)	6 (75%)	5 (62%)
Personal Qualities	11	6 (54%)	6 (54%)	7 (64%)	8 (73%)

P - Presidents
VP - Vice Presidents
FAC - Faculty Members

TABLE 50
ANALYSIS OF CONGRUENCE BETWEEN POSITIONS
AT PUBLIC AND PRIVATE HBCUs

Category	# Items Identified/Agreed On (%)		
	Presidents	Vice Presidents	Faculty Members
Presidential Roles	13/7 (54%)	18/12 (67%)	14/11 (78%)
Academic Preparation	10/3 (30%)	8/ 5 (62%)	11/ 8 (73%)
Professional Experience	7/5 (71%)	7/ 3 (43%)	8/ 6 (75%)
Personal Qualities	7/6 (86%)	9/ 6 (67%)	11/ 5 (45%)

VITA

Debra Ann Buchanan

Candidate for the Degree of
Doctor of Education

Thesis: PRESIDENTIAL ROLES AND QUALIFICATIONS: VIEWS
FROM HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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