

**A GOVERNOR AS UNIVERSITY PRESIDENT-  
CAMPUS PERCEPTIONS: A CASE STUDY**

**By**

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## CHAPTER I

### INTRODUCTION

The selections of Washington's Governor Daniel Evans as president of Evergreen State College, North Carolina's Governor Terry Sanford to direct the University of North Carolina and New Jersey's Governor Keane to head Drew University reflect a recent national trend of political leaders entering the academic presidential arena. This trend was mirrored in 1992 when the governing board for the University of Central Midwest (UCM)<sup>1</sup> also selected a former governor, with limited academic background, to lead that state's third largest university. During the next five years, UCM underwent dramatic change as during the new president's watch, the campus doubled its physical facility, entered into a multi-million dollar building and renovation project and reached its highest enrollment. These changes happened amid much controversy among its faculty, staff and students.

#### Background of the Study

Universities and their leadership have undergone significant change in the last three decades. Governance of a modern university has become much more complex due to a variety of social and economic reasons. Following World War II and the subsequent introduction of the G.I. Bill, campuses became much more accessible to the population-at-large. Returning veterans saw a university education as a means through which upward

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<sup>1</sup>Pseudonyms have been used to replace the name of the institution, key players and printed documents cited herein.

economic and social mobility could be achieved, and the funding provided by the U. S. government was the mechanism that made such mobility for veterans possible. Further access to higher education was provided by various federal legislative actions which initiated and governed student financial aid programs aimed at helping students attend college (Rudolph, 1990). A college education ceased to be for the few or the elite; it became less a privilege and more an entitlement.

A decade of unprecedented change within the university environment began in the early 1960s. The number of U.S. colleges and universities doubled. Between the 1930s and the 1960s the number of college students increased some 600% and the number of faculty increased by 525% (Ladd & Lipset, 1975). At the beginning of the 1960s, financial support for institutions of higher education was at an all-time high, and there emerged an average of one new campus every two weeks.

By the 1970s, U.S. involvement in Vietnam, social turmoil brought about by student unrest, demands for greater participation in governance, political scandals and economic shifts left the optimism of the early 1960s behind. Universities began to experience a decline in student numbers, funding, and stature in the public eye. Not only were student numbers on a roller coaster ride, student attitudes were Janus-like as well. The entire emotional persona of the United States shifted during the 1960s and 1970s, and students were at the forefront of the change. By the end of the 1970s a student body which had been complacent and trusting was now radical and suspicious (Touraine, 1997).

Many social institutions, including colleges and universities, became the nexus of this attitudinal shift. Leaders were no longer revered; they became targets for increased



internal scrutiny and external criticism. Universities were called upon to be more 'accountable' fiscally. By the beginning of the 1980s, funding, which had been so abundant just twenty years before, began to decline.

In part, to combat this growing criticism of the academy, university leaders began to focus on external issues. Faculty became much more involved in academic decision-making, while presidents assumed new roles in public relations and fund-raising.

They [the presidents] see themselves as drawn outside academic life by the demands of their external roles of fund raising and public relations, and pushed out by faculty assertion of control over academic affairs. ...The student market has, additionally, set much actual academic policy in recent years, regardless of administrative or faculty judgment (Kerr, 1984, p. 8).

At the same time, another new trend was introduced into the university setting and into the presidential leadership formula. Traditionally, university presidents have come exclusively from within the academy, but in increasing numbers, individuals totally outside the university who lack academic experience and/or credentials have been selected to lead major institutions. In the view of many academicians, this trend is cause for concern. Many of them feel that presidents must be of the university as well as for the university (Kerr, 1984). Credentials and scholarship are also of paramount importance, as "The credentials of the person selected are looked upon as a statement of what the institution thinks it is and, to a lesser extent, of what it would like to be in the near future." (Kerr & Gade, 1986, p. 19). Put most aggressively,

The president must be an academic leader, first and foremost— and it's not a job to be delegated. Boards of regents (trustees) should always assure themselves of sound academic qualifications of presidential candidates —and that those named to the presidency are scholars and are committed to scholarly endeavor in the academic community (Emphasis in original text.) (Kamm, 1982, p.135).

But many new university presidents are not of the university. Neither are they scholars. They come from a variety of backgrounds, including politics and business.

Some experts doubt whether an outsider from any field could be successful within the collegiate environment. Fisher and Koch (1996) write;

Some university governing boards have opted to appoint former business or government executives to their presidencies. Such individuals may be better prepared for many of the managerial duties of the office; however, they, too, often find it impossible to gain the respect and appreciation of faculty members who style themselves as peers but are often reluctant to accept leadership from outsiders (p.5).

Leadership often carries negative connotations. Although trust has been cited in many studies as a cornerstone in building positive leadership relations (Covey, 1991; Fisher & Koch, 1996; Kouzes & Posner, 1993), leadership overall in the United States suffers from a lack of trust. This lack of trust in leadership may have its roots in the American psyche of suspicion of people and groups in power. It could also be a result of

the public scandals at all levels of society, beginning with the Vietnam War debacle and continuing through the recent presidential sex scandals.

Regardless of the reasons behind this lack of trust in leadership, the trust factor may be even more strained in the situation of a political figure turned university president. A 1992 Harris Poll indicated only 11% of the respondents had confidence in the leadership of major corporations, and even fewer had confidence in politicians (Kouzes & Posner, 1993).

Over the past two decades, battle lines between politicians and academics have been drawn and some heavy bloodletting has occurred. Some academics fear politicians may misuse their power against the university for political gain, while Ewell (1998) notes politicians view universities as unresponsive to social ills. Partly, this schism is a result of the core philosophies of these two very different entities. The university values its autonomy. Faculty are, by temperament and training, both vocal and challenging. Universities speak in multiple, independent voices. The American Association of University Professors (AAUP) tenants encourage pursuit of new (often controversial, often unpopular) knowledge. Politicians bend to the tides of public opinion, champion the majority and avoid the controversial. Legislative action fetters individual freedom; university practice celebrates it. Moreover, universities are status-quo institutions (Ladd & Lipset, 1975); politicians view themselves as change-agents.

A lack of trust in leadership may be even more prominent in the state in which this case study takes place. Residents have good reasons to be skeptical of their local officials, as this state's history reflects a long tradition of scandal and corruption. During the last

30 years, one governor has been sentenced to federal prison, there have been scandals in local and county government, higher education, banking, the State Treasurer's Office, and the Corporation Commission. Another governor pled guilty to campaign law violations. More than 200 people were convicted in a state-wide investigation into operations of its county commissioners. Reform, for the most part, has been ineffective and bogged down in the mire of divided power interests (Holloway & Myers, 1993).

According to Elazar's (1966) topology, this state is characterized as having both a traditional and individualistic political culture. In such a culture, politics are dominated by the elite, private concerns are paramount, and business takes on the form of personal exchanges. A small amount of corruption is expected and tolerated as long as it does not get out of hand. In fact, there is a tendency to deem things political as being dirty business and best left to 'politicians.' This characteristic exacerbates the normal levels of skepticism in political leadership, especially when it is introduced into a population of intelligent and challenging individuals who make up university faculty.

Therefore, if politicians and academicians do not trust one another or understand one another's perspectives, is it possible for a former governor with little academic background to create the shared vision or foster the type of university community researchers deem necessary to lead and transform? In other words, can a political outsider be trusted and perceived as a credible leader by his/her key university constituencies, regardless of his/her accomplishments?

## Conceptual Framework

Since 85% of university leadership traditionally emanate from within the academy (Kerr & Gade, 1986), it follows that those outside the academy may have difficulty in establishing credibility and trust. Moreover, those within the academy also view politicians with distrust and are skeptical of their motives, hence the application of power in such an environment also is an area of concern. Governors, particularly, may find the shared governance and power structures within the university difficult to embrace because of their relative autonomy as the head of a state government bureaucracy. Therefore, the concepts of credibility and power are especially pertinent to a study of a governor as university president.

### Credibility

According to several experts (Covey, 1991; Kouzes & Posner, 1993) credibility is the foundation of leadership. A leader must be "... Honest. Competent. Forward-looking. Inspiring. Taken singularly, these terms may not be altogether surprising descriptions of leadership attributes. But together, these characteristics comprise what communication experts refer to as 'credibility'" (Kouzes & Posner, 1987, p. 21).

Credible leaders exert positive influences on their organizations and its people; low-credibility leaders negatively affect both morale and performance (Kouzes & Posner, 1993).

## Power

Studies of power have also been closely related to leadership. Best known for categorizing power types is French and Raven's (1959) topology of power. According to this topology and other studies (Fisher, 1984), power assumes five distinct types: coercion, reward, legitimate, referent (charisma) and expert. All leadership uses one or more types of these forms of power.

## Credibility and Power

This study assumed a president who is perceived as exhibiting the characteristics and following the disciplines which form credibility would be perceived positively. Although all categories of power are employed at some point in most leader-follower relationships, three appeared to have a special significance when an outside political figure is selected to head a university campus. These were charismatic, legitimate and expert power. As Fisher and Koch (1996) state, "the most effective leader combines charismatic power with expert power from a legitimate power base, adding carefully measured portions of reward power and little or no coercive power" (p. 39).

As Figure 1.1 indicates, close attention has been given to those characteristics which were common to both credibility and power. Description of terms by experts (Fisher, 1984; French & Raven, 1959; Kouzes & Posner, 1993) indicate there are close links between specific elements of credibility and certain power types, specifically charisma and inspiring; legitimate/expert and competent; and honesty and reward. Viewing this case study through the concepts of credibility and power provided significant insight into

the internal campus' perceptions about the leadership of a former governor serving as university president.

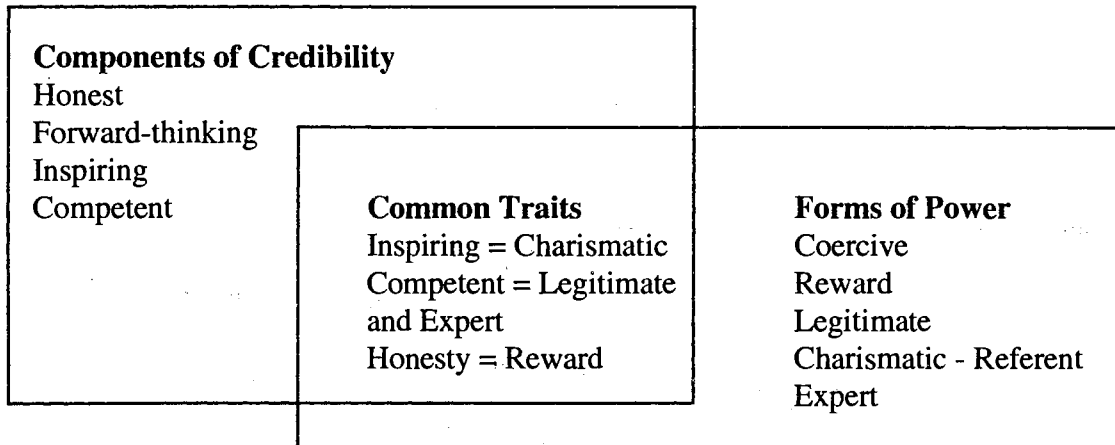


Figure 1.1. Components of Credibility and Power

This study looked at perceptions of these individual characteristics as well as the overall impressions of leadership through the eyes of selected internal campus respondents. It was assumed those individuals who perceived this leader as honest, competent, forward-looking and inspiring while wielding positive charismatic, expert and appropriate reward power would deem his presidency as successful and effective. Those who did not, would not.

### Purpose of the Study and Research Questions

The purpose of this study was to describe and analyze using the concepts of credibility and power the perceptions of faculty, staff and students about the leadership of a former governor's tenure as a university president. The research questions were:

1) What was the credibility of the governor with these groups? 2) What was the power used by the governor to obtain his ends? 3) What was the power used by these groups to obtain their ends?

### Significance of the Study

Since many governing boards and trustees appear to be trending toward selection of individuals from outside the academy to lead their universities- many from the political arena - it is important that such selections be better understood. This study provides some baseline data about these perceptions from which future studies or comparisons may be derived.

### Overview of Study

Chapter I provided the background of the study, highlighting the changes in attitude and external influences which have affected higher education over the past two decades, most especially as they relate to leadership and trust. Chapter II Review of the Literature focused on the concepts of credibility and power. Chapter III Methodology outlined the case study methodology used in the study and why it was the most appropriate technique to analyze this issue. Chapter IV The Case provided a detailed chronology of events during the five years the governor served as president and interpretations of those events by those interviewed. Chapter V Findings and Conclusions tied the concepts of power and credibility found in existing literature to the assessments of one campus' internal perceptions about the feasibility of having a political figure as its president and emphasized the dichotomy that exists in most administrative and faculty



relationships. This study demonstrated that because these two cultures view power and credibility differently, friction between them may be even more exacerbated when the university's president is an outside political figure.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

Much research has been done regarding leadership in various settings including university leadership from within the academy (Bass, 1998; Bensimon, 1970; Birnbaum, 1988; Cohen & March, 1986; Fisher & Koch, 1996; Kerr, 1984), political leadership in government, and leadership within the private sector (Covey, 1991), but there is little knowledge about the leader who “crosses over” from politics to academia. Yet, this phenomena is occurring with increasing frequency.

The levels to which political figures are deemed credible by their campus constituencies and the power they are able to wield may be crucial to that institution’s ability to coalesce in meeting the academic challenges of the 21st century. No president, regardless of how talented that individual may be, can run a college or university alone. “In the final analysis, the most important constituency for a college president is the campus - faculty, students, and staff” (Fisher & Koch, 1996, p. 73).

As universities operate in a shared governance environment, the support and trust of key constituencies may be more critical than in other organizations. In the book Credibility, Kouzes & Posner (1993) state, “Leadership is a relationship” (p. 11). In order to have internal constituency support, an individual must first be deemed credible and trustworthy (Kouzes & Posner, 1993). Because there are few presidential ‘experts’

(Fisher & Koch, 1996) having a strong collegiate background may be critical to an incoming president in building a platform of credibility with that institution's internal constituencies. "Most presidents - 85% - come directly out of academic or administrative life on a college campus" (Kerr & Gade, 1986, p. 18).

The use of power, too, plays a key role in the effectiveness of any leader. Of the five generally recognized power types (Fisher, 1984; French & Raven, 1959), legitimacy, expert and charisma rely almost exclusively on the perceptual relationship between an organization's leader and those who follow. In other words, effective university leadership is strongly linked to the perceptions of those who follow - both from a credibility and power standpoint.

In the following sections, this review of literature addresses the views of and findings by authorities in research fields which best define this case. Specifically, it looked at university leadership and how it has evolved over the past two decades. Issues of power and credibility as they relate to university leadership were also explored.

#### An Overview of University Leadership

In 1959 Stoke (p.19) wrote that the university presidency is a "high-risk occupation," and its condition in the present day does not appear to have improved. Various researchers for the past two decades have noted with alarm the changing focus of the presidency, the difficulties in attracting and retaining quality individuals in the presidential role, unrealistic expectations from conflicting constituencies and the near impossibility of a successful tenure as a university's leader.

Countless commissions, task forces, studies, and conferences have concluded that the current status of the college presidency is gloomy, and that the opportunity for a president to achieve success is increasingly precarious. The primary reasons are the impact of a generally democratized society and the diminution of quality in virtually all areas of higher education. The most significant result of this process...is the diminished status of the college president who, although reduced in station and authority, nonetheless remains accountable to the board for the conduct of the institution (Fisher & Koch, 1996, p. 12).

Fisher and Koch (1996) contend the present-day university president's power has been neutered, leaving the president out of everything but final responsibility.

[That] the new form of participatory governance was antithetical to virtually all the objective research on effective management and leadership and even contrary to classic governance assumptions offered by the AAUP was scarcely given passing consideration. The 'people' had gained the day, and most institutions soon became as politicized as the general society (p. 15).

In the 1980s and 1990s, university downsizing, decreased funding, legal mandates, increased federal and state regulatory guidelines and escalating public criticism combined to make leadership within this environment much more complex and difficult than ever before.

Three main differences in the ways presidents operate today and formerly, were cited by President Emeritus Perkins of the University of Delaware:

- (1) The earlier autocratic style of presidents has been largely replaced by a 'participative' style, in which people, both on and off the campus, share to a far greater extent in the institutions's governance and administration;
  - (2) Whereas in the past most presidents possessed 'scholarly' credentials as great teachers or scientists, less attention is paid to such today; and (3)
- Presidents had far greater opportunity in earlier days to be 'entrepreneurs,' than they do today (Kamm, 1982, p. 65).

Criticism of higher education has continued unabatedly for the past thirty years.

While the public cried out for higher education to re-engineer itself; in effect, to transform, the university shared governance structure prevented transformation and strong presidential leadership (Bensimon, 1970; Cohen & March, 1986).

The reasons for this perceived inability to change are numerous, but academic leadership has often been cited as one of the most pressing needs of colleges and universities today. In fact, in 1984 Clark Kerr noted that "strengthening presidential leadership is the most urgent concern on the agenda of higher education in the United States" (Kerr, 1984, p. 102). Yet the shared decision making concepts which drive university governance promote the status quo (Ladd & Lipset, 1975) and inhibit strong leadership.

Concern over the state of the university presidency is not new. Two major reports commissioned by the Association of Governing Boards of Universities and

Colleges, published in 1984 and 1986 spotlight many of the issues still facing the field. In Presidents Make a Difference: Strengthening Leadership in Colleges and Universities (Kerr, 1984) and The Many Lives of Academic Presidents: Time, Place & Character (Kerr & Gade, 1986), the authors note the strength of the university president has been weakened for a variety of reasons, including more national and state control, increased faculty involvement in governance issues, greater student involvement, more fractionalization, added demands from special interest groups, less sense of community, decreased acceptance of authority throughout the society as a whole including higher education, and the list continues. In 1989, Birnbaum authored an essay whose title captured current thinking about the role of the university president - "Responsibility without Authority: the Impossible Job of the College President."

The foregoing studies addressed only those areas of difficulty typically encountered by a university president who has had extensive academic experience. A further complication emerges when individuals outside the academy are selected to head academic institutions. Many of these individuals have come from the political arena, which in and of itself creates an interesting dilemma.

For decades, university governance has been the object of political criticism (Tierney, 1998). Charges of 'living in an ivory tower' and challenges to the very heart of its traditions, such as tenure, abound (Sykes, 1988). Over these same decades, university autonomy has eroded. Government influences in the twentieth century have molded the modern public university much more dramatically than its internal forces (Ewell, 1998). But the public perception of the university as an unresponsive, autonomous, self-

governing academic community persists, creating an ongoing 'tug-of-war' between the political and university power structures.

In the Responsive University, William Tierney (1998) remarks, ...relations between state legislators and state higher education commissions and their institutions have been anything but cordial and helpful. More often than not, both parties have claimed intransigence and misunderstanding on the part of the other; fiscal shoot-outs [which] have occurred over one or another appropriations have left virtually everyone feeling wounded...one does not have to be an organizational psychoanalyst to recognize that such a relationship is in trouble... (p. 9).

There are similar perceptions on the part of the general public about political leaders, "There is a growing disillusionment with the political process and a seething resentment of the powerful elites who control institutions" (Kouzes & Posner, 1993, p. 37).

If the political figure selected to be a university president is a former state governor, the situation can become even more conflicting. Governors sit at the top of a state's bureaucratic organization. Although they consult on various issues, power is wielded and decisions are made more or less autonomously - not by consensus. Decisions belong to the governor alone, which is in direct conflict with university philosophy that power and decision-making are to be shared. This, coupled with the charismatic individualism any governor must possess to be elected, further divides the political figure from the university culture. Finally, politicians are not deemed credible or trustworthy,

thus creating a potential for insurmountable philosophical clashes between the campus community and its political leader. Therefore, issues of power and credibility play key roles in the ability of an outside political figure to be an effective university leader.

### Power

The present struggle for power within a university environment can be understood in terms of higher education's past. The perception of a university as a self-governing entity emanates from its roots in medieval Europe's Italian student organizations and French guilds. The attitude of governance by consensus set the university apart from other organizations from its very inception - even before it had structure (Powicke & Emden, 1936). In the opinion of many, this ideal has outlived its time - if it ever had a time at all.

Perhaps one of the most persistent myths prevailing in American higher education insists that a golden age once existed wherein professors operated their own institutions in some sort of 'free republic of scholars.' Those who so believe assert that European universities of an earlier time permitted professors to manage their own affairs unchecked by external authorities. Just when the so-called golden age may have occurred is not clear...but a closer reading of the history of those periods reveals genuine limitations on that autonomy (Cowley, 1980, p.9).

In reality, governmental influence, especially in the twentieth century, has molded the modern public university much more dramatically than its internal forces.



The war and its aftermath was what really created the Germanic system of compartmentalized disciplines and departments. This transformation was the result of political action. Other government action, introduction of the GI Bill and creation of an extensive federal student assistance program two decades later were based initially on the grounds of social justice and later to develop a more productive national workforce (Ewell, 1998, p. 124-125).

The perception of the college and university as self-governing gained strength in the United States during the twentieth century when reform movements of the early 1900s and, more dramatically, the 1960s, caused extensive decentralization of higher education's decision-making authority to include faculty, student and community constituencies. Yet at the same time, the amount of federal and state regulation of U.S. higher education increased significantly, creating an unwritten dichotomy of authority between university and government entities.

In spite of this, the ideal of the university as an autonomous, self-governing academic community persists to this day. Governance in an institution of higher education is generally expected to be collegial- or a product of shared decision-making - by both its internal and external constituencies. Decisions on the college campus are expected to be made by consensus rather than the top-down bureaucratic model found in private enterprise or governmental operations.

Indeed, many board and campus governance documents stopped mentioning the shared government statement offered by the AAUP because

they [universities] had so far exceeded it - a situation analogous to the Magna Carta or the Bill of Rights being considered reactionary documents..... shared governance: had, in this particular context, become 'politically correct' and no longer subject to redactional, analytical debate (Fisher & Koch, 1996, p. 15).

Because faculty loyalties are divided between university, college and discipline (Birnbaum, 1988) the university provides a unique mix of power centers, interests and interactions. This conflict of loyalties held by faculty and their expectation to be involved in the overall decision-making process for the university create an interesting dilemma for leadership in academe. As a result, most universities are status-quo institutions (Ladd & Lipset, 1975). Change comes slowly and each step is a hotbed of conflict. Even though the president by virtue of his/her position has the authority to make unconsulted change, most academic chief executive officers attempt to build a faculty consensus.

Since the route to the college presidency has traditionally been through the ranks of academe, it follows that most selected for leadership positions have been acculturated as consensus-builders. However, not all university researchers agree that colleges and universities should be collegial in their decision-making (Bass, 1998; Bennis, 1989; Cowley, 1980; Fisher & Koch, 1996) “...the concept of collegial leadership is, to the informed, almost an oxymoron. One can be a colleague in teaching and research, but collegial leadership presents insurmountable contradictions” (Fisher & Koch, 1996, p.13).

Kerr (1984) agrees, “A 1984 Kerr study concluded, too often the person selected to serve as the college president is the one to whom no one strongly objects. The

president to whom no one objects is less likely to be regarded as effective” (Fisher & Koch, 1996, p.63).

Specific forms of power have also been closely related to leadership. According to French and Raven’s (1959) topology of power, power assumes four distinct types: coercion, reward, legitimate, and referent (charisma), and all leadership uses one or more types of these forms of power. These categories are further defined as:

**Coercive Power:** Punishment and threat are the main components of coercive power and generally induces compliance on a short-term basis. According to a study by Kipnis (1976) often leaders who are not confident will employ coercion as a means of meeting goals. Fisher and Koch (1996) note that coercive power should be avoided, if possible, as its results invite r

**Reward Power:** In reward specific actions. These rewards can causes numerous other problems. Reward the institution. Reward power is not likely (Fisher & Koch, 1996).

**Legitimate Power:** Fisher and Koch (19... er is the leader’s platform....Legitimacy is based on a group beliefs and practices...” (p.31). Legitimate power is essential for leader.

**Charismatic or referent power:** Charisma involves an ability on the part of the leader to inspire and motivate followers.

Other authorities (Fisher, 1984) list a fifth type of power - expert power, defined

*North Boomer Annex*

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**Reward Power:** In reward power a leader will distribute rewards to followers for specific actions. These rewards can be monetary or influential and often their receipt causes numerous other problems. Reward power should be used to support the goals of the institution. Reward power is not likely to change the attitudes of those rewarded (Fisher & Koch, 1996).

**Legitimate Power:** Fisher and Koch (1996) state, “... legitimate power is the leader’s platform....Legitimacy is based on a group’s acceptance of common beliefs and practices...” (p.31). Legitimate power is essential for the effective leader.

**Charismatic or referent power:** Charisma involves an ability on the part of the leader to inspire and motivate followers.

Other authorities (Fisher, 1984) list a fifth type of power - expert power, defined

as the power which resides within an individual of perceived authority, who is knowledgeable and informed about the subject at hand.

Three forms of power, coercive, reward and legitimate, are extended by an organization's structure. The fourth power type, charisma, and the fifth, expert power, are attributes of the individual.

Although all categories of power are employed at some point in most leader-follower relationships, two appear to have a special significance when an outside political figure is selected to head a university campus. These are charismatic and expert power, and, as noted above, these are powers bestowed through the perceptions of the followership.

### Charismatic Power

No one can dispute the charismatic qualities political figures possess. They are, to a large extent, the reason an individual is elected. Fisher & Koch (1996) believe charismatic power, or an ability on the part of the leader to inspire and motivate followers, is the "single most effective form of leadership" (p. 38).

...Although these are times of great uncertainty and upheaval, they are also times ripe for special kinds of leaders. By 'special' I am referring to leaders who as masters of change, who can inspire us to take risks, and who possess a keen sense of strategic opportunity. Charismatic leaders possess such qualities (Conger, 1991, p.8).

However, charismatic leadership carries with it certain characteristics which defy

generally accepted university protocol. Charismatics are often mavericks who challenge, rather than conform, to the status quo. Conger (1991), notes,

...Interestingly, the truly major changes seem to occur if the leader is recruited from outside the organization. This is largely because leaders from the outside appear to bring in a new way of seeing the world. They are not trapped in the very norms and conventions that have created the inertia in the first place. Since these figures are more willing to buck the system, they are more likely to induce quantum leaps (p. 9).

The very structure of the university's widely-disbursed pockets of power can provide an interesting challenge to the charismatic leader, especially one from the 'outside.'

One can only wonder if a man bent on implementing a strong and unconventional vision cannot help but antagonize the powerful others who might hold different views. In his desire to bring change, the charismatic often alienates the forces that represent the status quo. These vested interests may unify and later mobilize against the leader. ...As the leader gains greater influence and begins to challenge senior management and peers, problems arise. Thus a charismatic leader, especially one within an organization not of his own creation, acts both to magnetize his subordinates and sometimes to repulse his peers and superiors. Like a foreign organism in the human body, eventually the charismatic is

surrounded by antibodies that may attempt to finish him off (Conger, 1991, p. 6-7).

The very characteristics which make up the charismatic leader often work against him/her in the university setting. Universities are slow to change; charismatics are change agents.

Charismatic leaders are by vocation change agents. They see the shortcomings of any situation. ...This sense of dissatisfaction with the status quo is a restless energy within the charismatic leader. Such leaders seem forever discontent and in search of new opportunities. They are also impatient - things have to change and today. ...As a result, things do happen more quickly (Conger, 1991, p.4).

Even those who support charismatic leadership recognize its darker side.

“Charismatic leaders present a paradox for organizations. Their very strengths are also their potential weaknesses” (Conger, 1991, p. 159). The downside of charismatic leadership emerges when the leader, well able to envelop others in his/her dream, visions projects of a personal rather than an institutional nature, when the leader seriously miscalculates the financial resources needed to make the vision a reality or when the leader fails to realize things have changed. “In the quest to achieve a vision, the charismatic leader may be so driven as to ignore the costly implications of his strategic aims” (Conger, 1991, p. 142).

Problems hide in the management styles of the charismatic leader, as well. Known to be impulsive and often autocratic, they can also be so unconventional and disruptive in

their behaviors that others in the organization rebel (Conger, 1991).

### Expert Power

The ability of a leader to employ the fifth type of power, expert power, may play a crucial role in his/her success as a university president. Expert power is bestowed through the positive perceptions of those governed, and it cannot be mandated merely by virtue of the presidential role.

As Fisher and Koch (1996) state, “the most effective leader combines charismatic power with expert power from a legitimate power base, adding carefully measured portions of reward power and little or no coercive power” (p. 39).

### Credibility

Leadership/management programs spanning the past several decades have addressed such diverse topics as management by objective, time on task, and total quality management. These programs focused on specific tasks from the leader’s point of view. However, few programs were aimed at discerning significant leadership factors from their followers’ perspective. Yet, this perspective is of ultimate importance, because no leadership initiative will be effective unless those who carry it out believe in the leaders who propose it. For it is the follower who decides whether the leader is qualified and worthy to be followed. Just as the customer determines the quality of a manufactured product, the follower determines whether his/her leader is credible (Kouzes & Posner, 1993).

What we found quite unexpectedly in our initial research and have



reaffirmed ever since is that, above all else, people want leaders who are credible.... Credibility is the foundation of leadership.....Honest. Competent. Forward-looking. Inspiring. Taken singularly, these terms may not be altogether surprising descriptions of leadership attributes. But together, these characteristics comprise what communication experts refer to as “credibility” ( Kouzes & Posner, 1993, p. 22).

In their book, Credibility, Kouzes and Posner (1993) outline six disciplines which must be followed if a leader is to be identified as credible. These are:

1. Discovering one’s self - a leader must have clearly defined values.
  2. Appreciating constituents - a leader must understand the collective values of his/her constituents.
  3. Affirming shared values - a leader must not only honor diversity but find a common ground for the organization.
  4. Develop capacity - a leader must have the skills and ability to perform.
  5. Serving a purpose - a leader is other-serving - not self-serving.
  6. Sustaining hope - a leader keeps hope alive and remains optimistic
- ( pp. 50 - 57).

No president, regardless of how talented that individual may be, can run a college or university without the support of internal and external constituencies and credibility plays a major role in the ability of a leader to be accepted. An organization’s constituencies must feel their leader legitimately belongs in that role. John Gardner wrote;

A loyal constituency is won when the people, consciously or

unconsciously, judge the leader to be capable of solving their problems and meeting their needs, when the leader is seen as symbolizing their norms, and when their image of the leader (whether or not it corresponds to reality) is congruent with their inner environment of myth and legend (PJ. Gardner, Commencement address, Stanford University, 16 June 1991. In Kouzes & Posner, 1993, p. 9):

Credibility may carry even more weight for a university president, for there are few, if any presidential 'experts.' As Fisher and Koch (1996) note, "...before their appointments, most presidents know little about the role" (p. 4). In 1978, Riesman wrote that no career line prepares for the college or university presidency. Thus, having a strong collegiate background may prove more critical to an incoming president in building a platform of credibility with the college's internal constituencies, because he/she will likely have little or no experience in that role.

In order to be legitimate and credible, leaders must also have a sense of vision and be unafraid to follow that vision. The larger a leader's vision, the stronger the foundation of credibility must be (Burns, 1978; Fisher and Koch, 1996; Kouzes and Posner, 1993).

In addition to being visionary, leaders must personify the shared values of his/her constituencies (Bass, 1998; Fisher & Koch, 1996; March, 1980; Kerr, 1984; Kouzes & Posner, 1993).

Leaders build community through shared values. They create consensus around shared values and rely upon those to resolve conflicts. .... There has to be some common core of understanding. If disagreements over

fundamental values continue, the result is intense conflict, false expectations, and diminished capacity (Kouzes & Posner, 1993, p. 121).

### Trust

According to Kouzes & Posner (1993), trust is a critical component of credibility, Research makes clear that shared trust or lack thereof is a significant determinant of managerial problem-solving effectiveness... In organizations in which mutual trust does not exist, people are cautious, less open, less satisfied, less influential, most distant and more inclined to leave at the first available opportunity (p.111).

However in the current environment, a leader-follower trust relationship is almost impossible to achieve, “Social scientists analyzing these [follower perception] surveys continue to perceive in them alienation, distrust, lack of confidence and the attribution of low levels of legitimacy to social and political institutions” (Lipset & Schneider, 1983, p. 3).

This lack of trust and suspicion of leadership may have its roots in the American psyche:

Political scientists Lipset and Schneider astutely observe that one of the reasons for the legitimacy crisis among American institutions is the tradition of suspicion of people and groups in power. A related consequence of this country’s egalitarianism and democratic values is the absence of deference for elites and the recurrent waves of populist attacks

on various leadership groups. [Americans] assume the worst, or the possibility of the worst, from the leaders of all powerful institutions, whether public or private. Strong individualism and free choice are great protectors of liberty. Opinions of the people in leadership positions also tend to rise and fall with events. A natural suspicion of power and the confluence of events (such as the scandals of the 1980s and 1990s) certainly can explain a great deal about why leaders have lost credibility (Kouzes & Posner, 1993, p. 44).

This natural suspicion of leadership coupled with national-wide scandals have provoked an even-larger scale erosion of confidence in management over the last two decades (Bass, 1990; Ewell, 1998; Kouzes & Posner, 1993). The Savings and Loan bailout, Wall Street scandals, Iran-Contra, and White House abuses are but a few of the incidents which have contributed to the skepticism in leadership felt by the public-at-large.

To further complicate the situation, colleges are inhabited by those notorious for their skepticism of leadership in general. There are always those who are waiting for the president to fail. "When people do things with their heads rather than by hand, they rebel at being controlled and demand to be in control themselves" (Kouzes & Posner, 1993, p. 7).

Joseph Schumpeter has argued that authority could not win over the allegiance of the intellectuals, no matter how successful the economic and social order it managed. Unlike other groups who have challenged

the system at various times, the antagonism of the intellectual does not appear to be reduced by success and the rewards it brings; if anything as we have seen, success associated with intellectual achievement is actually linked to a propensity for social criticism (Ladd & Lipset, 1975, p. 313).

College faculty are notorious for their anti-administration stance. "If faculty members were as tough on grading students as on their presidents, grade inflation would not be a problem and the graduation rate would be decimated" (Kerr and Gade, 1986, pp. 45-46).

To college faculty members and students, 'administration' is, though not a four-letter word, a dirty one. To his former colleagues, a professor who becomes dean or president is an emigre or turncoat, a man who has renounced academic culture and scholarly values in favor of power and materialism (Simon, 1967).

"Faculty members almost universally discount the performance of their current presidents at a rate that is significantly below that of other observers" (Kerr & Gade, 1986, p. 44).

Outsiders, in particular, have more difficulty in establishing trust. Kanter and Mirvis's (1993) studies show that people have more trust in members of their own work groups than they do in management.

Understanding and appreciating constituents' needs and values - and thus establishing credibility- is made more difficult in today's complex work environment.

For example, studies from the Center for Creative Leadership have revealed that successful executives can become derailed because of their insensitivity and inability to understand the perspectives of other people (Kouzes & Posner, 1993, p. 97).

If trust between outsiders and the university is difficult to achieve, trust between an outside political figure and the university may be impossible. Peter Ewell (1998) notes;

Many observers now recognize that academic and political leaders have been talking past one another for about a decade. To some extent, this condition is natural, reflecting markedly different ends, values and backgrounds. But is also a product of the way such communication has typically been handled on both sides. ...Academic leaders...cannot understand why the politicians have suddenly turned vicious.... Public officials, in turn, are frustrated by what they see as a fundamental lack of responsiveness from academic institutions on an expanding set of issues that range from workplace skills to social ills” (pp.121-122).

Overcoming skepticism is but one of the areas political presidents and their academic constituencies must bring to terms. To further exaggerate the dilemma of trust comes the dimension of the charismatic leader. Since most politicians are charismatic, and charismatic leaders are by definition change agents, levels of trust must be even stronger than in the typical leader-follower relationship. While substantial levels of trust may not always be required in routine work situations, trust is almost always needed when leaders are accomplishing extraordinary things in organizations (Kouzes & Posner, 1995).

## Summary

As the related literature outlined above reveals, an outside political figure with a limited academic background may have some natural barriers in establishing credibility with internal constituents, and as a result, be restricted in the types of power which can be employed in a collegiate environment.

The types of power a university president uses may very well be key to success within the educational environment. The ability to employ expert power in combination with other power types appears to be critical to the president's ability to create a community of shared vision and to ensure a positive communication flow within the university. Both are elements of a successful leader-follower relationship (Fisher & Koch, 1996; Kouzes & Posner, 1993), especially as universities face the challenges of the 21st Century.

Research suggests a political outsider enters the university environment with several disadvantages. Behaviors which ensure success in the political arena, charisma, unconventional style, high profile individualism, and autocratic/bureaucratic behaviors, are often detrimental in a university setting (Bass, 1990; Fisher & Koch, 1996; Kerr, 1984; Kouzes & Posner, 1993).

In the field of higher education where previous experience and credentialing may be more critical to the perceptions of credibility and trust than in other professions, it may be nearly impossible for an individual lacking such a background to be viewed as successful, regardless of their accomplishments. "A credibility foundation is built brick by

brick" (Kouzes & Posner, 1993, p. 25). Such credibility is built upon accepted shared goals, values and credentials.

The types of power available to an individual who carries little or no credibility may be limited to those which are afforded by the authority of the position. Expert power, the type of power most traditionally accepted on a college campus, may well be denied that president who, in the view of the faculty, lacks adequate academic credentials. This could result in the president's over reliance on coercive or reward power. Charismatic power, a natural attribute of a political figure, can work for or against a university leader. When a high level of trust and credibility exist, a charismatic leader can inspire followers to achieve great things. When a low level of credibility and trust exist, the charismatic figure creates an environment of skepticism.

Governors, in particular, may be at risk in roles of university leadership. They generally have very different operational styles, as consensus, an expectation on the part of most collegiate faculty, is not something normally sought in the authoritarian environment of the state's bureaucratic structure nor is it generally a part of charismatic leadership. Thus, credibility may be impossible for the outsider, especially a former governor, to achieve on the college campus.

The following case sheds light on how internal collegiate constituencies at UCM view the credibility and power of a former governor serving as its president. For, as literature indicates, a leader's influence is significantly based on the group's acceptance (French & Raven, 1959).



## CHAPTER III

### METHODOLOGY

#### Overview

This study describes the perceptions of a metropolitan university's faculty, staff and students regarding the leadership of a former state governor selected as its president.

The goal was to:

...illustrate the complexities of [the] situation—the fact that not one but many factors may have contributed to it; to show the influence of personalities on the issue; to include vivid material—quotations; interviews, newspaper articles, .....to spell out differences of opinion on the issue and suggest how these differences ... influenced the result (Merriam, 1988, p. 14).

#### Research Methodology

The qualitative case study method was selected to examine the years the governor served as president of the University of Central Midwest as “a means of understanding, informing, and improving practice” (Merriam, 1988, p.6.) The case study design was the correct choice for this study for several reasons: (1) It is particularly apropos for studying historic educational phenomena, because it provides the investigator with a “context of the event, the assumptions behind it, and perhaps the event’s impact on the institution or participants” (Merriam, 1988, p. 24). (2) The university is a complex social system and

many variables must be taken into account in understanding how it perceives events. (3) The university represents a bounded system and should be “interpreted in context”(Merriam, 1988, p.24). (4) The single case study is appropriate for this research because its situation is unique - a former governor with limited academic credentials serving as the leader of a large metropolitan university.

This case was descriptive in design as its purpose was to present basic information about a field in which little research has been done (Merriam, 1988). The results of this project can serve as a case for future comparison or provide some baseline data about which future theories may be developed. The technique of “telling the story” was employed in order to describe the perceptions of internal constituencies about the tenure of a political figure selected as a university president.

McCracken’s (1988) four-step method of inquiry served as the framework for conducting this case study. The first step of the inquiry was a review of related literature. Major areas researched included leadership, forms of power, and issues of credibility and trust. The second step of the investigation involved the researcher’s familiarity with the case. Merriam (1988) noted the researcher in qualitative research is the “primary instrument” for data collection and analysis. Being part of the campus culture during the last three years under study provided the researcher with a special insight of the events, time frames and major actors as well as the major areas of controversy. It enabled a “search for a match in one’s experience for ideas and actions that the respondent had described in the interview” (McCracken, 1988, p.19). Themes, McCracken’s (1988) third step, partly unearthed in a pilot project, emerged more completely from subsequent,

additional long interviews and document examination. The fourth step of the inquiry consisted of the analysis of the interviews and additional resources and formation of theses.

### Selection of Subjects

In the 1998 pilot study, purposive sampling (Merriam, 1988) was used to select the larger sample from which the researcher was able to learn the most. In this case, those selected for the interview were those who were employed on the campus during the governor's tenure in the following areas: college deans, top administrators (vice presidents), the administrative team, athletic director, AAUP representative, students active in campus organizations, member(s) of the community and a board member. Each had an extensive knowledge of the issues and events taking place on campus during that time.

Fifteen individuals were interviewed. Interviewees were first telephoned to inquire about their willingness to be a part of the project. Interviews took place on the campus at a location of the interviewee's choosing to assure the respondent was comfortable. Interviews lasted no more than one to one-and-a-half hours and were tape recorded. As in the pilot project, transcripts were transcribed personally by the researcher, pseudonyms assigned, and the transcription was forwarded to the respondent for editing purposes. Each person interviewed was a volunteer and able to withdraw from the research project at any time. Each respondent was asked to sign a letter indicating his or her voluntary status (see Appendix A.) Those interested individuals were guaranteed a copy of the

completed project. (A complete listing of those interviewed by pseudonym and position, as well as other pseudonyms, can be found in Appendix B.)

### Research Instrument

The researcher was the primary instrument for this project. Researcher as the “primary instrument for data collection” has both positive and negative aspects. The positive aspects include the ability of the researcher to be adaptive, work within the total context of the project and analyze as the case evolves.

The negative aspects come within the design of the interview - determining which aspects of a phenomenon should be investigated and in the interpretation of data - as it is seen through the biases of the researcher. As an employee in a similar campus environment, this researcher was a proponent of charismatic leadership. It was necessary to distance the research project from the personal biases this belief system represented and to fairly report the differing viewpoints expressed by those interviewed. By using multiple data sources as well as noting the frequency with which certain sentiments were expressed, this researcher was able to provide an objective reporting of the events and the perceptions of those interviewed.

### Questionnaire

In order to understand the years under study, McCracken’s (1988) long interview approach was used. The semi-structured interview allowed the researcher to explore the same general areas with an allowance for expansion on topics of interest to the interviewee. Initially, there were eight broad categories of questions, and as information

was gathered from subsequent interviews, one other topic area was added. The original questions were (1) Tell me about the leadership of this president. (2) How was this president viewed by the campus community (faculty, staff, students)? (3) Do you think the president's credentials were appropriate for this position? (4) Tell me about this president's vision. (5) What motivated this president and how did he motivate others? (6) Is the university better for having had this president? (7) Of what factors should hiring boards be aware when choosing a political figure as university president? (8) Other areas to be added by respondent. In addition, one other issue emerged in the first interviews - one specifically relating to having a governor as president as opposed to another political figure. The question added addressed this issue. (9) How are issues different in having a former governor rather than another type of political figure as university president? (A complete list of the interview protocol can be found in Appendix D.)

A separate interview protocol was written for the Governor. It was structured to address the same issues as were addressed in the general respondent's questionnaire, plus some of the issues uncovered during the document review. (A complete list of the interview questions for the Governor can be found in Appendix E.)

### Pilot Study

A pilot study conducted in the fall 1998 provided the researcher insight in determining salient interview data. It allowed the researcher to identify issues of personal bias and distance that bias from what would be learned from the respondents and documented information to be gathered in the data collection phase. Further a

“partnership” between the interviewees and the researcher resulted from a “free and honest exchange of the separate constructions of all participants” (Erlandson, Harris, Skipper & Allen, 1993, p. 160).

The results of a pilot study provided additional insight into the direction of the project. Although the long interview technique was not employed, three individuals were interviewed: (1) the former dean of the graduate college and faculty senate president, (2) dean of the college of education and (3) a faculty member from the college of business. Each was active on campus during the years studied. On the day of the interview each interviewee was provided a list of general topics to be covered, but was also open to add, delete or respond to self-identified issues. The topic areas were only used as talking points. Interviews were tape recorded and transcribed verbatim by the researcher. Each participant received a copy of his/her interview to assure accuracy and correct any misinterpretations. Reliability was also measured via triangulation using multiple sources of data (interviews, campus newspaper and internal university documents). Local, public newspaper articles were downloaded from an archive system on the Internet and incorporated in the work.

The pilot study helped to refine the areas to be explored and possible themes to be unearthed. A direct outcome of the pilot study was recognition that mini-tour question interview format would be the best way of exploring the topic, and the original set of interview questions was modified into fewer, more general questions. (For a complete list of the pilot project’s interview protocol, see Appendix F.)

## Data Collection

As in the pilot study, multiple forms of data were used in the data collection segment of this study (Merriam, 1988). The primary data collection instrument was the long interview. Several factors influenced this decision: 1) this study is concerned with the “cultural categories and shared meanings,” 2) this study delves into interpretations of a personal nature - thus the concern for privacy is great, and 3) time is a valuable commodity for faculty, administrators and members of the community. The long interview satisfied all these requirements (McCracken, 1988). Although reliance on memory and personal interpretation of past events has been called into question by some researchers (Bernard, Killworth, Kronenfield & Sailer, 1984), this case study used a multitude of resources to “triangulate” the validity of its outcomes (Denzin, 1970).

Although many of those interviewed carried administrative titles, most had come initially into their administrative positions from faculty ranks and still perceived themselves as faculty.

As a corroborating mechanism, the “mining of documents” was made part of the data collection technique (Merriam, 1988; Yin, 1989). The campus newspaper of the University of Central Midwest, together with the newspaper of the city in which the University was located and the state’s other local major metropolitan newspaper were reviewed. In addition, internal documents found in University archives and board minutes were reviewed and analyzed.

All of these sources included information that was relevant to the research

questions posed (Merriam, 1988). (A list of printed materials tied directly to the case can be found in Appendix C.)

### Construction of the Case

As data were collected in its various forms (city newspaper articles, campus newspaper articles, board minutes, university archival holdings, brochures, vice-presidential notes, and interviews) each was initially analyzed by coding each item simultaneously by date and a detailed comment(s) written in the margins of the interview or document. Materials continued to be collected until the new data collected revealed little, if any, new information. This form of data collection in which the researcher employs and analyzes together multiple forms of evidence is one of the strengths of the qualitative research (Yin, 1989). In this way flaws unseen in a single method are uncovered and misleading or false information is identified (Yin, 1989).

The researcher employed both frequency and detailed comment techniques throughout the interview and transcription processes. This allowed the researcher to note the frequency with which certain feelings were expressed - in other words, how common those feelings were as a whole to the campus groups. Next, detailed comments were grouped into general conclusions, which were then further distilled into more global observations and finally refined as overall themes. Throughout the process, the researcher kept the original data, the observations, and the literature review in mind. Documents were arranged chronologically and helped to build the framework for the history of the case.



Upon completion of the data collection stage, all data elements were merged into one overall chronological case record. The entire case record was read through several times, while the researcher made comments and observations of the major patterns running through the work. Specific language upon which these patterns were based was highlighted on the original document. These initial patterns were further grouped into categories - grouping like or essentially similar thoughts into cohesive units. Each cohesive unit was read independently to determine an overall perception or finding. Finally, interrelationships between the units were determined in arriving at the overall themes.

The case study was written chronologically, using major events documented in university archives, newspaper articles and board minutes as the framework and interview responses to identify and flesh out the issues surrounding major events.

#### Trustworthiness Criteria/Reliability/Internal Validity

“One of the assumptions underlying qualitative research is that reality is holistic, multidimensional, and ever-changing...”(Merriam, 1988, p. 167), thus replication of the study- a tenant of quantitative research - cannot be expected. However, internal validity was achieved through the development of a rich and complete description of the events and issues, so other readers will be able to draw a mental picture of the case to determine if this case holds any transferability to a similar situation. Further, although interviewees were purposefully selected, they were selected by position or function, rather than by personality. This study also utilized triangulation (using multiple sources of information)

to develop and support common themes.

Every interviewee was provided a copy of his/her interview transcript, asked to review it, and return it with comments. One respondent reviewed the write-up of the case for misstatements of fact and to make suggestions with regard to improving clarity. One peer reviewed the project in full to further enhance the credibility of the findings.

When appropriate, detailed notes following each interview were made to capture additional information discussed, but not recorded. Personal observations of the researcher were also added. Items such as appearance, demeanor, etc. were noted. These additional notes, the interviews, the newspaper articles, university documents, and other writings provided sufficient independent material upon which the consistency and reliability of the data could be appraised.

### External Validity

Results of a case-study especially a single case study - are not generalizable to other populations and as a rule cannot be replicated ( Merriam, 1988; Yin, 1989). “Generalizing from a single case study selected in a purposeful rather than random manner makes no sense at all” (Merriam, 1988, p.173). As Merriam (1988) stated, in qualitative research, it is up to the reader to determine whether the study has external validity; that is, transferability to his/her particular situation. This cannot be assured by the researcher, because qualitative studies in social situations are generally not replicable; nor are they meant to be.

However, the study will provide a “thick, rich description so anyone else interested

in transferability has a base of information appropriate to the judgment” (Lincoln and Guba, 1985, pp. 124-125 & 177; Merriam, 1988).

### Ethical Considerations

The privacy and confidentiality of the subjects was protected through the use of pseudonyms for all participants, as well as the institution under study, and the media sources which might be directly linked with the site. Interviewees were given complete information about the study, asked to sign a consent form and were not pressured to respond to any questions they felt compromising or embarrassing. Each respondent was able to withdraw from the study at any time. Each was made aware that although confidentiality would be protected; anonymity was not guaranteed (Martin, 1996).

### Researcher Bias

If the researcher is the “primary instrument for data collection” it is critical to understand the personal biases of that individual, for it is his/her biases which will determine the aspects to be investigated and how the data will be interpreted. As a proponent of charismatic leadership, this researcher had to seek several objective resources when designing the topic areas for discussion in the pilot project interviews and redefine some areas of discovery based upon the responses of those interviewed in the pilot project. Recognition of this personal stance, as well incorporation of the objective viewpoints of those involved in the review of the topic areas to be studied will hopefully overcome any researcher bias. As stated before, by using multiple forms of information, the researcher will be able to confirm the results through triangulation and peer reviews.

## CHAPTER IV

### FIVE YEARS OF POLITICAL LEADERSHIP

#### Introduction

The five years of a former governor's university presidency represented a period of dramatic change for one large Midwestern university. What had been an obscure, unpretentious institution of higher education was suddenly catapulted into a role of high visibility and action.

This rapid transition, as well as the president's political background, elicited a wide variety of responses from internal campus groups. These responses ranged from ardent support to total condemnation.

#### The Chronology

#### Background

The University of Central Midwest (UCM) "... was a sleepy, little college up in North Pointe who most people knew nothing about." according to Aaron Black, member of its Board of Regents (8/26/99). In the summer of 1992, that sleepy, little university was about to get a "wake up" call that would change the appearance and attitude of the campus for years to come. That wake-up call came in the form of its new president, former Governor Charles Guy.

UCM's roots were planted during the state's territorial days - more than 100 years

ago, as a Normal School - a teachers' college created by legislative action. Established on Christmas Eve, 1890, by the state's Territorial Legislature, it became the first institution of higher education to hold classes in the territory when it opened its doors to 23 students on November 9, 1891, in North Pointe's First Methodist Church. Ground breaking for UCM's first building, Old Central, was in the summer of 1892 and students began attending on January 3, 1893. Five men and women comprised the schools' first graduating class in 1897. The school became a Normal School in 1904 and a State Teachers College in 1919 which enabled it to confer four year baccalaureate degrees. In 1939 the state legislature renamed the school to Central Midwest College and 1954 brought an authorization to award the master degree in teaching. Two more name changes were granted; one in 1971 changing the name to Central Midwest University and finally, on July 1, 1991, it became the University of Central Midwest.

The 1992 campus, located on a 200 acre site 10 miles north of Capital City, a metropolitan area of one million, had become an integral part of North Pointe, an affluent and family-focused suburban community. Of UCM's 15,800 member student body, most commuted; fewer than one-tenth of its student enrollment was residential. The average student age was 27 and most students worked at least on a part-time basis. There was a large percentage of adult part-time students, although the more traditionally aged, full-time student group had been on the increase.

As a commuter college, UCM was committed to centralizing its enrollment services including advisement, extending hours of operation and to serving transfer populations. Fully 50% of its new student body each semester transferred from other

institutions - primarily those in the Capital City area. Technology was beginning to make its impact felt at UCM. Students were able to view personal demographic data and run official transcripts. UCM Home Pages resided on the World Wide Web and the catalog was available via the Internet. UCM became a "Metropolitan University," which further accentuated its commitment to serve the Capital City area.

What had been a low profile institution was beginning to attract attention, primarily due to its unprecedented growth. It regularly graduated some 2,500 students per year; many attaining positions of prominence within the state. Its physical plant, as with most institutions in the state, suffered severely from a lack of maintenance, "This was the trashiest campus I had ever seen in my life. And I've lived all over," commented Robert Justin, a member of the Business Development faculty (RJ, 11/4/98).

UCM had not kept pace with its enrollment growth - some 15,800 students were attending classes on a campus built for 8,000.

Classes were held everywhere - in churches, in dorms... ..you know, the way we had our classes set up was absolutely crazy. ..I taught a class over at the church. I taught for two or three years over in the dorms.....even in the casket rooms [of the Funeral Services Department], Justin explained (11/4/98).

Although it remained far less well-known than the state's two research universities, UCM had built a solid reputation as a teacher's college and was gaining recognition in the fields of science and business. It had grown to four colleges and a graduate school.

Faculty conflict with administration had been an ongoing low-level skirmish for

years prior to the 1992 presidential hiring. Various controversies, including several with the governing board and calls for the standing president's resignation, were occasionally found in the headlines of Capital's City newspaper, The Daily Republican. Some faculty felt the university's long term leader had become too powerful and there were complaints about faculty burn-out (Daily Republican, 3/12/90). Faculty felt powerless to effectively impact the governance of the campus.

UCM's president, Dr. John Luther, had been at its helm for 18 years. Formerly a state secondary school superintendent, his leadership style was authoritarian and conservative. Seldom meeting with the public and the center of a long-standing battle between the community and the university, Luther ran the university as a top-down, closed-door, one-person enterprise. He did not embrace an open door policy. His was the final say in almost every decision made on the campus. He held tightly to the institution's purse strings and, in the opinion of some, allowed many needed maintenance projects and repairs to go unfulfilled. But, by and large, the campus knew what to expect from his leadership and they were comfortable with it.

Luther had headed the university for 18 years as president. He came out of a public school background as superintendent of Capital City Public Schools. So, he had a very different perspective - very different background - very different management and administrative style that this campus had become used to (CJ, 7/23/99).

"Simply put, under Luther, it was a matter of as long as everything was quiet, nobody noticed. We went on. Faculty were paid well, they kept their mouths shut - that

type of stuff. We just rocked along” (FG, 11/4/98).

### Seeking a New President

In June 1991 President Luther announced his retirement, effective June 30, 1992, taking the campus and its governing board by surprise. President Luther’s 18 year presidency was longer than any other president in the institution’s history. Most faculty had known no other president and were accustomed to working with his leadership style, accepting his established parameters and only occasionally venting frustrations.

Students appeared to be apathetic about the next UCM president, (Daily Republican, Wednesday, July 17, 1991), but faculty seized the opportunity to campaign for significant input to the selection of UCM’s next leader. A faculty survey requesting minimum qualifications was distributed and analyzed. Unofficially, faculty on campus understood that the results of the survey overwhelmingly supported candidates with substantial experience in higher education - and holding an earned doctorate. Faculty endorsed a national search. UCM’s governing board thanked the faculty for their input but operated in secrecy.

UCM’s Board began its search in earnest in September 1991 with the appointment of a committee consisting of four regents, the UCM Student Senate President, the Faculty Senate President, Alumni Association President, the UCM Foundation President, two elected faculty members, two elected administrators and two North Pointe citizens-at-large. Members had a choice: 1) opt for a national search which might take as long as three years or 2) choose to conduct an intensive local search which would allow for the



selection and placement of a new president when Luther resigned July 1, 1992 (Campus View, Sept. 5, 1991).

When the Board submitted the job description for its presidential search, one of the Board members jokingly told the press, “We were describing God on a good day” (Campus View, November 5, 1991). The official position announcement was somewhat more subdued:

Major qualifications of the position included:

- A commitment to scholarly values and high academic standards to the broad urban mission of a regional university.
- It is preferred that the successful candidate have a doctorate or administrative experience equivalent with a strong commitment to and evidence of scholarship, research, and management ability.
- Exceptional public relations and fund raising skills.
- Strong management skills in finance, budgeting and resource development.
- Ability to communicate and interact with the faculty, staff, students, administrators, legislators, regents, alumni and community (Advertisement submitted by Board of Regents, and run in The Daily Republican (DR) on November 17, 1991).

What faculty noted most of all in this position announcement was the lack of an earned doctorate and/or academic experience as a university president as mandatory qualifications. “...a remark by Regents president saying that a doctorate should be desirable but not mandatory, has fueled discussions even more” (DR, 1/22/92).

Selection of the president of UCM was a hot topic for more than six months. Leaks of Board considerations to the newspaper identified internal and external candidates and resulted in cross-accusations among faculty members involved in the presidential search process. "Feelings on campus about the leaks to the press were high before a regent's meeting last week in which six of the 11 semifinalists were invited to come to the State for interviews on March 15 and 16, " (DR 2/28/92).

Anxiety hit a fever pitch when results of the faculty survey were not officially released with the explanation that the survey only represented a small sample of the faculty. Then a local newspaper endorsed a former state politician, Ex-Governor Charles Guy, currently serving as distinguished statesman on the UCM campus, as its choice for UCM's president. Guy, an extremely popular public figure and former governor, was currently the "Statesman in Residence" and head of UCM's State Government Institute, a position which had been especially created for him in 1987. As the university's 'statesman,' Guy had brought in a number of nationally known speakers, including an up-and-coming United States presidential candidate, and increased the visibility of the campus through his multiple state-wide political networks. He was highly respected by the Board and the public-at-large. "We were all in awe of Guy. It was like living with a legend. ....Charles was a legend in the state's history. He is State's history" (AB, 8/26/99).

Others questioned a potential conflict of interest of three Board members who were appointed by Charles Guy when he served as governor of the state. "A group of university professors is questioning whether three state regents appointed by former Gov.

Charles Guy should help decide whether Guy becomes University of Central Midwest president”(North Pointe Evening Star, 2/5/92, p. 3).

Although 61 candidates originally applied for the UCM’s presidency, with more than one-half from out of state, faculty suspected the open search process was really not very open (DR 3/18/92).

The 61 candidates eventually became 11, including several standing state college presidents, a UCM Vice President, a UCM Dean, several out-of-state candidates, and Charles Guy.

### The New President

When former governor, Charles Guy, was officially announced as president of UCM on March 17, 1992, many faculty felt betrayed. Not only did this individual not possess the appropriate academic credentials, he had been a career politician all his life. He had no experience in higher education and his only teaching experience had been in secondary schools. The Daily Republican said, “Overcoming criticism from faculty because he didn’t have a doctoral degree and complaints about possible conflict of interest involving regents he appointed, former Gov. Charles Guy was named president of the University of Central Midwest on Tuesday” (3/18/92).

The governing board justified its choice by pointing to Governor Guy’s excellent reputation in politics, in his ability to bring the city and the university together and to raise the visibility of the campus locally and nationally. “The Board hired Guy with a purpose... to raise money, build buildings and get the UCM name known across the Capital City

area” (AB, 8/26/99).

The Board felt Mr. Guy was a natural for fund-raising and that he could bring substantial resources to the university.

... In announcing the board’s decision at the school Tuesday, regent Aaron Black said Guy was chosen because of the board’s desire to develop the school’s image as an urban university. “The person who can bring about the desired image change of the university must be a visionary, high-profile individual,” he said. “We have chosen someone who speaks the language of our state, understands the workings of our state’s higher education, and has a vision for the University of Central Midwest.” (DR 3/18/92).

Further the board disputed faculty opinion about the open search process, “The six finalists we had were all excellent candidates, they were better than expected...Anybody who thinks that the board operated in automatic is mistaken. It was a tussle to the end” (DR 3/18/92) and downplayed the role of the faculty in the decision-making process,

... Regent Beatrice Howell, who headed the advisory committee, did not dispute that most of the faculty members wanted a president with a doctorate, but she said the survey represented only one of many groups involved in the process...so you have many needs to be met here (DR 3/20/92).

Needless to say, when Charles Guy began his tenure at UCM, the controversy was boiling. Some faculty felt they had been betrayed by a Board appointed by Guy when he

was governor. "Board chairman said he and other Guy appointees know Guy 'quite well' and admitted the relationship probably had some influence on their decision" (DR 3/18/92). Others thought it was a "done deal" from the outset. Still others, although feeling the same way about the search process, felt Guy had the potential to do great things for the university. "...a person like Charles Guy could bring national or certainly regional visibility - his political contacts were extremely strong" (CJ,7/23/99).

Board members obviously disagreed that Guy was pre-selected,

I don't think it was ever a 'done deal.' We knew what Charles Guy could do. We knew that UCM could not survive in the current environment sitting still without someone who could go out, shake hands, raise money and get exposure. UCM was asleep" (AB, 8/26/99).

#### Background of the New President

Guy had a high-profile and a long history in the state. He was a product of its educational system, having attended a rural state high school and graduating from a state university. He served in the armed services during World War II. Upon his return, he served two terms in the state legislature and subsequently taught high school.

He began his political career in earnest in 1958. From 1958 until 1986, Charles Guy served in the government in one of several capacities; lieutenant governor, consultant and two-term governor. Following his government service he became a statesman in residence at UCM until his selection as its president. He had a reputation of being a "bricks and mortar" man while serving in the governor's office, noted for his large

construction projects, and was particularly respected for his integrity, honesty, and vitality.

### The New President: First Moves

Guy was a charismatic leader, popular with business and civic leaders. His first step at UCM was an attempt to create a team environment when he met with 42 university leaders at a retreat. Quoted in the Campus View on Thursday, July 2, 1992, Guy stated,

This past week various faculty, administration and I went on a retreat at [local farm] and spent two days in intense discussions with three or four off-campus facilitators to conduct workshops on teamwork, goal setting and talking about what the mission for the university should be” (Campus View, 7/2/92, p. 1).

This was the first of many such attempts Guy made during his early years to develop a strong internal campus community. In the month following Guy’s UCM beginnings, he began an annual faculty/staff back-to-school picnic (Campus View, August 1992). But the discord sown during the search phase of the president’s hiring process was not to be so easily left behind.

When asked if Guy was ever successful in building the type of community he envisioned, Jerye Coats said, “No. Because he - even as time went on he had pockets of support - but I’m not sure the university as a whole ever embraced him,” and “he came in with two strikes against him” (JC 11/11/98).

For example, there was immediate criticism from internal campus constituencies about the fact Guy had brought on-staff several of his former colleagues - even before he

had officially begun as UCM's president. An anonymous letter circulated the campus, noting the hiring of several of Guy's former political associates, along with the salaries they commanded (Presidential Paper Archives, UCM, 1992).

Expectations of the Guy presidency ran high. "With Guy at the Helm, UCM moves toward big time..." (Heartland Gazette, May 1992). These expectations seemed well within reach as Guy was inducted as UCM's 18<sup>th</sup> president on Sunday, October 25, 1992 as part of a week long inaugural celebration. In attendance were most of the state's political, business and educational leaders as well as a national figures. From an external perspective, Guy's presidency appeared to be rocketing toward success.

Guy took office on July 1, 1992. Although one of the first public announcements Guy made upon his selection as president of UCM was to say, "I am a product of a regional university....academics shall be the main goal of the university" (DR, 3/18/92), this was not to be.

Guy ran into roadblocks from the onset of his administration. Although in his first action with the Board, he successfully created several new positions, one year later when he attempted to promote members of his inner circle, the actions were delayed and ultimately dropped (UCM Board minutes, October 15, 1993). These negative actions may well have set the stage for later disappointments in the development and approval of new academic programs.

Other initial missteps plagued Guy's dealings with faculty.

Early on President Guy would speak to faculty about his high school teaching days, as if his experiences there and those of the UCM faculty

were the same. This infuriated the faculty. When I came to his office, I told him to stop making those references. He did, but it was too late (MS, personal notes following interview 7/29/99).

True to the charge made to the incoming president by the governing board, Guy immediately launched into a campus construction project unprecedented in its magnitude to any other in the state's history of higher education. Building upon an initial infusion of \$7.7 million from a state bond issue, Guy assembled a unique bond program to supplement building project funds to provide the renovations deemed necessary on the UCM campus.

"... Approval of a \$45.7 million improvement plan at UCM could be put before the legislature the first week it reconvenes in February, a spokesman said. ....The project received a major boost Dec. 18 with the unanimous approval of the board" (DR 12/28/92).

In the Spring of 1993, the state legislature approved the bond project.

After first being completely rewritten and then shuffled back and forth from the House to the Senate for clarification, Monday the Board of Regents of [State] Colleges was given the go ahead by the state legislature to issue bonds not to exceed the amount of \$37 million" (Campus View, February 18, 1993, p. 1).

Architects were selected and the building project was underway. In response to student requests, Guy set expansion of parking as a priority. The building project, called the Master Plan, was revealed to the campus at large in early March, 1993.



More than 150 University of Central Midwest gathered in Mitchell Hall Thursday to hear the university's president explain UCM's \$46 million Master Plan. ....The Master Plan involved classroom building expansions, innovations, and additional equipment. Parking, landscaping, lighting and safety improvements which include 3,000 additional spaces are to be added and 30,000 square foot library expansion is included in the plan. Expansion of the University Center and a 76,000 square foot multi-purpose classroom and office space building to relieve overcrowding the College of Education are targets of the Master Plan along with a 75,000 square foot expansion, renovation and additional equipment for [Science Hall] (Campus View, March 4, 1993, p. 1).

Spring 1993 and Fall 1993 enrollment numbers set new records and in spite of projected budget cuts for the 1993-94 academic year, Guy vowed to avoid layoffs. Guy's first year efforts received high marks and he received a \$12,500 raise in spite of state-wide budget woes,

... You have to admit Charles Guy is not your run-of-the mill president as far as qualifications in hiring him....he's brought excitement and innovation to the campus and student body. This is kind of what he was hired out to do. It's been a very fast-moving year, exciting, upbeat (DR, 7/5/93).

Other media reports confirm his positive public image, "... Regent Aaron Black didn't hesitate when asked how he would grade Guy's first year performance: 'I'd have to give him an A+' (DR 7/5/93).

... Regents predicted he could pump a much-needed financial revival into the rapidly growing university marked by cramped facilities, crowded parking lots and a reputation as the stepchild of state funding gurus. Also at the forefront: a desire to improve 'town and gown' relations between UCM and its hometown (DR 7/5/93).

Still others reflect the underlying but ongoing conflict with academia:

... Frank Garrison, the Faculty Senate President, said there were tremendous strides made in the areas of capital improvements and community relations....but Garrison added that members of the faculty have expressed concerns that academic programs not become secondary (DR 7/5 /93).

In the mid-summer of 1993, Charles Guy assigned his Vice President of Development to work directly with a large military base in the metropolitan area in efforts to ensure the base was not added to the Pentagon's closing list as federal spending was cut. Rationale for this move was the economy - what was good for the metropolitan area and the state would ultimately positively impact the campus. Not all campus personnel agreed and this, too, became a source of conflict. Some thought his efforts should be focused solely on the University. "[Guy] hired a Vice President of External Affairs [Development] who didn't raise money but worked to save the Base, which needed to be done, but see, Charles never got out of the mode of being Governor" (AB, 8/26/99).

## The Faculty and the New President

Academic controversy emerged once again at the first Faculty Senate Meeting in the Fall of 1993, when Guy-initiated discussions began about the possible formation of a fifth college at UCM - that of a College of Fine Arts. Faculty did not feel they had been adequately consulted before such a proposal came up for public view.

Discussion concerning the possibility of a fifth college at the University of Central Midwest sparked emotional reactions during the Faculty Senate's first meeting for 1993-94 academic year. ... The proposed new college would contain a School of Music, a School of Theater Arts, a School of Visual Arts and a School of Communications. ... "We may need to call a full faculty association meeting to get the rumors out of the way or its going to split our faculty in half" said one senate member" (Campus View, September 14, 1993, p. 1).

Further anger erupted when faculty returned from summer vacation to find several academic programs on the UCM campus had been eliminated.

After returning from summer break, the university's Faculty Senate denounced administrators for deleting programs in their absence. .... "We need input into making these decisions," said one member. "A lot of people are running around wanting to know what's going on? Why (were programs eliminated) in the summer when we were gone? Where are the procedures?" (Campus View, September 14, 1993, p. 5).

Guy countered faculty dismay about the fifth college with a statement that this was just an idea - not even a proposal, "little more than tossing around an idea and seeing how it flies" (Campus View, September 1, 1993, p. 1), but to faculty it was a indication that this president acted without thought or input in making the proposal in the first place.

All these things were [done] just to put his stamp on it. Very little was ever done through consulting with other people...to discuss the ramifications, implications, how do we implement it, what are the costs. It was shoot from the hip (FG 11/4/98).

Other divisions of the campus, as well, were becoming frustrated with what they thought was Guy's failure to follow standard university protocol (Letter to Guy from V.P. of Student Services, November 5, 1993).

Conflict between faculty and the president intensified when the local AAUP Chapter President, Thad Gooding approached Guy about UCM's current censured status with that organization.

After 26 years, the University [of Central Midwest] still remains on the censure list of the American Association of University Professors (AAUP). .....The censure is a result of the firing without due process in 1967 of [a] tenured professor...In a series of correspondence last summer between the AAUP and [UCM] president Charles Guy, the AAUP presented guidelines for UCM to be removed from the censure list. ....In Guy's letter to the AAUP, Guy stated that the current administration, faculty and staff of UCM were not accountable for what happened in 1967. "We are a

thriving, growing university of some 16,000 students with literally a waiting list of university professors who would like to apply here. If you want to tell them not to, that is your prerogative," Guy said (Campus View, September 23, 1993, p. 4).

In a personal interview with Guy, campus AAUP President noted ,  
... my first year under Guy's leadership I was the president-elect of the local AAUP chapter and I was just barely getting involved. I remember [the current AAUP president] and I went over there and talked to him about the censure issue and basically he was friendly ... but he was basically just humoring us. I don't think he really had any intentions of doing anything about it. We did this silently, quietly behind the scenes and so I was very deeply disappointed - very few months later I became the chapter president and I knew if we were going to get him to move on the censure issue on pay raises and other issues that we had to follow a political model (TG, 8/27/99).

### The President and the Faculty: Mending Fences

By the fall of 1994, Guy was becoming concerned about the lack of communication between UCM's faculty and his administration.

During a forthright discussion concerning a lack of communication between the teaching staff and the administration at the university, Charles

Guy, University of Central Midwest president, told the Faculty Senate last week that they do not allow him the opportunity to exchange ideas.....and faculty who do have questions or concerns do not take advantage of Guy's 'open door' policy he said. Faculty Senate members expressed frustration with the lapse in what they hear Guy say and what takes place (Campus View, October 14, 1993, p. 1).

At the same time internal university groups bubbled over about protocol issues, President Guy launched into a series of highly-visible public relations activities, called "Salutes." Beginning in October 1993 and continuing throughout his administration, each "Salute" highlighted specific events/focuses of university life and brought these more fully into the public view - to make the University of Central Midwest recognized as a true university. Well-known public speakers were brought in, awards were made, scholarships presented. Each became a media event not just for the university but for the entire metropolitan area. These events were extraordinarily successful and helped to change public thinking about UCM as a university equal in stature to that of the two flagship universities in the state.

I think people were internally pleased to see the institution's image finally beginning to enhance. He did a lot of good things - he brought major international figures to this campus every other month or so. I'm talking about international high power figures that no one else could do. It brought exposure. It brought delight and enthusiasm to the campus (CJ, 7/30/99).

From one Dean's perspective, however, the "Salutes" were a two-edged sword. Although they brought the public acclaim the university needed, the cost of the event was borne by the College's operating budget, thus altering the spending priorities for academics,

...there were five percent cuts made each year to our operating budgets.

Some of that money was used for occasions such as the 'Salutes', so anything like the 'salutes' which were funded from cuts to the colleges were really a two-edged sword (CW, 1/26/99, personal notes following interview).

Throughout the fall of 1993 and into the spring of 1994, controversy continued about UCM's AAUP censure and the College of Fine Arts. "Salutes" continued, and Guy made further attempts to establish positive communication between the administration and faculty. "In a continuing effort to facilitate communication between the university's administration and the faculty and staff, Charles Guy, University of Central Midwest president, fielded a number of questions Thursday during an open forum" (Campus View, December 7, 1993, p. 1).

#### The President and the Campaign

True to another mandate made by the Board upon his hiring, Guy, in January 1994, launched Campaign UCM.

The University Center Ballroom bulged with UCM faculty and staff as they listened to the progress report of Campaign UCM last week. The

project, driven by university president Charles Guy and the UCM Foundation, asks faculty and staff to raise an additional \$150,000 to go toward the campus' \$52 million renovation project (Campus View, January 24, 1994).

The overall goal of Campaign UCM was to raise \$4.5 million over an 18 month period, which would reduce the university's dependence on public funding. The first phase, beginning January 1, 1994, was a commitment from the Foundation. The second phase was a program focused on internal giving from faculty and staff and the third phase was designed to raise funds from the public sector.

At the same time the fund-raising project was getting underway, Guy once again tested academic waters by proposing the addition of a master's degree program in Public Administration. Although approved by UCM's Board, the proposal was later vetoed by the state governing board which cited duplication with a program at one of the state's research universities. "Although the proposed Master's in Public Administration (MPA) was fine-tuned to assure that it did not overlap a similar one offered at the State University, an on-site team to study the matter for the State Regents recently recommended against it" (Campus View, February 17, 1994, p. 1). Again, Guy was less than successful in academic matters at UCM.

In February 1994 Guy acted on several proposals submitted for his approval by the 1992-93 Faculty Senate. "With the recent revision of the Faculty Handbook, University of Central Midwest President Charles Guy made good on his promise to act on the Faculty Senate's proposals" (Campus View, February 15, 1994, p. 1).



The Spring of 1994 saw a continuation of Guy's public awareness efforts. He brought Pulitzer Prize winning speakers to campus. "There was an event here once a month - every two weeks - or he had some dignitary here, we met Clinton [President of the United States] or Kay Starr" (AB, 8/26/99).

In the meantime, debate raged over the addition of a fifth college and Guy failed to approve any further Faculty Senate proposals, "No Faculty Senate proposals passed by Guy" (Campus View, March 15, 1994, p. 1).

April 22, 1994, saw the first groundbreaking ceremony of the Master Plan at the University of Central Midwest. The University celebrated en-masse, classes were dismissed early and entertainment was provided. Again, it was an event involving both university and state leaders.

After 22 individual celebrations where ribbons were cut, balloons were released and other various activities were performed. ....State dignitaries joined UCM President Charles Guy, in a unified groundbreaking where Gov. Don Wilson was asked to break ground in an unconventional manner. "The university has enough holes in the ground as it is," Guy told Wilson, and asked him to release 52 balloons instead of uncovering the earth...each balloon representing \$1 million - the amount of construction to better the university. .... "Normally we nickel and dime and take a bite and take a little incremental step and a little movement here and there," Wilson said about financing capital improvements. "But, when you have the ability to pull it all together and to show it off and encourage people and capture

their spirit, that's something we ought to take advantage of, and we congratulate you for what you've done here." Guy said, "We took a long-term program and squeezed it into a short-range program" (Campus View, April 5, 1994).

During this period UCM entered into an agreement to establish a Sister University in Mexico. UCM received city-wide acclaim for its efforts in globalizing its mission:

University of Central Midwest and President Charles Guy visited UCM's sister university during spring break to celebrate an agreement between the two schools. ... The university officials and Mayor Robert Smith spent two days in Mexico where they attended a reception at the U.S. Embassy (Campus View, April 7, 1994, p. 4).

During the next three years the building project consumed Guy's presidency. He focused on his construction projects and building the visibility of the university within the state. Visits to UCM's Sister University continued.

#### The Faculty: Censure

In the summer of 1994, UCM's AAUP censure again became an issue of concern.

The university's AAUP chapter revealed its discontent with the censure in its summer newsletter with a section title 'Guy's Attitude Disappoints.' So far, President Guy has adopted an uncooperative attitude and has been unwilling to take the few easy inexpensive actions to have this blot

removed. ....Guy seems more concerned with parking lots, costing millions of borrowed dollars, than due process concerns and the academic reputation of UCM. Many faculty think his priorities are misplaced, the newsletter reads (Campus View, July 1, 1994, p. 1).

Thadd Gooding, President of UCM's AAUP Chapter noted he worked in tandem with the President of the Faculty Senate Simon Leak to design a strategy to bring the censure issue to the fore,

We were kind of double teaming on both of these issues (we were upset that the first two years of the Guy administration we had gotten no pay raises) and on the removal of the censure, because I'd gotten Simon to push through the Faculty Senate a resolution saying that the administration should do what was necessary to get us off censure and also they were pushing real hard on pay raises (TG, 8/27/99).

According to Gooding (8/27/99), publicity was the key to prodding the administration into action:

The one thing that President Guy hated was negative publicity. .... the third year trying to get him to move on this censure that I decided that we needed to go public. We needed to go negative and we needed to use some of the organizational strengths we had. ...[But] What really put it over the top in my opinion was I pushed through a very reluctant AAUP local executive committee a proposal to do an evaluation of administrators and basically we were going to evaluate the president, the vice presidents,

the deans and we were going to let them and their superiors know what the results of those evaluations were. ...I think that because of the convergence of the negative publicity, the groundwork we laid and this evaluation of administrators (that it was a day or two before we were to send this evaluation of administrators out ) that he called a special assembly of all the faculty and staff, called me up with great fanfare...[and said] we've worked out an agreement principle to end the censure and I agree with the AAUP that we have the resources we going to give a 5% raise. ...the combination of negative publicity and also this looming evaluation of administrators was enough to bring him back to political reality.

In early June, 1995, UCM was removed from AAUP censure. "UCM, largely through the efforts of President Guy and the Board of Regents, has finally been taken off the AAUP list of censured administrations" (DR, 6/29/95, p.1)

Thad Gooding stated, "In my opinion, Charles Guy did the right thing probably for the wrong reasons, but he did it and Luther had been president for 17 years before that - and wouldn't even basically discuss the issue" (TG, 8/27/99).

In the Fall of 1994 UCM hit its highest levels of enrollment in its history, topping out at just over 16,000. In an effort to allay criticism about its ever-expanding construction zone, Guy, in a letter to students, stated,

Welcome to the University of Central Midwest and yet another year of change. ...We are [the] state's third largest university, and we are now

beginning to look like it. That's why the \$52 million Master Plan in campus improvements may be a hassle or headache today, but will be a blessing tomorrow. ...We are building a campus North Pointe and the entire state can be proud of. Although the grounds of the campus may seem chaotic, our excellent faculty still hold a steady course in the classroom (Campus View, August 25, 1994, p. 1-2).

Throughout the Fall of 1994 public events continued including Symphony Orchestra events and Veteran's Day Celebrations. "Salutes" involving nationally and internationally known figures, surrounded the second "Town and Gown" event, designed to build stronger ties between the community and the university. These "Town and Gown" events proved to be very effective in linking the two and repairing the public relations damage incurred during the Luther administration. Guy went out of his way to bring the North Pointe leaders into the operation of UCM in various ways, through advisory boards, and public events.

Construction began to take over more and more of Guy's time as the University entered 1995. Students, as well as faculty and staff, were growing weary of all the potholes, temporary sidewalks, inconvenient parking and general chaos,

Let's take a look at our construction, which is supposed to polish up the school into a beauty and with extra buildings. However, instead of making an improvement, it added to the gloomy scene of the school with all the rattle noises that occur because of the vehicles and equipment at the construction site. Also, during the winter, small ponds have evolved and

the ground was completely covered by mud (Campus View, March 4, 1995, p. 2).

Although enrollment numbers slightly decreased, this negative attitude toward the construction projects did not appear to have an overall negative effect on student opinion about UCM. Throughout Guy's tenure, students indicated they were satisfied with UCM overall and the most telling response, "Would You Recommend UCM to a Friend" was answered positively each year (Graduating Student Survey, Institutional Assessment UCM 10/99 - See Figure 4.1).

## Would you recommend UCM to a friend?

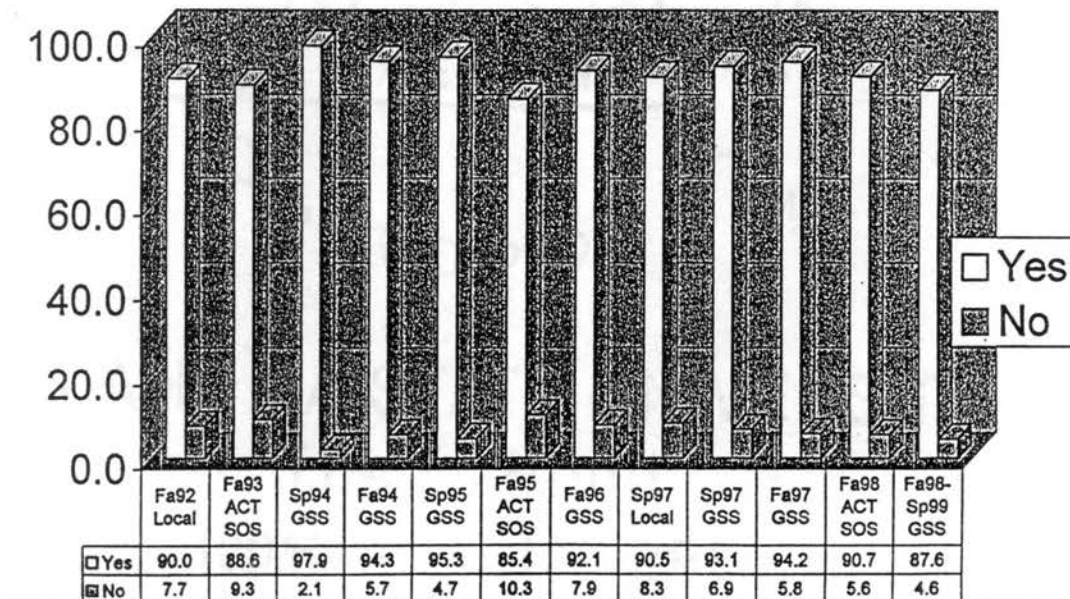


Figure 4.1 Summary of Student Satisfaction Summaries 1992 through 1999. Source: UCM Institutional Research

In fact, according to Robert Smith, Students have a deep caring for who their president is. They realize power of the president and I think what students really thrived on was the fact that Guy was on campus, he was at events, he was out - you could meet Guy, and that's what students want. They want to be able to shake the president's hand, even if it's just once. And even if it's not, even if it's just to say hi, and I think students really care about seeing their president... but he also realized the importance of just being available and being out there for students. And to going to student events and going to things that were important to students. Here's an example, the Nepal student association spring picnic is important to students and Guy went. Now, he might not make it to every single event, but if it was the President's Club Christmas Party for underprivileged children he realized that was important to students and he would go. He knew what was important to students, and what he didn't try to do was to say this is what's important to me and you should come. He wanted what was important to you. And that's what a university is about and that's what a university president - at least a good university president or vice-president for that matter, should do. You know, what's important, I mean from students - traditions. Universities can't form a tradition - those football games - those were important to the students, okay? So, I can tell

you that when he was here that was important...football games, basketball games, baseball games, those things are important to students. That's what he was there for. And I think for that reason students do care who their president is and always will (2/9/99).

Reappointed by the Board for yet another year (1995-96), Guy pledged to see the campus building project through to completion. But at the same time Guy was planning a new year of construction, faculty were up in arms over perceived neglect from and misplaced priorities on the part of administration. A new faculty senate leadership had been elected, and from the onset, it proved to be more vocal and combative, helping to fuel the fires between faculty and administration. According to Jerje Coats:

... One of the things that had a real impact on President Guy....the leadership of the faculty senate changed; [the] faculty senate became much more vocal, much more anti-administration - and so he struggled with that and as he tried to change the culture or have a better understanding of why the culture was what it was, people did not appreciate or respect his views (11/11/98).

There are serious concerns among the faculty over the lack of pay raises for the past three years, said Dr. Simon Leak, president of the Faculty Senate. I hope that the projects that are being undertaken for revenue enhancement are going to bear fruit soon...otherwise the faculty are going to be so embittered by being neglected, in terms of salary and instructional needs of the university." (Campus View, February 23, 1995, p. 1).



March 1995 saw the elimination of two faculty positions and one program at the University, adding fuel to faculty discontent with administration. Faculty pay versus administrative costs emerged as an issue in the summer of 1995. The University countered with state-wide statistics showing [the] state as one of the lowest in administrative costs when compared nationally and to surrounding states, "Compared to the national average and the surrounding states, a recent study by the State Regents found [the] state college and university administrative costs at an all-time low" (Campus View, March 30, 1995, p. 1). The Faculty Senate continued the dialog with a study which indicated UCM was the lowest among all regional state-supported colleges and universities. "UCM rated lowest in school funding. We want the Board to be fair to UCM" (Campus View, April 6, 1995, p. 1).

#### Personnel Crisis

In April 1995 the Vice President for Administration, in charge of all construction projects, notified the president of his intent to accept an out-of-state position and leave UCM on July 1, 1995. This created a real dilemma for the University in terms of the ongoing construction projects, especially in light of some recent allegations of unfair construction bidding brought against the University by a group of contractors who were not chosen for the UCM construction projects. "Last month, eight state construction companies filed a lawsuit against UCM. The suit alleges UCM and the board of regents failed to follow competitive bidding laws when they hired Ace Construction Firm" (Campus View, June 8, 1995, p. 1).

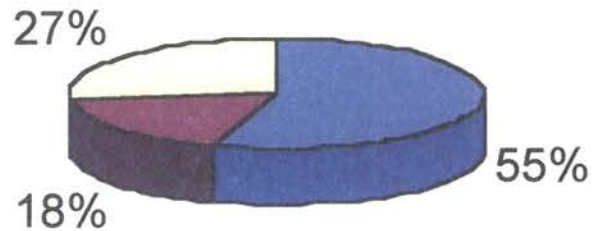
As an interim measure, President Guy appointed his Vice President for Development to oversee the activities of the departing V.P. for Administration. Because the Vice President had so many diverse responsibilities assigned to him, many felt the construction projects lacked the oversight and coordination they needed to complete the buildings and lands in the way the campus had envisioned.

In June 1995 Guy announced University employees would receive salary increases of 5.3 percent.

So by the end of the third year, both the extensive building efforts and the social events of Guy's administration met with mixed reviews. Fires over academic issues, which had been smoldering, burned a little brighter, but the public persona of the president remained excellent, "... Nearly three years after taking the reins as president of UCM, Guy wins praise from many for bringing new construction and a renewed image to the state's third-largest university" (DR, 6/9/95).

Although the president retained his initial support from the public, the old controversy regarding a lack of leadership in the academic affairs arena still simmered. UCM's AAUP Chapter administered its first survey aimed at measuring administrative competency. The president, his administration and college deans were evaluated by members of the faculty. Results were published, sent to the President and the Board of Regents. The key question, Guy's support among faculty for his leadership, showed he had only a 27% approval rate.

## AAUP - UCM Annual Assessment Questionnaire - 1995 ...would I vote to retain President Guy.



■ Total Disagree ■ No Opinion □ Total Agree

Figure 4.2: AAUP-UCM Annual Assessment Questionnaire Results - 1995.

And, The Daily Republican echoed faculty sentiments:

... Still, he has failed to gain the support of many faculty members who first criticized his hiring because he did not hold an earned doctorate....A recent survey found many UCM faculty members might not retain him in his current position. Among 185 faculty members who returned a survey by UCM's chapter of the American Association of University Professors, 100 said they would not retain Guy. 48 said they would and 33 had no opinion; four have no answer (DR 6/9/95).

Negative comments about the construction project, the total disruption of campus

life and the lack of planning or oversight in some of the spending began to surface.

“Some students are losing patience as the building program has turned the campus into a construction zone” (DR 6/9/95). “...as I reflect upon what we have built with that \$55 million, it seems to me we possibly could have used that money more effectively” (JC 11/11/98).

Some thought dollars were spent more for show than for infrastructure. Frank Garrison (11/4/98) noted:

... 95% of the things he did-had to do with the opportunity to get a photo op - to get something in the paper....Seemed that almost everything was driven by that. [The building project]...became very obsessive with him - the campus was going to take on a totally different appearance and I'm sure it had something to do with vanity. When somebody comes and they can say - they can identify this was Charles Guy. ...he was very busy in trying ... to mark his territory.. I think that the input into some of the construction projects was minimal. There were too many things undertaken without the expertise in place to do the job.

In August 1995, Guy announced his intent to return to classroom teaching - at least for one course. “The university’s administrators can use their talent and expertise in the classroom and, at the same time, benefit from seeing the university from the classroom viewpoint” (North Pointe Evening Sun, August 30, 1995 p. 2).

Beyond the campus, UCM President Guy continued to be honored for his public and university service at various functions throughout the state. But, according to the

Chairman of the Board, internally, the campus governance system had problems.

I went to him one day and said, you've got problems. We talked for three hours and he said, "What would you do?", and I said hire the best person I know....who was liked by everyone and that was Mitchell Strong. [He did] and that was the best thing that ever happened to him (AB, 8/26/99).

### On-going Faculty Criticism

Although President Guy appointed a well-respected faculty member, Mitchell Strong, to act as his academic liaison with faculty, it may have been too little, too late. Faculty Senate once again launched into its attack of administration.

[Simon] Leak said he believed a recent Faculty Senate report on faculty raises surprised many members. The report states that raises were not the 5 to 7 percent increases requested in a resolution last year. In reality, faculty received only a 4 percent raise instead of the 5.7 percent raise quoted by the administration which is padded by summer salaries and promotions, said Leak. Issues of raises will continue to be a hot topic.

Leak said he believes President Guy's initial perception of faculty was that it was under worked and overpaid. He [Guy] would joke about the lack of faculty on campus in the afternoon, said Leak. ..Faculty saw this as a barb leveled in our direction...Faculty works an average of 57 hours per week. All the concentration has been on bricks and mortar. The material

body is growing, but the spirit has not kept pace (Campus View, September 14, 1995, p. 1).

Groundbreaking followed groundbreaking throughout the fall of 1995 pulling community and state leaders to the UCM campus. "Campaign UCM" had reached the halfway point of \$2 million towards the \$4.5 million goal, and the Faculty Senate continued to be disgruntled with the administration in general and President Guy in particular.

Guy's objectives, however, were never focused on academia, ...when the regents hired him, they did not ask him to work on academic programs, which the regents believed were already outstanding. He said the regents hired him to bring UCM to a field of recognition equal to its importance in higher education. The \$54 million construction projects helps UCM externally and the \$4.5 million Campaign UCM project helps the university internally (Campus View, September 21, 1995, p. 1).

Funding issues continued to plague UCM. Although President Guy was able to increase the amount of funding the university received, it still fell short of some expectations.

I think for President Guy one of his most frustrating things was he really believed he could bring large sums of money into this university and I think he was very frustrated that even though he was more successful than anyone else had been to this point, he still was not able to bring in the million dollar gift or the three million dollar gift (JC, 11/11/98).

In the Fall of 1995 UCM and several area community colleges entered into a cooperative campus, the Downtown Consortium, to offer classes in a centralized location in the center of the metropolitan area. "UCM will join four metropolitan colleges in a partnership that will offer college courses in Capital City next spring." (Campus View, September 19, 1995, p. 1). Some internal criticism was leveled at this project, indicating funding of such an enterprise diminished the resources available on the main campus.

Erosion of Guy's limited internal support began to escalate when controversy erupted on the UCM campus in the late fall of 1995 over an administration proposal to require a minimum of 20 students be enrolled in a class before it could be offered. UCM had long had the practice of allowing classes to be 'made' with far fewer students in order to accommodate the various scheduling needs of the commuter student. Changing this practice, in the view of many, would negatively impact graduation. "Dr. Jerome Branch, chairperson of the history and geography department, said the subsequent deletion of some smaller sections would have the potential of creating a whole set of problems for students trying to complete subject requirement for graduation." (Campus View, November 2, 1995, p. 1). This issue soon escalated into a full-scale student protest with a rally in front of the Administration Building and culminated in a reversal of the proposal.

Further controversy erupted between Guy and the faculty when Guy proposed a stop to summer faculty raises. "The latest budget surprise for the faculty senate is President Charles Guy's appeal to the Board of Regents to repeal the five percent salary increase" (Campus View, November 30, 1995, p. 2).

## Retirement

When President Charles Guy addressed the campus in a general faculty/staff meeting in early 1996, he delivered a show-stopping message - he announced his retirement, effective June 30, 1997. "President Charles Guy's announcement of his retirement was the grand finale of the 'routine' faculty/staff meeting Feb. 8<sup>th</sup> in Mitchell Hall. ..'I want you to understand that I am a man in a hurry. I won't leave until I raise another \$1.5 million. I want it completed in my time, on my watch'" (Campus View, February 13, 1996, p. 1, 5).

Some wondered why Guy announced his retirement so far in advance of its effective date, but those close to the president speculated that his status as a 'lame duck' president would allow him to focus on completion of the building project without the distraction of other campus issues.

Several of those interviewed felt the timing was right. Jerye Coats (11/11/98),  
You reach a point where you're tired of all the stage productions and all the emphasis on a stage show and I think we just had so much that people burned out. As they burned out they became very vocal. You know, you'd hear comments like "thank goodness, he's only got one more year."

During Guy's last 18 months as UCM's president, he continued to promote the university through high visibility public events. The most noteworthy was the visit of the President of the United States to the UCM's campus in April of 1996. In a real public relations coup, UCM was the only campus to be visited during the President's trip to the



state. Memorial concerts, "Salutes," and lectures by international figures, including the Mexican ambassador, national leaders, and a U.S. Congressman continued to take place on the UCM campus.

UCM's fund raising activities increased and contact was established with a donor who initially awarded UCM a tract of land worth \$300,000 and later endowed the University's first chair. Guy continued working with the State Legislature and the State Regents to garner an additional \$5 million for the UCM campus in state appropriations as part of its base budget (UCM Board minutes, June 15, 1996).

In order to pave the way for his yet-to-be-selected successor, Guy petitioned the Board for a raise in salary for the president's position. "Last week, UCM's President Guy sent a letter to the Board of Regents recommending a substantial increase in the salary for UCM's next president" (Campus View, July 11, 1996, p. 1). And, in order to smooth the transition for his successor, Guy announced he would be completing only those projects begun in his term of office and would be making no major shifts in policy or practice during his remaining year. "I have made the decision not to start anything new as I wind down my administration,' Guy said" (Campus View, November 26, 1996, p. 1).

"As the new semester begins, the end of UCM's master construction plan draws closer" (Campus View, August 22, 1996, p. 4). Dedication of the new Education Building took place on October 11, 1996 with its usual high visibility posture, including attendance by state and local dignitaries.

Speculation ran rampant about Guy's post-university future, including a possible ambassadorship (Campus View - October 1996).

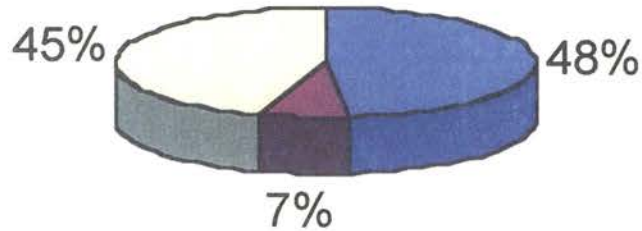
Guy partnered once again with the City of North Pointe in the construction of the North Pointe Chamber of Commerce on UCM land. "The new North Pointe Chamber of Commerce Building is scheduled to be constructed west of the fire station on Second Street. 'It's part of our effort to be a partner with North Pointe,' said Guy" (Campus View, November 11, 1996).

During the last months of Guy's tenure, the Office of Outreach, led by a close personal friend of the president came under fire. "Office of Outreach employees reimbursed a total of \$1,592 to UCM after an audit was released last week by the Board of Regents. Included in the audit report were improperly awarded fee waivers and questionable expenses" (Campus View, March 4, 1997, p. 1). Faculty Senate leadership was especially vocal about the negative audit, calling for more extensive audits conducted by the Senate itself. (Personal notes from Faculty Senate meetings, April, 1997.) The department was eventually dismantled, awaiting decisions on its fate from the next UCM president.

Despite the controversies over the Office of Outreach and Guy's personal associations with that area, the AAUP survey conducted in April, 1997 showed a marked increase in Guy's leadership rating among UCM faculty. A large percentage of those who had "No Opinion" in the 1995 survey had come over to the Guy camp. His approval rating soared from 27% in the 1995 survey to 45% in 1997 despite ongoing conflicts with the Faculty Senate.

## AAUP - UCM Annual Assessment Questionnaire - 1997

...would I vote to retain President Guy.



■ Total Disagree ■ No Opinion □ Total Agree

Figure 4.3. AAUP- UCM Annual Assessment Questionnaire - 1997

Building projects ran into unexpected cost overruns and delays, but Guy continued to be optimistic about the conclusion of campus construction. “‘We’re wrapping things up’, he said. The plan is to be finished with the University Center by the end of June” (Campus View, June 7, 1997, p. 1). UCM again received an increase of \$4.92 million to its base budget by the State Regents.

Apart from final landscaping, most all of UCM’s \$54 million ‘reinvented’ campus was completed when President Charles Guy stepped down on June 30, 1997. The campus had been completely transformed, scarcely recognizable as the same UCM Guy

joined a mere five years earlier. For better or worse, this president had forever left his mark.

### In His Own Words

On the day the researcher met with Governor and former President Charles Guy more than a year and a half after his retirement as UCM's president, he entered the room as always, with a sense of energy and urgency. He radiated a youthful exuberance which belied his 70-plus years. His sense of humor was in full force and intelligence sparkled from his eyes. In the preliminary conversation, Guy spoke of his roots and his love of the State. He noted he was a product of rural America and the regional higher education system prevalent in his state. He stated his ethics and standards were rooted in fundamental religion and the puritan ethic which teaches hard work produces its own rewards. Guy indicated The Golden Rule has always been a measurement for his actions in dealing with others.

When asked how politics had prepared him for his role as University President, he remarked,

Well, I think it's interesting if you want to take that in reverse and ask, "How did education prepare me to be a politician?" Actually, I'm a teacher, an educator. I'm a high school history teacher. It was a kind of a funny thing that I came out of education into politics and then out of politics back into education. It prepared me for what the current definition of [university] president is. What most people didn't realize when I became

president, I repeatedly kept trying to say, "I'm not trying to change the academic level." The University of Central Midwest had an excellent faculty, an excellent academic level but we had a terrible [public] perception (CG, 2/20/99).

The former Governor never questioned the academic program quality, This is an interesting thing that I never checked out, someone told me when I was President that more UCM Pre-Med students were admitted to Medical school than [the Home University's] Pre-Med students.... I got a call one day from a friend of mine who was active in the Capital City Chamber of Commerce, saying, "Congratulations on the clean sweep." They had just given the state semi-annual CPA exam... the first, second and third highest scores on the CPA exam were UCM students....The same is true with our school of nursing. They're [students are] lined up by droves trying to get into our College of Nursing because it's so outstanding... our College of Education, Liberal Arts, Science and Math, Business, I can name them all... they're all outstanding. There isn't a finer education school in the State ... . Now, I think that this is interesting. The College of Education at [the Landmark] University isn't even accredited (CG, 2/20/99).

When asked if, with present knowledge, he would change anything he did as President of UCM, Charles Guy responded,

Well, I heard Henry Kissinger, Secretary of State in the Nixon Administration and maybe even into the Reagan Administration when he was active... they asked him if he would have done anything differently and he said, "No." Then he explained what "no" meant. "No" meant that if you still gave him the facts that he had at the time he would make the same decisions, but if you could change the information, he would have done things differently. There are a lot of things I would have done differently had the information been changed to me (CG, 2/20/99).

Promoting the campus in the community was a focus of the Guy administration, I had to work very hard to get UCM and North Pointe together. I was totally surprised by the lack of cohesiveness between UCM and the city of North Pointe. ....when I came to UCM, UCM had nothing to do with North Pointe and North Pointe had nothing to do with UCM. I spent a lot of time cultivating just the local community... and it paid off in local events and fund raising. It had nothing to do with academics, as President and as the former Governor, I pulled a lot of strings to get the community together. And another thing, (as a former Governor that helped UCM), is that we're not only North Pointe's University, we're basically Capital City's University, we're the Metropolitan University ... more than other [area] universities. The Capital City business leaders were not aware that UCM was here. We worked real hard and being Governor, I had worked with all of the Chambers of Commerce, the State Chamber of Commerce

leaders, all the Economic Development people - so, I went to them and said, "If you're going to give a million dollars to [the major state university], at least give ten thousand to UCM. We're not expecting a million." And we had our first successful fund raising.

When asked if a Board of Regents should hire a former political figure as a University President, Guy responded,

What you want when you hire someone is the right person for the job at the time. You shouldn't hire someone just because he or she is a politician. You shouldn't not hire [one] just because they are a politician. If they can do the best for your college or university, hire them. I don't know that anyone seriously questioned Dwight Eisenhower, former President of the United States being the president of a university. Lamar Alexander, who is the former Governor of Tennessee, became Secretary of Education. How did he get to be the Secretary of Education? It's kind of funny. He was Governor of Tennessee, he became Chancellor of Higher Education and from there became Secretary of Education for the United States of America. He was just a governor but he did great things for education in Tennessee (CG, 2/20/99).

Guy commented on the biggest frustrations he had as University President. Slowness, slowness. You have to plan everything ahead. I used to argue with the Regents of Higher Education... vo-tech, that's kind of strange... but, through my term as Governor, I put vo-techs in every area in the

state. Vo-tech, if industry comes into an area and says, "We need 100 computer operators by month after next." Vo-tech can deliver them. If a computer company wanted to come into North Pointe and they came to me as President of UCM and said, "We want you to provide for us trained and educated 100 computer experts in the next few months," I never could do it. I would have to develop a plan, submit it to the Regents they would have to study it... anyone else who teaches those courses anywhere in the state could object to it... but vo-tech, wham - they can do it. Higher education needs flexibility. It's one of the frustrating things to me that we couldn't quickly adapt (CG, 2/20/99).

Guy concurred with the rest of the campus respondents in naming his greatest accomplishments,

Well, the obvious, greatest accomplishment is raising the visibility of the University of Central Midwest to being a major player in the [our state] in higher education. Whether that be the re-inventing of the campus where we added over 66 million dollars, we literally redeveloped this campus - 66 million dollars worth - of mostly our own money. The PR that we got, just raising the visibility of the university, raising its image, raised the prestige of its diploma (CG, 2/20/99).

Guy also concurred that he was over sensitive to criticism and that his heightened visibility made him more vulnerable.

Sure, and I'm thin skinned. That's a funny thing, I've been in politics all my



life and I'm thin skinned. I can't understand why, when you're doing the best you can and the best with the situation, that people are upset with you - but they are and that's life and you just go through it.

When asked what advice would he give another politician who is considering the presidency of a university, Guy responded,

Well, I would say, only do it if it's what you want to do... not just because it's a job. You've got to have a mission. I think that ... in coming up through academia, your mission is just to work up through the chain. If you come from the outside, your mission is generally, "here it is, do it and get on with it." I look at it... like corporations that hire a person to come in for four years and turn things around and then he goes on. That's what I looked upon as my job. I didn't come for a life long career ... - academicians are fine - what this university needed was a shot in the arm and that's what I tried to give it (CG, 2/20/99).

Guy's noted he would like his legacy to reflect the change-agent role he played at UCM.

I would like [it] to be remembered that I changed the face of the campus and that I changed the face of the diploma and that I changed the face of the student who is proud that they went to this university. I didn't change the academics hardly any.... I never meant to (CG, 2/20/99).

## Common Perspectives

Not surprisingly, there were many differing opinions about the leadership of President Guy. However, even before applying concepts of power and credibility, several common perspectives emerged from the personal interviews and supporting media documents. Actions of UCM's governing board also strengthened many of these perspectives. Those themes most frequently identified were:

1. President Guy made a significant impact on UCM in terms of its physical structure, visibility, and image.

A common thread throughout the interviews and other data sources showed Governor-President Guy had made a significant impact on the UCM campus. The campus had been transformed from a relatively anonymous institution into one with higher visibility and a much-improved physical infrastructure.

RJ noted, "...largely because of Charles Guy's efforts I have people come up to me and tell me 'gosh, this is a pretty campus' and it's going to be nicer when the trees take hold and grow. We even got rid of the mud parking lots" (11/4/98). And, "For our college, it was a very good thing. We were in desperate need of classrooms. [Building programs] show that a program is vital and that it's alive and I think that's part of the image he was creating" (JC, 11/11/98).

Although the final campus infrastructure was vastly improved from an aesthetic perspective, most internal populations were generally less than satisfied with the end result. The Master Planning process was perceived to be disjointed and rushed. The

result was a group of structures which were less functional than they could have been. A lack of campus input was mentioned repeatedly:

There was something going on everywhere as opposed to a concentrated effort. ...I would suspect the lack of input is a valid complaint about the development of the Master Plan... It certainly did not come from anything out of the College of Business Administration leadership in terms of our ability to provide input, let alone significant input on it. ...I don't know who was driving the bus. If I had one single thing to offer as a critique, I don't know who it was that was coordinating the effort. I'm not sure there was one person coordinating the effort and maybe that's the problem (MS, 7/29/99).

The College of Liberal Arts was especially unhappy about the Master Plan. "...we got the least. We don't have enough space and we're in buildings that are substandard" (CW, 1/26/99).

I think that the input into some of the construction projects was minimal. There were too many things undertaken without the expertise in place to do the job.... and I think we can look at every building that was built here and see there were way too many corners cut on things. While the exterior facade may have some appeal, I think when you get inside - I think you'll find - [it] could have been a lot better (FG, 11/4/98).

2. Guy's fund raising efforts, both from public and private sources, did not meet

expectations.

I think the efforts at fund raising were long overdue. I think he was probably disappointed through his fund-raising efforts that he never made the big one - never got the big contribution during his time - never that million dollar contribution (FG, 11/4/98).

“We were raising lots of money but we were spending it as fast as we could raise it. Because we were partying [the Salutes] all the time” (CJ, 7/23/99).

I don't know if the Regents hired him for his potential ability to attract money. I think that may have been part of it, it certainly was a perception of the faculty that we would now get our fair share because he had the political connections and all that. I think we did make some inroads in getting a bit more equitable funding but not, I think, to the extent that Guy had hoped (FG, 11/4/98).

Several felt Guy's fund-raising fell short of expectations because of events beyond the president's ability to control. Kathy Smith, the president's administrative assistant, noted,

When [a national political figure] was appointed to head the [state research university] it took the wind out of Guy's sails - not from a personal standpoint of being political competitors. In a public nature he realized he would be unable to meet the demands he placed on himself for fund-raising. He knew that a [state research university] being larger and

having much more money to begin with in terms of donors and alumni, his chances of raising the money he needed for UCM were slim, because they would be competing for the same contributor dollars. He was very unhappy that he was unable to fulfill that desire to raise larger amounts of money for the campus (8/31/99).

3. There were also mixed feelings about having a political figure as the University's president.

In the view of many, Guy's political background set him up for failure from the start. "He [Guy] had a strike against him when he came in because of his political background, his political appointments [to the Board], and his lack of an educational degree or degrees. That's a lot of strikes against him from a faculty perspective" (MS, 7/29/99). Others agreed:

I'm not sure the community at UCM was ever going to accept President Guy. They saw him as a politician who did not have a doctorate, who had his own agenda that was not academics. He never had the credentials that academics was looking for in a president. I think he was in a no-win situation as far as acceptance from Day One. The UCM family saw him not as their leader but as someone the regents put here. I think he had two strikes against him when he came on board (JC, 11/11/98).

As was indicated in the review of literature, some internal UCM populations reflected a genuine distrust for political leaders in general:

Politicians fold the minute a controversy comes up. If it is censorship, they don't want to be involved with it, they don't want to answer it; they turn it over to other people. Organizations that should be supported on campus that deal with diversity are not supported at all. I remember two years ago at the last minute having to pinch hit for the president for a Gay and Lesbian Group that was raising money for AIDS hospice. ...Ministers came and...you can count on them but you can't count on politicians. Politicians won't have anything to do with any issue that has the least color of controversy or paints them in any way. They're out of it (CW, 1/26/99).

A difference in the political and collegiate governance models was also reflected in several of the interviews:

A lot of things happened that are totally out of the realm of university decision-making in the usual pattern. Friends get into positions, promotions are handled in a crazy way that have nothing to do with the rules. They bring in their own political clique (CW, 1/26/99).

Part of the distrust of administration was a perception that a political figure does not understand the academic culture:

The reason for [hiring a politician] that is they bring a business man's perspective .... an ability to get more cash out of the legislature. That's what most of them bring. But in the academic credentials, they simply

don't have it. They put down the academic regimen, they put down the academic rules - they go around them. And it becomes more and more of a business operation and less and less an operation of integrity and standards. It becomes a smoothly oiled business center. ...Any university needs to deal in controversial areas. And we need to have controversial speakers and we need to widen the horizons of students, not keep issues subdued. And if we are in league totally with the business community and totally with the political community, there is no chance for the underdog to ever to play part (CW, 1/26/99).

Others felt Guy's political connections would and did great things for the

University:

I think he was the right leader for the right period of time. I think the role of the president is changing. I think more and more emphasis is being placed on the president as a public relations person who can distinguish himself in regard to funding, as a person who works closely with the legislature, as a person who makes all those links between the university communities and I think he was very effective in doing those things. ...I think he accomplished some things that probably no one else could have accomplished (JC, 11/11/98).

I think certainly as an individual, serving as chief academic officer for a politician I grew personally and the people of this administration

grew. We were exposed to things that none of us would have been exposed to otherwise... It's these kinds of unspoken experiences that people in that environment gain that's very positive and that are hard to quantify. I would never have had the opportunity to do certain things had I not worked for Charles Guy and had he not been here for the campus at that time. I will always appreciate those (CJ, 07/23/99).

Student leaders also reflected this view,

I think what a politician, especially a politician who's from here... can do a lot of good. ... I don't think that it necessarily takes an English professor working through the ranks to become a president or any other kind of professor or vice-president or whatever it is. I think a number of people probably are going to be qualified. I think a Dean is going to have the qualifications to become president. I think a vice-president is going to have the qualifications and I think a politician can probably have the same kind of qualifications. ...But it is always assumed that you've got to have a doctorate, you've gotta have an earned doctorate. ...I know a lot of people that have earned doctorates who couldn't serve as president. ...But what I think a politician can do is they do know how to operate in this, you know, liquid environment that we're in (RS, 2/9/99).

Still others agreed a political figure has the potential to bring increased benefits to the campus, but were disappointed with the results Guy brought about:



I don't think his political connections were that strong. I think that was the misnomer. Those of us who said, well at least we're going to have or hopefully have some connection on 23<sup>rd</sup> street we've never had before. Maybe it was a part of the fact that it had been a while since he was in the Governor's chair and maybe it was also the fact that the political structure of the State ....had changed quite a bit. I'm not sure we reaped a lot of political benefits under Charles Guy. It was only very late in his tenure that we had sufficient revenue in the coffers that we had some success after repeated tries of trying to get a funding mechanism that was slightly different than what we had. I don't know that he called in a lot of political chips or that he had a lot to call in on it. In my own mind, we did not reap the benefit that I thought we would have with someone of his stature and experience...politically (MS, 7/29/99).

4. The perception of Guy's leadership abilities and his motivation appeared to be closely aligned.

Motivation appeared to play an important part in Guy's perceived leadership abilities. Accolades or condemnation generally paralleled the respondent's perception of the validity of a politically or public relations-based motivation. Those who viewed him positively accepted a political or public relations motivation as valid; those who viewed his leadership negatively, viewed his motivations as self-serving.

For example, in regard to the removal of UCM from AAUP censure, MS said, "It

was a politically smart move. I mean, it showed that he was willing as a chief executive officer to acknowledge that the institution, in the minds of a union, had erred and he was willing to rectify that and show good faith. I think it was a purely calculated effort”

(7/29/99). CJ echoed this:

That [AAUP censure removal] was politically driven, too. But it was positive for the institution. I don't regret that; I'm glad we did....The administration did not feel it really hampered our ability to attract high quality faculty. But it was a black eye that sort of lingered. I think Charles's intention was to gain support from that group, because, as a politician, he knew where he needed support. Prior to Charles's time they had been ignored. They had begun to grow and expand and to put more pressure on him and in his efforts to keep pressure down, to keep campus consternation down, he worked to get us off that list. And it worked, after that they ingratiated him (7/23/99).

On the other hand,

“...the naming of the Luther Administration Building... had absolutely nothing to do with his wanting to honor President Luther. It was to set it up so that when he left that the precedent would have been set, you know, for someone [former UCM Presidents] to be honored by having a building or something named after them....(FG, 11/4/98).

[I will remember Charles Guy] as an incredible, warm, fun loving guy who

really wanted to do well, make this a good place, who worked very hard in a short period of time to 'shake the trees'. I like Charles Guy a lot. I like him as a person, a lot. [Yet] I think he still needed a public arena. I think he still needed to be a player. I think he needed a place to be the center of events that occurred. ... he feeds on events and feeds on things and he is a vibrant, always moving, constantly thinking sort of a fellow. He is not one to sit by the pool and have a glass of wine and say, "OK, life has been good" (MS, 7/29/99).

"[Politicians] are on a different pedestal, a different life style as a U.S. Senator or a Governor, you're in a different world.... Charles was here for a short time, did a great job, but he knew he was here for five years and that's it. Five years and gone" (AB, 8/26/99).

Board member Aaron Black noted, "I think Charles thought it [becoming UCM's president] would be a lot of fun. He wanted to turn UCM around. He wanted to make UCM, which he did, a known name throughout the state. The public perceives the Guy era as the time [when] UCM came out of its shell (AB, 8/26/99).

His open door policy also got high marks from those who appreciated the political and public relations approach:

I think it was a good thing. I think it was viewed very cynically by many....because anyone who comes in with an open door issue that doesn't get resolved in the way they think it should be resolved, says that

it was a mockery. [Which is better- having an open door policy] or simply saying my calendar is filled up- call me next October? (MS, 7/29/99).

5. Almost to a person, UCM's internal populations perceived that Guy's lack of academic credentials and higher education experience negatively impacted his credibility and overall success.

Throughout Guy's presidency his lack of academic credentials haunted him. Those interviewed felt credentialing and higher education experience were critical in establishing credibility, trust and teamwork.

... I think, to me, a university ought to be a place where whether you're president or whether you're a faculty member or vice president - you all have similar educational qualifications and backgrounds. Your expertise may just be in different areas. And that it ought to be a partnership thing...run pretty much by equals. By not having a doctorate degree or a degree that most of the people you're working with have; it puts you in a position of feeling, I think, maybe, well, inferior and so you avoid getting involved in those kinds of things. ...so you'd have to be superior in other ways - by use of an iron hand or shutting them out or whatever. But that's one drawback I see of having a politician [as President] ...you really don't work together as partners" (FG, 11/4/98).

... I think the president should [have an earned doctorate] - of an institution of higher ed. I don't think you have to have an earned

doctorate to do many jobs in life, but I think if you're going to me the president of a major university, certainly, the third largest in the state, it's important that you have an earned doctorate.....If for no other reason, for credibility, for acceptance by the faculty and staff. It's an institution of learning and yet if you have not pursued learning to a very high level then I think you wonder who is that person leading us? So, I think it's real important in an educational institution (JC 11/11/98).

In addition to understanding the university, credentialing is important in establishing one's self as a peer in dealing with other members of the academic community.

"[Guy] was a bit on the concerned side about his lack of academic preparation and his lack of experience in this arena. And as a result he tended to become pretty defensive and then the communications would start to break down again" (MS, 7/29/99).

Having no earned doctorate, "...hurt him working with the faculty because faculty are in love with earned doctorates" (AB, 8/26/99).

And in building trust:

"The other struggle that some of the faculty had with Charles, he didn't have a doctor's degree, okay, he was a political figure. Some of them saw these projects he was doing, these galas and salutes, they thought he was taking money away from them. He had never been a college president" (AB, 8/26/99).

He found the [UCM] culture very different from the world he had spent

most of his life. Higher ed has its own very unique culture and I think if you're coming out of a field that's very different from higher ed - politics and the whole political world - that you find a totally different culture and even though I think he sensed that it was very different, I'm not sure that he ever had a really good understanding of it and I'm not sure that he agreed with that culture (JC, 11/11/98).

See, faculty look at a jaundiced eye at any leadership who has academic credentials less than theirs....I don't know I can judge whether that is right or wrong - it's certainly a reflection of the culture. I don't always agree with the simplistic notion that if a person has a Ph.D. that they're the most qualified either. Now that makes no sense, but clearly, in academia there are some nuances in this business that you need to be aware - that you need to pay attention to if you intend to be a leader and be sensitive to those nuances and the culture (CJ, 7/23/99).

6. The public ongoing clashes with faculty were, for the most part, limited to small groups opposed to the President. These were driven by personality conflicts and a lack of mutual respect.

I don't think the faculty wanted to work with him [Guy]. . . .and there were certain faculty members who had it out for him... I don't think if you gave them a million dollars in small bills they'd be happy. I have nothing against faculty. I think they are necessary. They are a wonderful thing,

but I think most of them - some of them - who have never been outside of academia forget that there is a real world out there (AB, 8/26/99).

In particular, the Faculty Senate was singled out as a source of much of the conflict which existed between the Guy's administration and the faculty.

Well, the leadership of the Senate detested him as a person as well as his background. And, there was a lack of respect that you would hope [not] to have in leadership positions. Unfortunately, the notion of disagreeing which is common and appropriate could not be reconciled with this absolute lack of respect and so there was only one position - 'my position' - and you can't achieve success that way (MS, 7/29/99).

...The culture of this campus is that of a very strong, very aggressive faculty and the Faculty Senate unfortunately, for too many years has been used as a bully pulpit. To some degree, depending on the personality of the leadership of the senate at the time, it worked well with the president of the institution; others have used their position of leadership on the senate as a bully pulpit or an avenue to achieving their personal agendas. That's unfortunately been the culture of that situation and I think that during Charles Guy's tenure the senate leadership was very narrowly focused - perhaps to their own personal agendas, quite frankly. It created a tremendous clash between the senate and the president of the university and the administration, because it went beyond

the presidency--I know because I was part of that. It created tremendous turmoil across the campus - I think for ill-conceived reasons and rationale. I didn't have to be that way. But as I said, I think it primarily depended upon the personality of the individual at the time.

The controversy between the Faculty Senate and Guy was deemed to have contributed to Guy's lack of credibility.

I think when people in this business find out what your weaknesses are they are going to amplify them. And I think that's what happened. People find the "hot button" and press it every time they get a chance to (MS, 7/29/99).

For some, the source of this conflict was defined as a lack of mutual respect and understanding of the roles faculty and administration play within the University environment:

...I think in some regards he [Guy] deserved a little better respect than he got and in other regards he earned his lack of respect by his actions or inactions. ...There is just too much distance between what it is that an administrator does and what it is that a faculty person does if you've never crossed-over. I saw ...in my last few years in the Administration Building a real lack of respect towards the faculty ...in the sense of what ... a faculty person is and what they do, not so much from the job itself, but just from a lack of understanding of what that job is. If you haven't done it, you just don't know. And it works the opposite way, too. If you haven't been



there and faced the challenges coming in from different constituencies, then you can't really appreciate the difficulties of some of those decisions that have to be made (MS, 7/29/99).

Others echoed this theme:

I feel that he [Guy] had minimal respect for faculty. In terms of what they did and the efforts they put forth. He told me on more than one occasion that he felt that faculty were really a bunch of overpaid, under worked - he didn't use the word whiners - but I think those kind of implications ... when we were walking across the campus in the afternoon, he said "if I shot a cannon across the campus here, there's probably not much chance of it hitting a faculty member." ... I took that as an indication that he [Guy] really did not feel faculty did anything. [Guy] had the same kind of outlook that many politicians and the public have and that is, a faculty member's job is easier than a banker's [job], because a banker at least works from 9 to 4, but faculty only work 12 hours per week - at best. So I think that kind of a thing which tempers your outlook... (FG, 11/4/98).

During Guy's latter years as University President and at the time Guy and the Faculty Senate were at the height of their controversies, Guy's acceptance by faculty campus-wide actually improved. Although those initially opposed to Guy remained so, it appeared many of those who were of "no opinion" had come over to the Guy camp. The percentage of those voting to retain Guy soared from 27% in 1995 (the first year of

the survey) to 45% in 1997 (the last year of Guy's tenure).

## AAUP – UCM Annual Administrators Assessment Questionnaire

### *Presidential Retention Question -*

*If given the opportunity, I would vote to retain President Guy as UCM President.*

Survey Year	Strongly Disagree	Disagree	Total Disagree	No Opinion	Agree	Strongly Agree	Total Agree
<b>1995</b>	<b>61</b>	<b>39</b>	<b>100</b>	<b>33</b>	<b>31</b>	<b>17</b>	<b>48</b>
	<b>34%</b>	<b>22%</b>	<b>55%</b>	<b>18%</b>	<b>17%</b>	<b>9%</b>	<b>27%</b>
<b>1997</b>	<b>31</b>	<b>33</b>	<b>64</b>	<b>10</b>	<b>33</b>	<b>27</b>	<b>60</b>
	<b>23%</b>	<b>25%</b>	<b>48%</b>	<b>7%</b>	<b>25%</b>	<b>20%</b>	<b>45%</b>

Figure 4.4. Comparison of 1995 and 1997 AAUP-UCM Administrators Questionnaire Responses

This change in the viewpoint reflected in the AAUP survey was voiced in several interviews,

RJ, ...When Charles Guy came here, I was probably dead-set against him - just like a lot of the faculty were. And, by the time he left here, in five years, I had to grudgingly give him a lot of credit for some changes he made at the university that were desperately needed. ...at least he did

something. We were dead in the water. I don't know that I would give him an A, but certainly higher than a C (11/4/98).

7. Academic programs were not a priority. Academic program weaknesses were not recognized.

A belief, held unanimously, was President Guy's inattention to academic affairs. All those interviewed felt academics was not a high priority for this president and very little, if any, progress was made in the academic arena under his leadership., "...very little support for the enhancement of academic programs to be even more candid, I think academic programs across the campus suffered. They were stifled" (CJ, 7/23/99).

"He basically let the entire academic side of the house languish because of lack of leadership there....I believe that was where he really dropped the ball" (MS, 7/29/99).

Reasons for this inattention, however, were divided. RJ said, ...if we did have a weakness in his five years, it was the fact we didn't progress academically as much as we should have, but I don't blame Charles Guy for the academic problems we had. I think personally the regents probably had him on a pretty short leash about changes in academics being that he was an outsider coming in... (11/4/98).

JC (11/11/98) said, "...he felt very strongly that he had been given two missions at this university, and he fulfilled those two. Academics was not one of those two."

Although others agreed Guy's area of weakness was academics, they did not necessarily agree he could have done nothing about it.

... In terms of not replacing vice-presidents... you know, as long as there were no negative things (and that would have been a negative thing in his mind...to get rid of somebody) even if they weren't doing a very good job in the perceptions of others - as long as they weren't bringing negative publicity and embarrassing him or anything like that..that was okay (FG 11/11/98).

[Academic Affairs]... was certainly not a priority at all. It was almost as if he took his hands off. Unless something came up that had a potential of having some public relations aspect and so I think overall whether it was with academics or it was physical facilities or whatever, he was driven by public relations. (FG, 11/11/98).

Some felt Guy's lack of academic involvement was due to his self-perception of scholastic inadequacy. For example, Mitchell Strong noted,

I think that he didn't necessarily know how to sculpture that respect and was a bit on the concerned side about his lack of academic preparation and his lack of experience in this arena. And as a result tended to become pretty defensive and then the communications would start to break down again (7/29/99).

8 . Because of his political background and his aversion to negative publicity, Guy exhibited an unwillingness to tackle the tough issues and avoided controversy.

“You know, he was a very engaging, friendly, warm sort of individual, but clearly

he was disinterested in tackling very difficult issues. And part of that was the old 'I'm wearing a white hat' governor image still carried forward. I think that harmed him a little bit" (MS, 7/29/99).

"I think Guy was so aware of criticism that he never allowed it to happen. He cut it off at the pass and went the shortest route to saving grace" (CW, 1/26/99).

"Guy didn't replace him [academic vice president] because it would have looked bad if he had fired him" (AB, 8/26/99).

Guy's political background also translated itself into perceptions of over sensitivity in dealing with tough issues: "I think he was very sensitive to criticism as most politicians are. And in leadership you have to assume the right perspective in situations whether or not you come off well (CW, 1/26/99).

9. Guy failed to build a strong administrative team.

"Guy was handicapped with the leadership in academic affairs - and some of the other leaders. But he didn't come in and put together a team. He...it was almost like he was a short-termer" (MS, 7/29/99).

Well, he didn't have a strong Academic Vice President. He depended on him and when he didn't get from him what he needed he didn't want to hurt his feelings by moving him around so he kept him and struggled with him. He also lost his Administrative Vice President in the middle of the term. He was without one for awhile and had some interim ones...and that was a mistake...that's where the Board made a mistake. They should have

stepped in and pushed him to hire someone quicker and clear up some of the problems (AB, 8/26/99).

“During the Guy administration, other than the Vice President of Administration and one Dean, there were no changes made. Everyone who was there in the Luther days stayed on” (AB, 8/26/99).

Those who viewed Guy’s administration as credible put a softer slant on this issue, indicating that Guy could have built a stronger team over time. However, because he was only on the UCM campus for five years, Guy did not have the time to put an effective team in place. “He would have had to get the right people around him and I think he could have done that. I think it would have taken some time but not in the time table he was working and not with the agenda he was working” (MS, 7/29/99).

But even these individuals recognized certain aspects of political character play a role in building the kind of team it takes to run a university:

I think his reaction to that initially is that is an admission that “I’m not capable of providing the leadership that a Chief Executive Officer needs to provide.” I think if you would sit him in that chair with some truth serum, he would not say that “If I had done that I would have had a lot more success than what I ended up trying to have.” I think, it was purely a matter of his own ability to acknowledge that I don’t have all the answers. Don’t kid yourself. Leaders, particularly leaders like a Charles Guy have a lot of investment in themselves. That was an investment that he couldn’t

let go of...and it hurt him (MS, 7/29/99).

10. Board did not recognize or address academic controversies or administrative shortcomings.

The mistake the Board made, if we had it to do all over again, I think every Board Member would say, we would put a caretaker in there because Charles was always used to having someone behind him to take care of all of these little details, or big details. We didn't do that and it was a mistake that we made.

Well, we [the Board] thought that the Academic Vice President and the Administrative Vice President were strong. But they were strong because Luther was strong. When Luther was out there to keep them in line, and Charles was too busy doing other things, too many things fell through the cracks. ...We did not have a strong enough cabinet behind him. Charles was a great president. Charles was a president who was a true 'white hat' person. He didn't know how to say "no" because it would hurt his feelings and if he did, it would hurt Charles' feelings (AB, 8/26/99).

The Board Chair concluded, "If I was going to do it again, based on who he was, I would hire a provost tomorrow" (8/26/99).

11. There was a marked concern about fiscal stability of the University.

Those interviewed indicated a level of concern about the current fiscal posture

UCM's campus. "In looking at our debt and the implications it has for the next 20 plus years, we're probably indebted to our max and it's going to limit what we can do unless we have large enrollment growth" (JC, 11/11/98).

Board Chairperson noted, "In the long term, we'll be much better off. In the short term, it will be tough" (AB, 8/26/99).

Others were more concerned, "...if we default, then the legacy is that he bankrupted us" (MS, 7/29/99).

12. Charles Guy's legacy will be the 'reinvention' of the UCM campus, greatly enhanced image and stronger ties with the community.

Almost every respondent identified Guy's ability to raise the visibility and build stronger ties with the community as his legacy. The rebuilding of the physical infrastructure of the campus was also deemed to be his greatest contribution. "Exposure. His strongest point, he exposed UCM and made it a household name in the metropolitan area" (AB, 8/26/99).

Others deemed his presidential legacy as even more dramatic,

I think history will see him as a positive influence on this campus. I think history will record him as having revitalized the physical infrastructure of this campus. They will record him as having heightened the visibility and image of this campus. And all that other stuff will never make it into the history books. History will be very good to Charles on this campus, because Charles Guy is a favorite son of this State. He is blood brother



and sister to the entire state and so I think he will always be well received and well thought of and I think that's as it should be (CJ, 7/23/99).

### Summary

Charles began his UCM presidency amid much campus controversy. Although some welcomed his leadership and held high expectations for his presidency in terms of fiscal enhancements to the university, others condemned his selection as biased and political. Guy was successful in his efforts to build an entirely new campus infrastructure, raise funds and improve the relationship of the university with the community. He was unable, however, to realize any of his academic initiatives. Certain groups on campus who were opposed to Guy's selection from the onset worked actively throughout his presidency to thwart or criticize all of his objectives; others, initially neutral on Guy's presidency, came to support his leadership by the time he completed his five years at the university.

Overall, Guy viewed his presidency at UCM as very successful. He took great pride in "reinventing the campus," conducting the university's first-ever successful fund-raising campaign, building positive community relationships and raising the visibility of UCM state-wide. From his perspective, academic programs at the university were excellent and needed no attention. Guy was most frustrated by the slow pace of change at the university level. He admitted, although serving for most of his adult life in the political arena, he remained very vulnerable to public criticism.

Without a doubt, Guy's presidency made a significant impact at the University of

Central Midwest in terms of its visibility and infrastructure. However, internally there were divergent viewpoints as to his success as its president. Guy's limited academic credentials and political background negatively affected his ability to be accepted as a peer or leader by many in UCM's academic community. The fact he did not assemble a strong administrative team, especially to handle academic issues, further exacerbated his ability to lead this group. The general consensus, contrary to Guy's thinking, was academics suffered from a lack of leadership and direction during Guy's presidency.

## CHAPTER V

### FINDINGS AND CONCLUSIONS

#### Findings

The purpose of this study was to describe and analyze, using the concepts of credibility and power, the perceptions of faculty, staff and students about the leadership of a former governor's tenure as a university president.

The research questions posed were: 1) What was the credibility of the governor with the internal campus groups (faculty, staff and students)? 2) What was the power used by the governor to obtain his ends? 3) What was the power used by these groups to obtain their objectives?

#### Credibility

The four components of credibility - honesty, inspiration, forward-thinking and competence (Kouzes & Posner, 1993) were borne out as characteristics internal campus constituencies deemed important in leadership. For the most part there was unified agreement by internal University populations about the important issues facing the University of Central Midwest during the tenure of President Charles Guy. However, it was evident from the interviews that the perceptions of Guy's leadership regarding these issues were based upon the respondent's perceptions of Guy's motivation. These perceptions were colored by their particular roles. Individuals who perceived Guy as honest, competent, forward looking and inspiring while wielding positive charismatic, expert and reward power were those who graded his presidency with an "A", "B", or "C."

Those who saw Guy's motives as self-serving viewed his actions negatively (and the selection of any political figure to head a university as negative). Those who saw his efforts as necessary for the campus' future viewed his leadership through a positive lens and attributed much of the success in the fields of public relations and campus infrastructure to his leadership and/or political background. Those who did not trust Guy spoke of his lack of academic leadership as a critical failure of his administration and his building projects as shams. Those who viewed his public relations activities as positive, mentioned his inattention to academic affairs, but allowed his accomplishments in the public relations arena to overshadow academic shortcomings.

Guy was never seen by faculty as personifying the shared values of his constituencies, a characteristic deemed paramount by many leadership studies (Bass, 1998; Fisher & Koch, 1996; Kerr, 1984; Kouzes & Posner, 1993). Thus, he was unable to create the internal campus synergy needed to support the extraordinary vision he brought to the campus. This supports studies done by Kouzes & Posner, 1993; Fisher & Koch 1996 which state the larger the leader's vision, the stronger the foundation of credibility must be.

UCM's faculty fell into two categories - those who felt the governor had no credibility and those who felt the governor had credibility in specific areas. The first group denounced the selection of a political figure as president of UCM from the outset. Guy was never able to gain any credibility with this group, regardless of his accomplishments in the area of raised visibility for the university, fund raising, or improved physical structure. Even these accomplishments were viewed with a jaundiced eye. Many

claimed the visibility, fund-raising or building projects erroneously funneled monies which should have been used for improving academics on campus into less important arenas. This finding supports the research results of Kerr and Gade (1986) regarding college faculty's anti-administration stance - as even before Guy's selection as university president, faculty were displeased with UCM's administration, and this displeasure became more pronounced under Guy's leadership. This same group had a heightened distrust of political figures in general. These perceptions of distrust in political figures mirrored the findings by Tierney, 1998 ; Lipset & Schneider, 1983 and Kouzes & Posner, 1993.

Interestingly, the governor - at least initially - appeared to have little respect for faculty. Several respondents noted that a lack of understanding of the academic culture or faculty responsibilities made the governor feel the faculty had it too easy. Not surprisingly, these two opposing ideologies were never reconciled. This environment of mutual disrespect certainly supports research which outlines the need for a leader and his/her followership to share the same values and culture (Bass, 1998; Fisher & Koch, 1996; Kerr, 1984).

The second group acknowledged the governor's lack of academic leadership, but applauded his ability to provide other campus needs. These included his ability to raise money, provide a much-improved physical structure, raise the visibility of the campus and create a positive community-university relationship. For these accomplishments, his leadership was deemed very credible. This second group appeared to gain strength in numbers. According to UCM's AAUP Administrative Survey the president's approval rating went from 27% in 1995 (the first year it was administered) to 45% (the last year it

was administered) during the governor's tenure. Several factors appear to have contributed to this shift in attitude. First was the support of the governor for several academic issues, including the removal of the university from AAUP censure, granting of salary increases and providing additional classroom space. Such successes demonstrated this president could provide some of the basic needs of the campus and that he did place value on academic interests. This demonstrated support for academics went a long way toward building a trust relationship and supported John Gardner's 1991 Commencement address which stated a leader must be seen as capable of solving problems and meeting constituent needs.

As with faculty, staff deemed the governor's presidency credible in terms of what he was able to accomplish, but not credible in terms of what he could have accomplished had he assembled a stronger administrative team. Almost to a person, staff felt the governor had made tremendous strides in turning the college into a real university, recognized state-wide for its accomplishments, creating a new university environment and making the University an integral part of the North Pointe community. However, these same individuals also felt the University fell short in what it could have accomplished had there been a strong administrative support team in place.

Overall, students appreciated the notoriety of having the State's best-known governor as its president. During the governor's administration the only time the students appeared to have any opinions at all occurred when issues directly related to their activities were in question. After the construction project had been ongoing for several years and parking was affected or pathways to classes were disrupted, students became

vocal in their frustrations. Another issue which brought the president to the students' attention was the administrative proposal to create class size minimums which were substantially higher than in the past, thus negatively affecting class offerings. Other than these specific issues, students appeared to be content with the governor's university presidency - in fact the Graduating Student Surveys from 1992 through 1997 revealed little, if any, change in the way students felt about the University.

The governor could never have gained credibility with certain elements of the faculty - those who felt a university president should come from within the academy and hold an earned doctorate. This was the same group who felt betrayed when their input into the selection process was ignored. However, other faculty groups did change their original opinions about the governor as was evidenced in the 1995 through 1997 AAUP surveys of administrative effectiveness in which the president's ratings increased appreciably.

### Power

Studies in the field of leadership regarding power were confirmed - the charismatic, legitimate and reward power types outlined (Fisher, 1984; French & Raven, 1959; Kouzes & Posner, 1993) were found in this study. Interviews reinforced the concept that legitimacy and expert power are necessary in building a community and understanding the culture is critical to establishing one's legitimacy as a leader.

The governor, for the most part, used the power legitimately awarded to him by the Board of Regents, but he was never able to gain enough campus support to be able to

be perceived as an expert and, as stated above, his charismatic power was often tainted with perceptions of ego. He was also never able to gain support in the realm of academic affairs, and near the end of his term, gave up trying to do so. Early efforts at team building were not successful, and the governor finally backed out of academic affairs almost entirely - concentrating on the building projects and public relations activities. These were activities which did not require any type of expert or internal charismatic power to accomplish.

Faculty and, to a lesser extent, students used coercive power to achieve their ends. Examples of this can be found in the way the AAUP president and the faculty senate president used negative publicity to force the president into reconciliation with the AAUP and awarding across-the-board salary increases in 1995. It was well known Guy avoided controversy that might create a public fray. It was felt there were some battles he should have fought but chose not to fight because he didn't want to create any negative press for himself or the campus. It was this logic that faculty used to achieve their goals.

Students, too, used negative publicity in the forms of student protests to force the administration to back away from the '20 Minimum to Make' class size policy which would have affected class offerings. Student grumbling about the "construction zone" also prompted the president to take the positive step of writing articles about the construction, "Reinventing the Campus" in a comprehensive public relations action to defray criticism about the building projects.

Although faculty had little power to stop the construction and public relations project initiatives, they were very effective in manipulating the president's actions when it



came to issues involving academic matters. For example, the issue of the Fine Arts College was abandoned once faculty became involved. Resolution of the AAUP censure again came about as a result of the faculty banding together, first by joining the AAUP (membership went from seven national members and 25 affiliates to 35 national members and 70 affiliates) creating a formidable group and then supporting the removal of the University from censure. Banding Faculty Senate and AAUP strengths created an environment wherein the President felt forced to award pay raises when he had initially deemed them fiscally “irresponsible” (TG, 8/27/99).

### Reflections on Credibility and Power

Overall, studies in credibility and power were supported in these findings. Guy's internal influence was sharply curtailed in academic matters because of a lack of acceptance by faculty (Kouzes & Posner, 1993). It was apparent that this outside political figure entered the University environment amid much controversy and skepticism and that these two detractors followed him throughout his tenure as president of UCM. Those areas of power wielded by the individual and not the position, charisma and expert, were not accepted by the majority of the UCM faculty in responding to Guy's presidential initiatives. He was never able to create the shared community environment studies indicate is essential if an organization is to transform. If, as literature indicates, it is important for the president of a university to be an academician and understand the campus culture, it may not be possible for any outsider to gain the levels of trust needed to successfully head a university.

The levels of the governor's credibility differed with each group of the UCM community. Faculty were mixed; while one group never accepted his leadership, a second group acknowledged his successes in the areas of facility-building, fund-raising and public relations. (The second group of faculty actually increased in numbers over Guy's five years at UCM.) President Guy's credibility with students was situation-specific. Students actually played a neutral role in the UCM environment, emerging only when specific issues threatened their on-campus lives (for example, parking, class offering cut-backs, etc) and were generally satisfied with student life. Staff, for the most part, also had mixed responses to Guy's credibility. They applauded his successes in 'reinventing the campus,' in the public relations arena and in increasing community-university relationships, but recognized his shortcomings when it came to academic leadership.

Charles Guy used the legitimate power of his office to accomplish the primary directives of the University Board of Regents. That he was able to do so, in spite of internal campus controversies, speaks well of his personal leadership abilities. He was, however, never able to employ two important power types: charismatic power and expert power.

Faculty and students used coercive power, most often in the form of negative publicity, to block or force initiatives. They were very successful in bending administrative will via this power type.

It could well be argued that Guy failed in his attempts to build a strong campus community early in his tenure because of his political and academic background, the selection process, and his attitudes toward faculty. That he was never able to recover to

the point of building a supportive campus bolsters the studies from the Center for Creative Leadership which noted even successful executives can be rendered ineffective because of an inability to understand the perspectives of other people (Kouzes & Posner, 1993). It was obvious from the outset that Guy did not understand the academic arena - the university academic community. His impatience to get things done, his skepticism about the faculty work ethic and other factors made it clear he did not understand nor appreciate the academic culture.

It can also be argued that a president must select those priorities set for him/her by the governing board and seek to accomplish those mandates utilizing whatever powers are at his/her command. In other words, it may not be necessary to foster a sense of cohesiveness on the campus if the board mandates only external initiatives. If this were the argument, then Charles Guy was very successful on the UCM campus.

It may also be argued that an inability to pull the various internal constituencies into one cohesive unit may not speak to the ability or inability of an outside political leader at all, but rather to the schizophrenic nature of a university campus. Many argue that even giants of the past, (William Rainey Harper, Charles William Eliot and Charles R. Van Hise) could not be great leaders in today's environment of campus conflict.

What is clear is that the perceptions and priorities of a university president are viewed differently by each of a campus' varying constituencies. Characteristics and actions which make a president well-accepted by the public may well make him/her unacceptable to their campus community. Presidents have, by choice or demand, focused more and more of their time on non-academic matters - raising money, building

projects and public relations - generally at the direction of the university's governing board. Such external influences, rather than academic forces, now appear to be setting university agendas, and this loss of control is resisted by the academic arm of the institution. Universities, for better or worse, have entered the age of politics.

### Conclusions

Clearly, the tenure of this politician as UCM's president left an indelible mark on the university. Despite the differing viewpoints about the former governor's presidency, the five-year period under Guy's leadership witnessed some of the most dramatic changes ever made on the UCM campus. President Guy was able to transform the university from a little known college into one more widely recognized and respected within the state. The physical structure of the campus doubled in size and enrollment reached the highest levels in UCM history. Guy's leadership and political background also created an atmosphere of controversy and tension on the campus and spawned conflicting interpretations of his success as UCM's president. As a result, six conclusions relating to Guy's presidency, especially relating to issues of credibility and power, emerged from this case study.

1. Governors and academicians come from two different worlds and have difficulty establishing credibility and trust with one another. There were certain populations on the UCM campus who vigorously opposed the selection of Charles Guy or any political figure as its president. These faculty had already assumed a combative posture with this president even, before his first day on the job, and continued it

throughout his tenure as UCM's president. Failure of the board to accede or consider faculty input in regard to the credentialing of its new president removed any faculty control from the selection process and set the stage for mistrust. Guy's motivations were considered political and self-serving by many in this group. Most faculty felt Guy did not understand or appreciate the university campus environment and that academic issues were ignored. Guy's mandates from the Board to radically change the direction of the campus only added to the dimension of conflict. Although some faculty groups eventually came over to the Guy camp, a level of mutual trust was never achieved.

Guy, too, was frustrated with many of the internal workings of the campus. He noted he spent far too much time on small issues when he wanted to concentrate on those areas he deemed most critical to the future of UCM. Guy considered the academic arm of the campus to be in excellent shape and in need of no stronger leadership; however, this view was rebutted by most internal university groups. The slow decision-making process of the campus and state was especially disconcerting to Guy's quick-action management style. Initially, Guy did not appreciate the role of the faculty on the UCM campus.

This lack of mutual understanding and acceptance on the part of the president and on the part of the internal groups prevented the building of a strong trust relationship which is especially needed when an organization is undergoing radical change.

2. Academicians and politicians recognize different power types as the most credible and effective. Academicians deem the use of expert power as the most credible in a university environment, while political leaders endorse legitimate power as the most credible in any environment. According to faculty, credibility is earned through the

experience, credentialing and shared values one has developed within the university environment. This results in an individual being accepted by his/her peers and enables the use of expert power. The politician views his power as coming directly from the governing board, and therefore not subject to question. These differing viewpoints added to the levels of mistrust and fostered the mutual misunderstanding of motives and goals found on the UCM campus.

Viewing the case through the French & Raven (1959) topology of power suggested a hypothesis. In institutions with a clearly defined power base, leaders lacking the accepted power base will face criticism from the members of that institution. For example, presidents of universities who lack the accepted expert power base will have difficulty in being accepted by its internal populations.

3. Strong academic credentials and experience are critical in establishing a base of credibility and creating an expert power base. Not surprisingly, the academic credentials this president lacked were a major obstacle in his understanding, or being accepted, by the internal constituencies on the campus. Credentialing and higher education experience are critical for internal acceptance, especially as they relate to the academic issues on campus. They serve several purposes for a university president: (a) create a peer interaction, (b) allow the president to personify the common attributes of the institution, © set the image for the institution; what it is; what it wants to be.

4. Whomever oversees academic affairs must be accepted by faculty as having expert power. Even with strong academic programs, the academic side of the house requires constant attention and input. The individual driving that effort must carry the

credentials and experience to allow community and peer interaction to take place. The president, especially an outsider with little academic background, must have a strong team in academic affairs, and the Board must see that this happens. According to Kerr & Gade (1986),

Successful presidents generally develop the following pattern: Assemble a strong group of assistants and delegate to them in substantial ways. A basic rule is not to do anything that others can do satisfactorily and certainly nothings others can do as well or better (p. 56).

5. Building trust and credibility may not be essential if campus initiatives are non-academic in nature, external in focus, and short-term. Even though there was a great deal of skepticism about Guy's presidency from an academic credibility standpoint, the majority of those interviewed felt this president had done a good job in moving the university forward in terms of visibility, community relations and the development of a physical infrastructure - in fact, all those issues were deemed important by the Board. When asked if a president could be successful without buy-in by the internal campus, MS (7/29/99) said, "In the long term, no. In the short term, probably, yes. In the short term, I think you can, particularly if you have the contacts...." Since many of those interviewed concurred, it appears a president can be effective in some areas - at least in building projects and public relations- without the support of faculty.

6. Boards will likely continue to bestow the legitimate power of the university presidency on political figures who may, or may not, carry the expert power faculty desires. Board members are especially sensitive to external issues and public forces

impacting the higher education arena. Board members are generally not academicians and are less likely to consider the academic credentials of their selection as paramount. As AB (8/26/99) noted,

...they [politicians] many times have contacts that a college president doesn't have. The ability to get in certain places because you're the past governor or the past most noted person in the State. Charles had the ability to get in any door. Most college presidents don't have that ability. I have to say that in today's times - a college president has to be all things. He has to have the ability to go out and understand academics, understand building projects, understand stepping outside of nine dots, raising money, working with students, remembering that students are your customers and working with the alumni.

CJ (7/23/99) concurred,

But some of the things I guess I've learned and seen in looking at presidencies over the past decade is that the external constituencies seem to be guiding the direction of the presidency. There are external constituencies applying pressures from just a variety of groups... positions have become more politicized. ... Institutions are not looking for the same thing they were looking for a decade ago. I think the campus community has not come along with the changes in the presidency. We're still attracting the same type of faculty. We still have the same kinds of expectations on the campus, but at the board level and at the presidency



level, things have changed dramatically. Their expectations are very different, and they have really not communicated that to the campus community. Faculty for the most part want things to be as they have always been and failed to realize that things are not going to be the same as they have always been.

### Recommendations for Future Studies

1. Is the tendency to choose political figures as university presidents on the rise?

An analysis of nationwide trends in the selection of presidents may shed some light on this phenomenon. Although it appears that in the state in which this case study took place, many political figures have recently assumed the reins of universities, more study is needed to determine if this is truly a trend on the rise nationwide.

What I failed to realize at that time was that his presidency was probably just the beginning of a broad national trend. The state at that time already had two or three former legislators who were presidents and there were some under currents in the state about the whole notion of moving in that direction. [There is a fear we have] swung too far to the left in terms of attracting too many political figures - are we diluting the customs of the academy (CJ, 7/23/99).

2. Are former governors different than other political figure in heading colleges or universities? Although several of the respondents thought campus life might be different under a governor than other elected officials, there was insufficient data to draw

this conclusion. For example, when asked if an individual who has been a governor would be a much more difficult match as a university president than another political leader, AB (8/26/99) replied, "Yes. A governor has the whole state to report to but he is beyond that in a sense. They are on a different pedestal, a different lifestyle. As a governor..., you're in a different world than if you're Speaker of the House." Further studies may clarify this impression.

### Summary

If boards continue to select presidents from the political arena because of the public relations and fiscal benefits such individuals may bring to the campus, they must be careful to select presidents who have a full set of attributes rather than a limited number of specialized skills. If this is not possible, they must in some way assure the campus' academic endeavors are headed by an individual who carries expert power, and thus, credibility. Credibility within the internal campus academic community is critical in ensuring the academic integrity of the university. Whether that leadership is provided by the president or a strong academic vice president, it must be there. When asked if academic credentials were important to a board member when making a decision about a university president, the Chairman AB (8/26/99) responded, "I think it's a bigger factor now than it used to be. [Another factor] to consider is the strength of the academic vice president. That's a big factor."

Hopefully, this case study revealed some of the power and credibility issues which may impact a campus under the leadership of a former governor with limited academic

credentials and experience. It may act as a springboard for more specific questions or just serve as an example of what happened at one medium-sized comprehensive university in the Midwest/Southwest United States. Further, it may set the stage for future research as more college boards view private industry and public leaders as potential higher education presidents.

As Benjamin & Carol (1998) state:

Higher education is now faced with a new set of social roles and responsibilities, an increasingly diverse student population, new and changing demands from both students and society, limited or declining resources, and escalating costs. Together, these changes comprise a fundamentally new set of challenges to the higher education system (p. 94).

For in the end, the question may not be whether the college presidency is inappropriately being populated by politicians, but whether the role of the college president has become that of a public figure, naturally filled by a politician. And, if this is so, how can that political figure gain the trust and credibility he/she must have with internal campus groups to forge a campus community sufficiently united to respond to the challenges of the 21<sup>st</sup> Century?

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**APPENDIX A**

**Consent Form**

**Interview Consent Form**  
**Topic: Governor as University President**

My name is Evelyn Wilson. I am a researcher on a project entitled: Governor as University President. This study is the final phase of an EdD program of study in Higher Education Administration at Oklahoma State University. It centers on the perceptions of having a governor as the president of a large, metropolitan university.

Thank you for your willingness to participate in this research project. Your participation is very much appreciated. Just before we start the interview, I would like to reassure you as a participant in this project you have several rights.

First, your participation in this interview is entirely voluntary.

You are free to refuse to answer any question at any time.

You are free to withdraw from the interview at any time.

This interview will be kept strictly confidential.

Excerpts of this interview may be made part of the final research report, but under no circumstances will your name or identifying characteristics be included in the report.

I would be grateful if you would sign this form to show you agree to participate in this project and have read the contents of this form.

Signed \_\_\_\_\_

Date: \_\_\_\_\_

Dissertation of Evelyn H. Wilson  
Oklahoma State University  
June 30, 1999

**APPENDIX B**

**References to Respondents or Other Individuals Tied Directly to the Case**

## Appendix B

### References to Respondents or Other Individuals Tied Directly to the Case

Jerome Branch	Faculty, College of Liberal Arts
Aaron Black	Chair, Board of Regents
Jerye Coats	Dean, College of Education
Frank Garrison	Dean of Graduate College, former Faculty Senate President
Thad Gooding	President, AAUP
Charles Guy	President of University of Central Midwest
Clif Johnson	Vice President for Academic Affairs
Robert Justin	Faculty, College of Business
Simon Leak*	Faculty Senate President
John Lucas	Assistant Vice President for Student Affairs
John Luther*	Former President of University of Central Midwest
Eugene Place	Executive Assistant to the President
Harold Rice	ADA Coordinator
Kathy Smith	Administrative Assistant to the President
Robert Smith	President, Student Senate
Mitchell Stone	Assistant to the President, Faculty Liaison
Charles Waldrop	Dean, College of Liberal Arts
John Walker	Athletic Director
Don Wilson*	Governor, State

*\* Not interviewed, but referenced in Case Study*

## **APPENDIX C**

### **References to Printed Materials and Locations Tied Directly to the Case**

## Appendix C

### References to Printed Materials Tied Directly to the Case

Campus View	University of Central Midwest newspaper
Daily Republican (DR)	Metropolitan newspaper
Heartland Gazette	Bi-weekly metropolitan newspaper
Suburban Daily Sun	City newspaper
UCM Archives	University of Central Midwest Archives

### References to Locations Tied Directly to the Case

Capital City	Metropolitan City located just outside North Pointe
North Pointe	City in which University of Central Midwest is located
State	State in which University of Central Midwest is located
University of Central Midwest	Site of case study

**APPENDIX D**

**Interview Protocol**



## Appendix D

### Interview Protocol Dissertation Mini Tour Questions

1. Tell me about the leadership of this president.  
Prompt: Did he transform the campus?  
Prompt: Did he meet the board mandates?
2. How was this president viewed by the campus community (faculty, staff, students)?
3. How do you feel about the lack of academic credentials of this president with respect to his acceptance on campus?  
Prompt: Is it necessary for a university president to have an earned doctorate? Why?  
Prompt: Can a president without an earned doctorate be accepted by the campus community? Why?  
Prompt: Is former academic experience necessary for a university presidency? Why?
4. Tell me about this president's vision?  
Prompt: Was this vision well-articulated?  
Prompt: Was this vision embraced by the campus community?  
Prompt: Was this vision realized?
5. What motivated this president and how did he motivate others?
6. Is this university better for having this president?  
Prompt: If so, why?  
Prompt: If not, why not?
7. Of what factors should hiring boards be aware when choosing a political figure as university President?
8. Other issues identified by interviewee.

**APPENDIX E**

**Interview Protocol for Governor Guy**

## Appendix E

### Interview Protocol for Governor Guy

1. How did politics prepare you to be a university president?
2. What would you have done differently?
3. What were your grandest accomplishments; greatest disappointments?
4. What kind of campus needs a politician as president?
5. Do you think governing boards are trending towards appointment of presidents who do not come from an academic background? Why or why not? Do you see this as a trend unique to this state - or is it more national in its thrust?
6. You said in a Daily Republican article when you announced your retirement - "...it's been harder, tougher...more hours than I ever dreamed of" - do you still feel that way? And was it worth it?
7. Do you think you announced your retirement too soon?
8. What effect did [another political figure's] acceptance of the [another university in the state] presidency have on UCM's ability to attract funding?
9. What is your personal theory about the role of the university president?
10. What issues preoccupied you?
11. What issues were important to you as an individual?
12. What qualities should a university president have?
13. How did your attitudes change over time?
14. Why didn't you have an executive vice president?
15. How did you initially approach your leadership role?
16. Did you assess the campus community or did you hit the ground running with your goals?

17. Did having an open door policy hurt or help you?
18. Do you feel your increased visibility as a political figure made you a greater target for criticism?
19. How would you characterize your presidency?
20. What advice would you give another politician contemplating the assumption of a university presidency?

01/25/99

**APPENDIX F**

**Interview Protocol for Pilot Project conducted Fall 1998**

## Appendix F

### Interview Protocol for Pilot Project conducted Fall 1998

1. **Leadership:**
  - What should the role of a university president be?
  - What kind of a leader was Guy?
  - How effective was Guy as the leader of UCM?
  - Did he have a vision and was it carried out?
  - Was the vision well-communicated?
  - Do you think he met charge of Board?
  - What about issues of trust and trustworthiness?
  - Was Guy in tune with the culture of UCM - was he alert to the environment?
  - Did Guy meet stakeholders needs?
  - Did Guy appear to be more of a team player or a lone ranger?
  
2. **Academic Affairs**
  - What happens to academics under a politician?
  - What is the university focus?
  - Is there less presidential oversight into academic matters?
  - What new programs were attempted successfully/unsuccessfully - and did president's influence play a role? (Examples: State and City Government - new major program; College of Fine Arts - both unsuccessful)
  - Is your college better off - or worse off because of Guy's presidency? In what ways?
  
3. **Building Project**
  - How was the decision made to concentrate building the physical facility?
  - Has the construction project been a positive thing for UCM? In what ways?
  - Did construction address campus infrastructure needs?
  - How was the funding accomplished?
  - Was the funding of the bond project truly innovative?
  - Did the university over-obligate itself?
  - What have been the after-effects of the bond program?
  
4. **Funding:**
  - How does it help to have a former politician move into a university presidency from a funding perspective?
  - Does he/she have insight into the system; how the process works? Does he/she know what buttons to push?
  - Is a former politician more effective in getting State Regents' appropriations increased?
  - Was UCM financially well-managed during Guy's tenure?

Was technology addressed very well in the funding process?

5. **Visibility:**  
How valuable is the increased visibility surrounding former politician to a university campus?  
Is a politician better able to work the media and bring a public forum to university issues?  
Are campus events more newsworthy because the university president is a former politician?  
How valuable is his internal visibility?
6. **Credibility:**  
Much was made of Guy's lack of academic credentials, particularly an earned doctorate.  
Is having an earned doctorate critical for a university president? Why or why not.  
Do you feel Guy's lack of academic credentials negatively impacted his ability to successfully carry out the charge of his office?
7. **Students:**  
Do students care who is president?  
Was Guy sensitive to student needs?
8. **Effectiveness:**  
Overall, how do you feel about Guy's tenure as UCM president.
9. **Culture:**  
What is the culture of UCM?  
Did Guy understand that culture?  
Did Guy try to change that culture?  
Was he accepted by that culture?
10. Is there anything you'd like to add - any area we haven't covered you feel should be included?

**APPENDIX G**

**Institutional Review Board Approval Form**



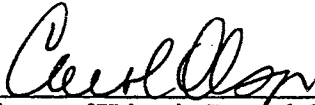
OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

Date: September 30, 1999 IRB #: ED-00-158  
Proposal Title: "A GOVERNOR AS UNIVERSITY PRESIDENT - CAMPUS PERCEPTIONS,  
A CASE STUDY"  
Principal Investigator(s): David Webster  
Evelyn Wilson  
Reviewed and Processed as: Exempt  
Approval Status Recommended by Reviewer(s): Approved

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Signature:



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Carol Olson, Director of University Research Compliance

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September 30, 1999

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Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

## VITA

Evelyn H. Wilson

Candidate for the Degree of  
Doctor of Education

**Thesis: A GOVERNOR AS UNIVERSITY PRESIDENT-  
CAMPUS PERCEPTIONS: A CASE STUDY**

**Major Field: Higher Education**

### **Biographical:**

**Personal Data:** Born in Berwyn, Illinois on February 22, 1948, the daughter of Theron Joseph McEachern and Ebba Elvira Olson-McEachern.

**Education:** Graduated from Putnam City High School, Warr Acres, Oklahoma in May, 1966; received a Bachelor of Arts degree in Spanish Language from Southeastern Oklahoma State University, Durant, Oklahoma in July, 1983; granted a Master of Science degree in Occupational and Adult Education from Oklahoma State University, Stillwater, Oklahoma in December, 1989. Completed the requirements for the Doctor of Education degree with a major in Higher Education in December, 2000.

**Experience:** Advisor in the International Programs and Services at Southeastern Oklahoma State University from 1979 through 1983. Registrar and Director of Admissions at Oklahoma State University - Oklahoma City from 1983 through 1994. Served as Dean of Enrollment Services at the University of Central Oklahoma from 1994 through the present.

**Professional Memberships:** Oklahoma Association of Collegiate Registrars and Admissions Officers, Southern Association of Collegiate Registrars and Admissions Officers, American Association of Collegiate Registrars and Admissions Officers, Oklahoma Academic Advising Association, National Academic Advising Association, National Association of Student Financial Aid Administrators and CASE.