

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

ProQuest Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

POLITICAL PRESIDENTS AT FOUR YEAR INSTITUTIONS OF HIGHER
EDUCATION IN OKLAHOMA: A STUDY OF LEADERSHIP

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment
of the requirements for the
degree of

Doctor of Philosophy

By

KEVIN A. MC PHERSON

Norman, Oklahoma

2002

UMI Number: 3070634



UMI Microform 3070634

Copyright 2003 by ProQuest Information and Learning Company.

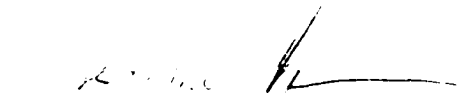
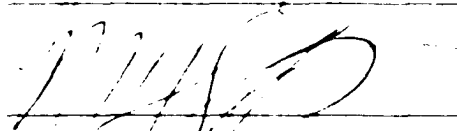
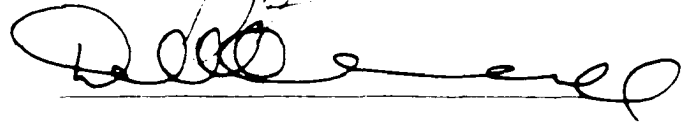


All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

POLITICAL PRESIDENTS AT FOUR YEAR INSTITUTIONS OF HIGHER
EDUCATION IN OKLAHOMA: A STUDY OF LEADERSHIP

A Dissertation APPROVED FOR THE DEPARTMENT OF EDUCATIONAL
LEADERSHIP AND POLICY STUDIES

BY

© Copyright by KEVIN A. MC PHERSON 2002
All Rights Reserved

ACKNOWLEDGEMENTS

This dissertation is dedicated to the Ancestors. It is dedicated to all of those who came before me. All of those upon whose shoulders I now stand.

There are many people who have played a part in the completion of this work. First and foremost I give thanks to the Creator who has given me the strength and determination to complete this journey. Special thanks goes to my friend Dr. Dave Schrage who in more ways than he knows is responsible for completion of this dissertation. Special thanks to my chair Dr. Myron Pope who entered this process just in time to give me the support I needed to make this dream a reality. To my committee members, Dr. George Henderson, Dr. Jerome Weber, Dr. David Tan and Dr. David Carnevale, thank you for your support and patience during this process. Thank you to the presidents who took time out of their busy schedule to participate in this study. Special thanks goes to my blood family, my mother Mary Faye Mc Pherson, father Earnest Copeland, and all of my brothers and sisters and nieces and nephews, I know you all are as happy to see me finished as I am to be finished. Finally, special thanks goes to my extended family who played an integral part in this process. Caletta Mc Pherson, Niki Jackson, Dr. James Mock, Lisa Lewis, Demario Solomon, all of my CARE staff

(especially Ms. Gwen Lewis), and The brothers of Phi Beta Sigma Fraternity Delta Beta Sigma and Xi Delta Chapters "yes I am finally finished."

Much love to you all.

TABLE OF CONTENTS

	Page
LIST OF TABLES
ABSTRACT
 Chapter	
I. INTRODUCTION	1
The Higher Education Environment	3
Statement Of The Problem	7
Importance Of The Problem	8
Significance Of The Study	9
Research Questions	9
Limitations Of The Study	9
II REVIEW OF THE LITERATURE	10
Leadership	10
Political Leadership	13
The Newtonian World	13
The Ambiguous World
14	
Transformational/Transactional Leadership	16
Personal/Situational Theories	17
The Higher Education Environment	19
Past	19
Present	22
Signs Of The Future	24
Stabilization	26
Implications For Change	27
Consequences For Higher Education	27
University Presidential Leadership	33
The Oklahoma Higher Education Environment	37
The Changing Size and Composition of the Population	37
Shifts in Racial and Ethnic Composition of the Population	38
The Intensifying Struggle For Resources	42
Implications of the Literature	43

III	METHODOLOGY	46
	Methodology	46
	Selection of the Study Sample	49
	Research Method/Data Gathering	49
	Instrument	52
	Procedure	52
	Data Management	52
	Data Analysis	52
IV	RESEARCH RESULTS AND ANALYSIS	54
	Focused Interviews	54
	Interview analysis	54
	Environment at the time of the president's hiring	54
	Summary	60
	The president's experience in higher education	61
	Summary	64
	Political versus academic leadership	65
	Summary	74
	Political spouse versus academic spouse	74
	Summary	79
	Leadership style	80
	Summary	86
	The president and university constituencies	87
	Fundraising	87
	Summary	98
	State Government	98
	Summary	103
	Faculty	104
	Summary	108
	Students	109
	Summary	113
	Alumni	113
	Summary	115
	Administration	115
	Summary	117
	Changing Environment	117
	Summary	124
	Leadership theory	124
	Summary	131
	Transformational Leadership	132
	Transformational Leadership and The Changing Higher Education Environment	132

V	CONCLUSIONS, DISCUSSION, SUGGESTIONS AND RECOMMENDATIONS	134
	Conclusions and Discussion	134
	Implications For Political and Traditional Presidents	141
	Recommendations	144
	Recommendations For Future Study	145
	REFERENCES	148
APPENDIX A:	Interview Guide	155
APPENDIX B:	Sample Letter	156
APPENDIX C:	Consent For Treatment	157

LIST OF TABLES

TABLE

1.	THREE MODELS OF DECISION MAKING AND GOVERNANCE	2
----	---	---

POLITICAL PRESIDENTS AT FOUR YEAR INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA

Abstract

Researchers concerned with academic governance have models to assist in understanding college and university's complex decision processes. The usual models are the collegial model, the bureaucratic model, and the political model. Each model calls for a different leadership style. If the collegial model is being used, the president seeks to persuade people by appealing to reason. The president is considered to be "first among equals" in an organization run by professional experts. In this model, the role of the president is not to command or to lead, but to listen to "the equals," to facilitate and to negotiate. If the bureaucratic model is being used, the president is considered to be a hero who stands at the top of a complex pyramid of power. The hero's job is to assess problems, propose alternatives, and make rational choices. If the political model is being used, the president is a mediator or negotiator between power blocs and must play a political role by pulling coalitions together to fight for desired changes (Baldrige, Curtis, Ecker, & Riley, 1991). Over the years, there has been a transition in the higher education environment from the collegial model to the bureaucratic model, and more recently, to the political model of governance. This study will look at the leadership in the context of these three models of governance and more specifically, how political presidents may reflect a particular leadership style.

The primary questions addressed by this study are:

- What are the stories of university presidents of four-year institutions in Oklahoma who transitioned to the presidency from an elected or politically appointed office?

- Do these stories constitute a way of operating that can be characterized as reflecting a particular leadership style?

POLITICAL PRESIDENTS AT FOUR YEAR INSTITUTIONS OF HIGHER
EDUCATION IN OKLAHOMA: A STUDY OF LEADERSHIP

CHAPTER I

INTRODUCTION

College and university leadership styles can be understood by examining the usual models of academic governance: collegial, bureaucratic, and political.

Understanding these models is imperative because such models organize the way we perceive the governance process, determine how we analyze it, and help determine our actions. This perception of the governance process, analysis of the process and determination of action is linked directly to the purpose of this study as presidents of institutions must also adjust their leadership style depending on the governance model, which is within the situational context in which the institution finds itself in.

If the situational context of the institution allows for a collegial model of governance, the president presides as a first among an equal community of peers. He or she allows for shared collegial decision making by seeking consensus and community participation, and take a human relations approach to dealing with the organization.

If the situational context of the institution calls for a bureaucratic model of governance, the president will be situated at the top of a hierarchical organization, and integrated by a formal system of that utilizes rational decision making and standard operating procedures. If the situational context of the institution requires a political model of governance, the president serves as a mediator or negotiator

between power blocs by pulling coalitions together to work for desired changes or deal with undesired changes. Table 1 provides a detailed outline of these three models of academic governance.

Table 1

Three Models of Decision Making and Governance			
	Bureaucratic	Collegial	Political
Assumptions about structure	Hierarchical bureaucracy	Community of Peers	Fragmented, complex professional federation
Social	Unitary; integrated by Formal system	Unitary; integrated by peer consensus	Pluralistic: encompasses different interest groups With divergent values
Basic theoretical Foundations	Weberian bureaucracy classic studies of formal systems	Professionalism literature, human-relations approach to organization	Conflict analysis, interest group theory, community power literature
View of decision-making	"Rational" decision making; standard operating procedures	Shared collegial decision: community, consensus participation	Negotiation, Bargaining process, political brokerage, external influence
Cycle of decision making	Problem definition; search for alternatives; evaluation of alternatives calculus, choice; implementation feedback	As in bureaucratic model, but in addition stresses the involvement of professional peers in the process	Emergence of issue out of social context; interest articulation; conflict, legislative process; implementation of policy;

Note: Table 1 are from *Alternative models of governance in higher education*. by V. Baldrige, D. Curtis, C. Ecker, & G. Riley, 1991, (p. 42) in M. W. Peterson, E. E. Chaffee & T. H. White *Organization and governance in higher education* (4th ed.) (Permission requested for use of this table).

It is important to understand that the higher education environmental context has changed and continues to change. The continuum of change has been from the

collegial model of governance to a bureaucratic model, and more recently, to a political model. A thorough analysis of the environment that fostered the change is presented in the literature review. As the continuum has moved toward the political model of governance, there has been a tendency, at least in Oklahoma, for institutions' governing boards to select politicians as presidents. This phenomenon is the essence of this study. The questions that were answered in a broad sense are: (1) What, if anything, does this trend mean? and (2) What behaviors did these politician-presidents exhibit? To answer these questions the higher education environment was analyzed.

This next section examines the higher education environmental context in which presidents lead.

The Higher Education Environment

Contemporary universities are unlike universities of yesterday. The higher education environment is constantly changing. These changes include more competition for resources, stronger opposition from new providers of higher education, and drastically reduced public funding. As a result of these changes, even greater pressure exists for higher education institutions to perform and be accountable. The institutions face the challenges of new forms of learning, new technologies, and fresh requirements for graduate competence. Underlying these pressures is a deep uncertainty about the proper role and functions of different institutions in systems of mass higher education. In order to complete the picture, these changes and uncertainties must be managed through the medium of an academic

workforce whose confidence and spirit have been severely degraded (Ramsden, 1998).

There is no doubt that America's universities are caught in a paradox: public expectations have rarely been higher; public confidence and support rarely lower. The complaints against universities during the past few years are as serious as they are comprehensive:

- Unreasonably high tuition
- Neglect of undergraduate teaching in favor of inconsequential research
- Garbled educational purposes
- Trivialized scholarship
- Improper accounting techniques, particularly with respect to federal research funds
- Falsification of experimental results
- Conflicts of interest
- Preaching politics
- The imposition of political correctness. (Rhodes, 1998, p. 4)

Leaders at higher education institutions are also caught in a paradox of increased public expectations and decreased public support. According to Kerr (1991), this paradox may have the greatest impact on the presidency at higher education institutions.

Discontent on the campus and about the campus is one of the dominant themes of contemporary American Society. Student discontent, faculty

discontent, and public discontent are well recognized and well documented.

But the group almost certainly subject to nearly universal discontent-the presidents- has, by comparison, been the most neglected in our obsession with the malaise of others. The discontent of all groups piles up on the presidents, and the presidents add their own problem to the mounting totality. (p. 223)

Just as universities have had to adapt to the changing environment in higher education, presidents also have had to adapt their leadership styles.

A number of studies (Fisher 1984; Fisher, Tack, & Wheeler, 1988) have concluded that the nature of leaders and leadership in higher education has changed in the last 30 years. This changing leadership in higher education is a change from the traditional model of presidential leadership to a leadership model similar to CEOs in the private sector.

CEO's in the private sector lead in a different environment. Kerr and Gade (1986) provide this contrasting description of the environment in which CEOs lead:

There is no tenured faculty and no guarantees of academic freedom to do and to say what anyone may want to do and say. The corporation has single-service customers but no students on the premises daily buying a great variety of goods and services, with great control over their own time and activities, and some with off-campus social and political concerns. The corporation also has no alumni.

The corporation uniformly follows the vertical, not the horizontal, form of organization; and reporting channels are enforced. The corporate board is usually made up partly of operating officers (one-third, on the average). The chairman of

the board is usually also the chief operating officer, and "independent" board members are effectively chosen by the CEO. The administration controls the board except in emergency situations. The Corporate CEO has much more control over the expenditure of his or her time, much less in the way of social and cultural obligations, a larger and better paid personal staff, and more protection from the press and public pressure groups. The corporate head has many internal sources of support compared to public leaders like college presidents who operate in a fishbowl of nearly constant criticism in a society that features competing values. The corporation has one bottom line and it is precise current profits; while the college or university has many bottom lines, not all of them are precise, and some of them (like improvements in academic quality) can be calculated only after 10 or 20 years, and then imprecisely. In the corporation, all considerations can be translated into money; this is much less true in the university. The corporation can make and remake decisions constantly. On the contrary, many groups on campus must be consulted and can delay decision making, sometimes indefinitely. Corporations no longer have company towns where the manager is also the landlord, the cook, the policeman, the judge, and the merchant. Corporations found that playing all those roles greatly complicated the conduct of the central role of management. On most campuses, presidents play one or more or all of these complicating roles (pp. 38-39).

However, based on the changing environment in higher education, university presidents are becoming more and more like private sector CEO's. In agreement with

this, Kerr and Gade (1986) point out that historically there have been many differences in the environment in which corporate CEOs and university presidents operate. This study examines how environmental changes have made these leaders more similar.

Statement of the Problem

Name a great American college or university, and you will find in its history a commanding leader who held its presidency. Name an institution with a brilliant but now withered past, however, and you will probably have little difficulty in identifying the weak presidents who have blocked its progress. Colleges and universities, like every other kind of focal institution, need especially strong leaders. (Cowley, 1980, p. 70)

Numerous studies that deal with college presidents have been published. Almost every one of these studies categorize the presidents as having a transactional or transformational leadership orientation. These two leadership orientations were first put forth by Burns in 1978. Examples of the transactionalists are Birnbaum, Bensimon, and Neumann, Balderson, Cohen and March, Epstein, Green, Millet, Parks, and Walker. The transformationalists are Kauffman, Fisher, Bennis, Corson, Cowley, Gilley, Sharp, and Kerr (Fisher & Koch, 1996, p. x). The above list is representative of the major scholars in the higher education literature. The researchers listed above have provided a wealth of information about university presidents. Still, there is a need for additional research that looks at the changing presidency at higher education institutions and the phenomenon of political/politician

presidents. This study adds another dimension to the presidential leadership discussion by focusing on political/politician leadership styles.

Importance of the Problem

This study is necessary because there is a need for a greater understanding of the relatively new phenomena (especially in Oklahoma) of political/politician presidents as well as the kinds of leadership behaviors that can help modern institutions of higher education adapt to change.

This dissertation aims to expand the knowledge base about leaders of Oklahoma's four-year institutions of higher education. While the study focuses on Oklahoma, there can be important lessons drawn for the rest of the nation. The higher education environment in Oklahoma is similar to that of the rest of the nation and the presidents of Oklahoma's institutions of higher education may be no different than presidents at institutions across the country. The study intends to assist university governing boards, faculties, search committees, and other interest groups, across the country in selecting the type of persons that may best be able to lead their institution in the future by identifying the types of behaviors required of contemporary university leaders.

Significance of the Study

This study will build upon the existing research that has focused on university presidents. The purpose of this study is to analyze the leadership style of political presidents of four-year public higher education institutions in Oklahoma. For the purpose of this study, political presidents are defined as the presidents of four-year

higher education institutions in Oklahoma who moved to the presidency of their institution from an elected or politically-appointed office. The hypothesis is that in having functioned in a political environment, these leaders are most likely to behave politically or be in a position to evaluate the extent to which their political experience is relevant to the successful leadership of their institutions.

Research Questions

- What are the stories of university presidents of four-year institutions in Oklahoma who moved to a presidency from an elected or politically-appointed office?
- Did these stories constitute, in a broad sense, a way of operating that can be characterized as reflecting a particular leadership style?

Limitations of the Study

The focus of this study is on political/politician presidents of four-year higher education institutions in Oklahoma. These presidents may not necessarily be representative of other political presidents at other types of institutions within or outside the state of Oklahoma. It is also recognized that the perceptions of the presidents in the study cannot be generalized beyond their own experiences. A second limitation of the study is the absence of data collection from faculty, staff, governing boards, and other campus figures. While inclusion of these additional individuals may have provided a more in-depth understanding of political presidents, the study focuses on the experiences of the presidents themselves.

CHAPTER II

REVIEW OF THE LITERATURE

The first section of this review of the literature focuses on leadership in general and its association with political leadership, in particular. The second section concentrates on the situational context of leadership in higher education. The third section discusses presidential leadership at higher education institutions. The fourth section explains the context of leadership in higher education in Oklahoma.

Leadership

An abundance of information related to leadership is available in the literature. One of the most extensive surveys of the field of leadership research (Bass & Stodgill, 1990) cites over 7,500 studies on the topic and a small subset of this literature, focused on higher education, has recently been examined in an extended bibliographical essay (Bensimon, Birnbaum, & Neumann 1989). According to Bennis and Nanus (1997), over 350 definitions of leadership have been put forth and the myriad of leadership studies has failed to produce an unequivocal understanding of leadership, its determinants and how it can be measured (p. 4). The literature on leadership can be characterized under various concepts or theories. Some of the theories addressed in the literature are power and influence theories, trait theories, behavioral theories, symbolic theories, contingency theories, great man theories, exchange theories, psychoanalytic theories, environmental theories, and humanistic theories.

Power and influence theories attempt to understand leadership by the source and amount of power available to leaders, and the way they exercise power over followers through either unilateral or reciprocal interactions. Trait theories identify specific characteristics believed to help a person assume and successfully function in leadership positions. Behavioral theories examine activity patterns, managerial roles, and behavior categories of leaders—that is, what leaders actually do. Contingency theories emphasize the importance of such situational factors as the kind of task performed by a group or the external environment in understanding effective leadership. This theory plays a major role in this study as the basis of the study is about the changing higher education environment. Symbolic theories see leadership as a social attribution permitting people to cognitively connect outcomes to causes and thereby make sense of an equivocal, fluid, and complex world (Bensimon, Birnbaum, & Neumann 1989, pp. 126 & 127). Great Man theories argue that leadership is often based on “great men.” They argue history was shaped by the leadership of great men. Without Moses, the Jews would have remained in Egypt. Without Churchill, the British would have given up in 1940. The Russian Revolution would have taken a different course if Lenin had been hung by the Old Regime instead of exiled. For Romantic philosophers, such as Nietzsche, a sudden decision by a great man could redetermine history; for example Jefferson’s decision to purchase Louisiana (Bass & Stogdill, 1990, p. 26). Environmental theories are based on the idea that the emergence of great leaders is a result of time, place and circumstance. In their example of Environmental theories, Bass and Stogdill (1990)

argue that a "leader did what was automatically right to do because he fulfilled what was needed. He actually could not help what he did, since he was directed and controlled by his historical environment" (p. 27). Exchange theories are based on the idea that social interaction represents a form of exchange in which group members make contributions at a cost to themselves and receive return at a cost to the group or other members. Jacobs (1971) formulated a social exchange theory that was based on a trade off between groups and their leaders. The group provides status and esteem satisfaction to leaders in exchange for their unique contribution to goal attainment. Psychoanalytic theorists interpret leaders as a father figure, a source of love and fear, the embodiment of the superego, and as the emotional outlet for followers' frustrations and destructive aggression (Bass & Stodgill, 1990, p. 30). Humanistic theories (Argyris, Blake and Mouton, and Likert and McGregor) are concerned with the development of effective and cohesive organization. The human being is by nature a motivated organism. The organism is by nature structured and controlled. It is the function of leadership to modify the organization in order to provide freedom for individuals to realize their own motivational potential for fulfillment of their own needs and at the same time, contribute toward the accomplishment of organizational goals (Bass & Stodgill 1990, p 33).

All of the above theories are "fluid" and they are "neither mutually exclusive nor consistent (Bensimon, Birnbaum, & Neumann, 1989, p. 126). In other words, a leader does not have to operate solely on the basis of one of these theories. Combinations of the theories can be used in an eclectic approach to leadership. All of

these theories could be either transactional or transformational which, along with situational, are the three specific theories of leadership on which this study focuses. All three of these theories, transformational, transactional, and situational are discussed in depth later in this literature review. Before focusing on these three theories of leadership as the foundation of the study (i.e. the changing higher education environment and what is the best type of leadership for this environment), it is important to define political leadership as it relates directly the current environment of higher education.

Political Leadership

Terry (1993) defines political leadership as being characterized by a leadership style where the president acts with confidence in self determination, aims to maximize shared interests, energizes through identifying shared and conflicting interest, works through organizing, supplies diverse interests, and understands. Terry also argues that leadership is inherently political and a subset of power. This political power does not adapt to change, but initiates change by focusing on either accomplishing the will of the leader or the will of the followers. Based on this definition, political leadership can be either transactional (follower driven) or transformational (leader-driven). Political leadership, like all leadership must operate in a situational context or environment. The next section provides a discussion about the Newtonian and Ambiguous/Quantum environments of higher education.

Jones (1989) speaks of the two worlds of political analysis. He characterizes one of the worlds as being based on economic rationality and Newtonian causation.

In the Newtonian world, politics consists of actions and reactions, forcings and adjustments, and well understood, yet complex, laws governing the resulting interactions. He characterizes the other world as probabilistic unions of events that occur in ambiguously-defined situations. In this dissertation, the term for these unions of events will be the ambiguous world. In the ambiguous world probability and uncertainty dominate. The Newtonian world is the higher education environment of old (collegial and bureaucratic) and the ambiguous world is the higher education environment of today (political). Of course, the changes in higher education have been on a continuum, and while there have been characteristics of both worlds along the continuum, the environment is currently moving more and more toward the ambiguous world.

The Newtonian World

The political world that is created in this analysis is one of high information and systematic, predictable interactions among well-behaved variables. It is a world of certainty and clarity. Its actors are driven by motives that can be achieved in a straightforward manner, although the resulting interactions can be enormously complex (Jones, 1989). This political world is follower-driven in that the strategies of the leaders are driven by the structure of the political institutions, the environments in which they operate and the preferences of the followers.

Wheatley (1999) describes Newtonian organizations as being separated into parts, where influence occurs as a direct result of force exerted from one person to another, complex planning occurs in a predictable world, and a continual search for

better methods of objectively measuring and perceiving the world. She also describes Newtonian organizations as having boundaries inside of which flow expertise, limits to responsibilities, lines of authority, fragmentation, and information collection. Although stated from a scientific perspective, Wheatley describes the same organization (complexity, rigidity, predictability, objectivity, and straightforward) as Jones. Understanding the Newtonian world is imperative to this study, because it is representative of the world from which the higher education environment is changing. This relates to the three leadership theories discussed earlier in that in this world the leader finds him/herself in a situation and, based on this situation, the leader tends to be more (not purely) transactional in his/her leadership style.

The Ambiguous/Quantum World

This world is leader-driven and not follower-driven. As a result of the ambiguity, leaders can manipulate the connection between goals and policies that are perceived by constituents. One example of this process is when political leaders employ rhetoric to convince followers there is a direct connection between the goals of the followers and the actions of the leader. Cohen and March (1974) describe an organization characterized by ambiguity as organized anarchies. They argue that in organized anarchies decision-making is based on the interplay of problems, solutions, participants, and choice opportunities. This interplay (confusion) allows political leaders the ability to manipulate what followers want in relation to the goals of the leader. Wheatley's version of the ambiguous world is called the quantum world. This world is characterized by an analysis of the whole instead of its parts,

subjectivity (participation/involvement), chaos, probabilities, and disorder. This description is very similar to Cohen and March's organized anarchy. In fact, Wheatley uses Cohen and March to make an excellent point about the quantum world:

An organization is a collection of choices looking for problems, issues and feelings looking for decision situations in which they might be aired, solutions looking for issues to which they might be the answer, and decision makers looking for work (Cohen & March, 1974, p. 81).

While Wheatley agrees with what Cohen and March call the "garbage can" environment, she disagrees with them about the ability of the environment to be managed. Wheatley believes the ambiguous world can be managed. In fact, this analysis of political leadership and leadership styles provide an answer to the question of how best to manage the Ambiguous/Quantum and Newtonian worlds.

These two worlds can be specifically related to transformational and transactional leadership styles. The Newtonian world is where transactional leadership exists (follower-driven). The ambiguous world is where transformational leadership exists (leader-driven). Of course, these two leadership styles are not mutually exclusive. In both cases, these methods are employed in contexts, which make all leadership in a real sense situational; i.e., the requirement of making judgments about courses of action given various sets of changing circumstances. Why is this important and what does it have to do with political presidents of 4 year institutions of higher education in Oklahoma? These worlds are important because the

presidents in the study operate somewhere on the continuum of the Newtonian and Quantum worlds. This is their situation! That being the case the question at this point is what style (or combination of styles) do the political leaders at four-year higher education institutions in Oklahoma use in their circumstances?

Transformational/Transactional Leadership

In 1978, the book *Leadership* was written by James McGregor Burns. This book is one of the most referenced books on the subject of leadership. Burns (1978) defines leadership as “inducing followers to act for certain goals that represent the values and motivations – the wants and needs, the aspirations and expectations—of both leaders and followers” (p. 19). Burns focuses on the relationship between leaders and followers. This relationship is defined by the expectations of the followers and how the leader reads, meets, and changes the expectations. Burns defines two primary types of leadership resulting from how the leader interacts with followers. Transactional leadership occurs:

when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. It is not aimed at obtaining or achieving a common goal, but rather at helping groups of individuals achieve all their separate goals. The goals of the leaders may be different from those of the group. Their purposes are related, at least to the extent that the purposes stand within the bargaining process and can be advanced by maintaining the process. But beyond this the relationship does not go. The bargainers have no enduring purpose that holds them together; hence they

may go their separate ways. A leadership act took place, but it was not one that binds the leaders and followers together in a mutual and continuing pursuit of higher purpose. (Burns, 1978, p. 19 & 20)

Transactional leaders attempt to lead the university by using democratic, participative, and by-the-book techniques, and they tend to use coercion and reward forms of power.

Burns' second form of leadership is transformational leadership. This form creates a different relationship between the leader and follower. "Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purpose which might have started out as separate but related, becomes fused" (Burns, 1978, p. 20). Transformational leaders attempt to lead the university by providing a vision, instilling pride, and inspiring confidence and trust. They tend to use legitimate, expert, and charismatic power forms (Fisher & Koch 1996).

Both transactional and transformational leaders function in higher education. In the collegial, and bureaucratic Newtonian higher education environment transactional leadership (again are not mutually exclusive) has historically been the norm. In the changing, political Quantum/Ambiguous higher education environment transformational leadership is becoming more of the norm. Transforming leadership is more about changing from the status quo. Higher education institutions, increasingly, based on the changing environment, have no choice but to grow and adapt into something different than what they have been in the past.

Leaders whether transactional or transformational again must operate in a situation (an environment). So for the purposes of this study an understanding of personal/situational leadership theories is as important as an understanding transactional and transformational leadership theories.

Personal-Situational Theories

These theories are based upon the interaction of both individuals and the situational/environment in which they function. Westburg (1931) argued that the study of leadership must include the effective, intellectual, and action traits of the individual as well as the specific conditions under which the individual operates. Contemporary management theory stresses the “situational” nature of leadership. “Rather than considering leadership as a set of attributes of an individual, these theories conceptualize it as an active process that contains elements of followers’ desires, leaders’ hopes, and the context in which they each operate. It involves an interaction between leaders, followers, and situations” (Ramsden, 1998, p. 12). This dissertation is about exactly this. The situation/environment of higher education and whether political presidents utilize a specific leadership style that is transactional (follow driven) or transformational (leader driven). To relate it directly to what has been presented, the question that this dissertation attempts to answer in relation to the above theories is considering the higher education situation (environment) whether Newtonian or Quantum/Ambiguous, what leadership style do political presidents at four year institutions of higher education in Oklahoma use?

From the viewpoint of the proponents of situational leadership, if leadership in the higher education environment is to be studied, one must have an understanding of the higher education environment or “the situation” in which these leaders lead.

The Higher Education Environment

How does the higher education environment relate to political leadership?

Whether of Newtonian or Ambiguous leanings, one must take into account the issues that affect political leadership. Jones (1989) discusses two critical issues for understanding political leadership. The first critical issue is agency and structure. He argues that leadership is, to a certain extent, dictated by structure. To put it another way, the actions of leaders are affected by the agency/structure in which they lead.

Some of the structural factors that can influence leaders are economic reality, organization cultural expectations, expectations and demands of followers, and constraints imposed by external political institutions.

The second critical issue is accountability. This issue is related to the interaction between leaders and followers. Specifically, the question put forth is: can leaders act independently of their constituents? With these two questions in mind, this analysis will focus next on the environment of higher education. The goal of this section is to provide an analysis of the past, present, and future of the higher education environment.

Past

“The concept of a university” was expressed by Newman in his book *The Idea of the University* (1947). He wrote that a university is “the high protecting power of

all knowledge and science, of fact and principle, of inquiry and discovery, of experiment and speculation, it maps out the territory of the intellect and sees that... there is neither encroachment nor surrender on any side" (p. 129). He was speaking to the purpose of the university at that time. His concept of a university is vastly different from the concept of the university today.

Flexner (1925) describes the "modern" university as being "not outside, but inside the social fabric of a given era... It is not something apart something historic, something that yields as little as possible to forces and influences that are more or less new. It is, on the contrary,... an expression of the age, as well as an influence operating upon both present and future (p. 3 & 4). Flexner illustrates the changes occurring that placed higher education as a part of, and not apart from, the social fabric of society.

Thirty years later, the continuing evolution of universities had turned Flexner's "Modern University" into the "Idea of a Multiversity." As an example of the multiversity, Kerr points to the 1961-1962 annual report of then president of Harvard Nathan Pursey. Pursey (1962) wrote:

The average date of graduation of the present board members was 1924; and much has happened to Harvard since 1924. Half of the buildings are new. The faculty has grown five-fold, the budget nearly fifteen-fold. One can find almost anywhere one looks similar examples of the effect wrought in the curriculum and in the malaise of the contemporary university by widening international awareness, advancing knowledge, and increasingly sophisticated

methods of research.... Asia and Africa, radio telescopes, masers and lasers and devices for interplanetary exploration unimaginable in 1924 – these and other developments have effected such enormous changes in the intellectual orientation and aspiration of the contemporary university as to have made the university we knew as students now seem strangely underdeveloped, indeed a very simple and almost unconcerned kind of institution. And the pace of change continues. (p. 3)

Kerr also uses his former university as an example of the new multiversity:

The University of California last year had expenditures, from all sources, of nearly half a billion dollars, with almost another 100 million for construction; a total employment of over 40,000 people, more than IBM and in far greater variety of endeavors; operations in over 100 locations, counting campuses, experiment stations, agricultural and urban extension centers and projects abroad involving more than fifty countries; nearly 10,000 courses in its catalogues; some form of contact with nearly every industry, nearly every level of government, nearly every person in the region, vast amounts of expensive equipment were serviced and maintained. Over 4,000 babies were born in its hospitals. It is the world largest purveyor of white mice. It will soon have the world's largest primate colony. It will soon have over 100,000 students – 30,000 of them at the graduate level; yet much less than one-third of its expenditures are directly related to teaching. It already has nearly

200,000 students in extension courses – including one out of every three lawyers and one out of every six doctors in the state. (p. 6)

Even today there are still proponents of three above models of the university. “Supporters of Newman’s ‘Idea of a University’ are chiefly the humanists, the generalists and the undergraduates. Flexner’s ‘Idea of a Modern University’ still has its supporters – chiefly the scientist, the specialist and the graduate students. The ‘Idea of a Multiversity’ has its practitioners – chiefly the administrators, who now number many faculty among them and the leadership group in society at large” (Kerr, 1994, p. 7).

Present

At present the higher education environment is characterized by the multiversity. The “multiversity” is under fire and has been for a number of years. According to Cohen and March (1974), American colleges and universities belong to a class of organizations that can be called organized anarchies.

This type of organization is characterized by fluid participation, unclear technology, and problematic goals. The properties are not limited to educational institutions; but they are particularly conspicuous there. The American college or university is prototype organized anarchy. It does not know what it is doing. Its goals are either vague or in dispute. Its technology is familiar, but not understood. Its major participants wander in and out of the organization. (p. 3)

Bennis (1975) agrees with Cohen and March, contending that colleges and universities are "society's closest realization of the pure model of anarchy, that is, the locus of decision-making is individual" (p. 26). It is important to point out here that higher education institutions are not ordinary anarchies. They are in fact "organized" anarchies and some scholars argue this is the only way to lead an entity characterized by conflicts of goals and ambiguities.

Keller agrees with Cohen, March and Benis by stating: "Universities love to explore processes and methodology but hate to make decisions.... Decisions in a university often get made randomly -- by deans, legislators, a financial aid office, the president" (Keller, 1983, p. 86). Walker (1979) attenuates this chaotic vision with his model of "polycentric" authority. In this model, the university operates like a political democratic community and its leaders lead with the consent of the governed.

In more recent years, Bloom (1987) in *The Closing of the American Mind*, described the university in the following way. "The university now offers no distinctive visage to the young person. He finds a democracy of the disciplines.... This democracy is really an anarchy, because there are no recognized rules for citizenship and no legitimate titles to rule. In short there is no vision, nor is there a set of competing visions, of what an educated human being is" (p. 337).

Sykes, (1988) the author of *ProtScam*, blames the faculty for the loss of vision within higher education: "Almost single-handedly, the professors, working steadily and systematically, have destroyed the university as a center of learning and have desolated higher education, which no longer is higher or much of an education"(p. 4).

Smith (1990) in *Killing the Spirit: Higher Education in America*, contends, "the vast majority of the so-called research turned out in the modern university is essentially worthless....It does not result in any measurable benefit to anything or anybody (p. 7).

Kerr (1994) points to four ages of development for the American research university. The German model, 1810-1870, was characterized by American institutions patterning themselves after the University of Berlin with the clearest triumph being the establishment of Johns Hopkins in 1876 (p.164). Slow growth (1870 –1940) was the second age. During this age, universities devoted more attention to research, although the primary interest in terms of faculty time remained teaching. Age three (1940 –1990) was characterized by rapid expansion and extension of activities. This age began after WWII with MIT, Chicago and Berkeley leading the way. By the 1990's, approximately 125 institutions were identified as "research universities" according to the Carnegie classification system. Age four began in 1990, and although Kerr puts an end year of 2015, he notes this age could last longer. This age is characterized by a reduction in flow of money, a new tidal wave of students and increased competition for resources. Using Kerr's time table the higher education environment is currently in stage four and according to the literature cited in this section the environment of higher education is moving increasingly further along the continuum from the Newtonian world to the Ambiguous/Quantum world. The next section will provide information of Kerr's predictions for the future of higher education. The question to be answered here is

whether the higher education environment will continue along the continuum toward the Ambiguous/Quantum world.

Signs of the Future

Kerr (1994) points to signs of the future that are already emerging. Some of these signs are more privatization characterized by greater reliance on tuition; more income from sales of services and from patents; more cultivation of alumni and more R & D funds from industry; more federalization characterized by the increasing responsibility of the federal government for the development of skills for the national and international labor markets which is directly related to economic growth; more cultivation of general public support by expanding the focus of cultivation to the citizenry away from a few specific individuals, such as the governor or legislators; more attention to the effective use of resources; more pluralistic leadership; more attention to long-term directions of movement; and consideration of protection for the “non-market” function (pp. 187-189).

As additional signs of the future, Kerr predicts thirteen forces and developments affecting higher education. (1) The secular trend in attendance rates. Enrollment was, as a percentage of the 18-21 cohort, as follows:

3 % in 1890

16 % in 1990

30 % in 1950

40 % in 1990 (50 percent attend at some point in their lives) (Kerr, 1994, p. 5 & 6).

This trend will continue for the foreseeable future.

(2) Changing size and age composition of the population. The future totality of enrollments will also be affected by the total size of the population, which is to remain fairly stable. It will additionally be affected by the changing age distribution, which continues to shift to older age groups.

(3) Shifts in racial and ethnic composition of the population. "Minority Americans will prospectively be as follows as a percentage of the total population as compared with 1990: 20 % in 1990, 30 % in 2000 and 45% in 2050. In 1990, minorities, on an overall basis, attended higher education at about two-thirds to three-fourths of the rate of the majority population. Presumably attendance will rise gradually toward majority levels. Higher education, for both of these reasons, (minorities as an ascending percentage of the population and rising attendance rates among the minorities), will inevitably be more and more concerned with racial and ethnic issues than ever before, and also with remedial education" (Kerr, 1994, p.7).

(4) The fluctuating rates of payoff to higher education. Both total numbers of students and their distribution among vocational fields will continue to respond rapidly and quite precisely to rates of payoff of higher education calculated as the excess of earnings of college graduates over high school graduates. These rates fluctuate quite rapidly. For males they were 48% in 1969, 38% in 1979 and 64 % in 1989 (Kerr, 1994, p. 7).

"The above four considerations taken together indicate that, in terms of enrollment, higher education is entering a period of maturity with a slower growth

rate than over the past century, but is not, as far as can now be foreseen, approaching a period of decline—far from it. The big impacts will come from the changing proportions of now-undeserved minorities (and from the resulting big conflicts also) the aging population, and changing rates of payoff” (Kerr, 1994, p. 7). These four considerations point to change in the environment and change in the culture of higher education. The student populations will become more diverse, older and the rates of payoff will change. This researcher argues these changes will bring about more conflict on campus as a result of changing constituencies. Institutions of higher education will need leaders who can deal with this change/conflict.

Stabilization

Kerr points out four factors that have led to some stabilization in higher education. (5) Massification related to the growth in size of many campuses and the ability to function affectively. (6) Unionization has stabilized since the late 1970’s and is not likely to occur again. (7) The private sector has stabilized at approximately 20% of total enrollments. (8) Electronic technology may continue to advance modestly in its influence in the conduct of administration and research. (9) The broad sharing of governance will probably continue at the formal level, but the high tide of the most effective shared governance may now be passing, if faculty participation in the committee and department levels continue to decline.

Implications for Change

The final four factors affecting higher education are factors that will lead to change in the environment. (10) The advancement of specialized courses—the

supremacy of the labor market. The distribution of students by fields within higher education will continue to follow the demands of the labor market as it has over the past century. (11) The force of knowledge both new and old are now more important to the advance of civilization worldwide than ever before in the economy, and cultural areas thus the higher education system, contributing as it does to new knowledge and new skills, becomes a more important system among the several systems that comprise society. New knowledge is now the greatest single driving force around the world.

The twelfth factor is shifts in areas of knowledge. (12) New knowledge keeps shifting—in recent times to electronics (including computers), new sources of energy and energy conservation, new types of materials (including ceramics), biotechnology and environmental sciences.

The thirteenth factor is the globalization of knowledge. (13) Knowledge is increasingly being distributed worldwide, and not only scholars but also students in their curricula respond to the globalization of learning (Kerr, 1994. pp. 5-10).

Consequences for Higher Education

The effects of the changing environment will have consequences for higher education. One of the effects will be that higher education will have to expand its functions. Expansion of functions will include more remedial work, more concern for the youth group at large—partly because of the immensity of the problems and partly through the default of other elements of society, more cultural training and more public cultural programs for an older, better educated, and richer population, more

efforts at applied research and at transmission of research into applications, more research into the social problems of society, and more organized thought about the great problems of the present and the future (Clark Kerr, 1994). As a result of the expansion in functions, institutional configuration will continue to change and include more comparative attention to (1) community colleges, (2) to research universities, (3) to politechnical training at all levels; and (4) to a continued expansion of “corporate classrooms” and for profit trade schools (Kerr, 1994). Again the higher education environment both internally and externally continues to change. The type of presidents at higher education institutions must be able to deal with that change.

A second anticipated consequence of the changing environment is the intensifying struggle over resources. The competition for scarce resources will intensify. This increase will occur, first of all, because higher education will require more resources. Second, there will be more competition for public resources, including competition for assistance to the more numerous elderly and the more numerous neglected children. Third, resources will be in strict supply if, as it seems likely, the working-age proportion of the total population contracts, and the increase in per-capita productivity of the work force continues to hold at lower than historic levels. All of this activity will lead to higher education institutions having to look at non-public sources of support such as tuition and gifts (Kerr, 1994). The already occurring conflicts over comparative emphasis on merit versus equality will continue as both become more important—the first, economics, the second in politics (Kerr, 1994, p. 12). In an environment of scarce resources, more competition for public

resources (especially state funds), and a new focus on tuitions and gifts, higher education presidents will have to become more adept at dealing with issues such as fund raising, dealing with state government and dealing with politics.

Many of the changes Kerr projected are currently occurring. These changes are viewed as both positive and negative depending upon whom is being questioned.

The Report of the Commission on Strengthening Presidential Leadership (1984)

characterized the changing higher education environment as having:

more federal and state controls, more influence by faculties over appointments, promotions, and over academic policy, more unionization of faculties, more influence by students in campus governance and through the student market, more variety in the composition and interest of the student body and other campus constituencies, more objectives to be met and more ambiguity of goals, more factionalization of the campus into special interest groups, more bureaucratization of staff and increased influence by technical experts on campus and off, more layers of governance through the impact of systems and of coordinating councils, less chance for institutions to grow and to make changes in the process of growth, less assurance of the importance of the mission of higher education, less acceptance of authority in almost all institutions of American society (Kerr, 1984, p.99).

This description is a description of an increasingly more ambiguous/quantum world.

Hence the importance of this study in seeking to understand how political presidents

at 4 year institutions of higher education in Oklahoma deal with this situation/environment.

Similar to Kerr, Ramsden (1998) describes the changing higher education environment by defining three “presage” factors for understanding academic leadership. These presage factors are presented here as more evidence of the changing higher education environment. Presage factor number one is mass higher education and the growth of knowledge.

The first problem that today’s academic leaders must face is the fundamental change from an elite system of higher education, largely confined within national boundaries, to a mass higher education system in a global business. Numbers, finances, structures, purposes, students, governance, confines, technologies, the amount of available knowledge and its diversity have all changed. The changes wrought by mass higher education go far beyond larger class size, more diverse groups of students, and different student attitudes. They have altered management patterns, public perceptions of higher education, and the whole apparatus of professional standards and accountability. The massive expansion in numbers has been accompanied by an extension of the range of occupations, which are seen to require a university education. And increasingly, higher education is expected to earn its funds, based on performance, rather than receive government support. There is an international movement towards connecting both public and private funding with performance; a shift from an input-run system which

funds higher education on the basis of what an institution is – or was – to an output-driven system where achievement in research and teaching determines funding (Ramsden, 1998 p. 14).

Ramsden's presage factor one is one of the best descriptions of the changing environment found in the literature. He points out that the changes in the higher education environment has produced a fundamentally new higher education system. Understanding this if imperative is one is to understand the need for changing leadership in higher education.

Presage factor two is the waning status of academic work. This factor looks at the decline in public respect for academics.

Moreover, public respect for academics has been eroded. In the Cambridge of the 1930s, to be a don was to be close to the pinnacle of the hierarchy of status, and no one doubted their value. Today people seem to think that professors are not productive, do not look after their students well enough, may not be maintaining higher standards, and should work harder. (Ramsden, 1998, p. 19)

In 1989 and again in 1993, an overwhelming majority of academics agreed that public respect for academic staff was declining (Halsey, 1992; Altbach, Boyer, and Whitelaw, 1994). The question is why is this important and specifically why is this important in a study on leadership. Throughout this dissertation issues surrounding, changing student populations, increased competition, declining resources and the increasing need for fundraising have been a central part of the

changing higher education environment. The declining respect for higher education will have adverse effects on all of these issues.

The third presage factor is academic values and culture. This area deals with the inconsistency between traditional academic culture and the changes brought about by presage number one, mass higher education and the growth of knowledge.

Ramsden points out that “there is slippage between the demands of the new environment and the methods of leadership and management we are using to run universities” (Ramsden, 1998, p. 21). In other words the higher education environment (culture) is changing but the leadership and management of universities are not adapting to that change.

Bowen and Shapiro (1998) contrast the traditional university vs. the new multiversity. The new university (multiversity) is characterized by increased size and responsibility; new and constantly changing curricula in engineering, science, social science, applied science, and the humanities; more emphasis on preparation for graduate education; a greater commitment to graduate and professional programs; a discipline-based and professionalized organization of the faculty and curriculum; a new focus on innovation and critical thinking; and a novel concept of the structure and aims of liberal education. Colleges and universities have evolved from a trustees-plus-president “imperium” to a more faculty-based organization to a overarching sovereignty that includes government (state and federal) and students.

In summary the literature presented to this point shows the evolution of higher education institutions from the collegial model, to the bureaucratic model, to the

political model and probably in the future to a cybernetic model. Change has been a characteristic of this evolution. There is no doubt that colleges and universities will continue to change.

During a time of change, the right kind of leadership is necessary to manage this change. The right kind of leadership has to be political leadership in the sense with and survive multiple interests without shared vision, hold together or create working coalitions, communicate across disparities, and compromise. All of these elements are present in the current higher education environment. In other words, leaders must be able to handle the ambiguous/quantum world created by the changing environment. Next, this analysis will focus on the specifics of university presidential leadership within the context of the changing higher education environment.

University Presidential Leadership

Is leading a college or university different from leading other organizations? To answer this question one must first have an understanding of the organizational culture of colleges and universities. Keller (1983) talks about the paradoxical nature of American colleges and universities. They make up one of the largest industries in the United States, however, they are among the least businesslike and well managed of organizations.

Birnbaum (1992) suggests that one way to understand leadership in higher education is to view the institution from a cultural and interpretive perspective. Kuh and Whitt (1988) define culture in higher education as "the collective, mutually

shaping patterns of norms, values, practices, beliefs and assumptions that guide the behavior of individuals and groups in an institution of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus (p. 13). In another definition of culture, Schein (1985) points out that culture and leadership are closely related and suggests the only thing of real importance that leaders can do is to create and manage culture and that it is more likely that culture controls leaders than leaders control culture. In agreement with this theory, Chaffee and Tierney (1988) argue that for leaders to be effective, they must align their strategies with their institution's culture rather than compete with it. In many ways this argument hits at the heart of this study. Do political leaders align their strategies with the institution's culture or do they compete with or change the institutions culture. Additionally, in dealing with their respective institution's culture do they utilize transactional or transformational leadership (or both).

What are the norms and values that make up the culture of higher education institutions? Institutions differ in their culture because there is a great diversity among higher education institutions; however, there are certain "norms" of higher education that are generally applicable in the higher education environment. A great deal of research in the literature discusses leadership in the higher education environment, and similar to the literature on general leadership, the views on higher education leadership are diverse.

In an article published in Educational Record in 1984, Paul Sharp, a president emeritus at the University of Oklahoma, made the following contrast of presidents of universities:

On the morrow of World War II, when CBS radio looked for a proper president to preside over mythical Ivy College somewhere in the Midwest, Ronald Coleman was an easy choice. Subsequently, when the show moved to prime-time television in 1955, Coleman stayed in office and continued to reside at No. 1 Faculty Row, Ivy, U.S.A. Suave, literate, witty, a thoughtful man capable of decisive action in resolving the minor distresses that from time to time disturbed the tranquility of Ivy College, Coleman ideally symbolized and enhanced the image of the American college president as the nation entered the postwar era.

Pipe smoking, tweedy, with an impressive BBC accent, President William Todhunter Hall brought into focus popular American views of the American college and its president. Possessed of a charm that endeared him to millions of screen, radio, and television fans, Colman also represented a romantic picture of college life and its beloved president. Comfortably ensconced in the president's home with Vicky Hall, a partner and confidant, Colman presided over a contented faculty and a happy student body. Occasional injured feelings needed soothing among alumni, and the sometimes unreasonable demands of the chairman of the board of governors, businessman Clarence Wellman, required tact and diplomacy. On every such

occasion, president William Todhunter Hall met the challenge successfully.

Each of the twenty-six episodes on CBS-TV dissolved in a stirring chorus of "Halls of Ivy" sung in the best collegiate manner by a male choir: We love the Halls of Ivy that surround us here today. (Sharp, 1984, pp. 11-16)

In contrast to the above quote, Sharp points to the portrait of Gary Trudeau's modern university president of 1984 in the cartoon *Doonesbury*.

President King, Trudeau's "true-to-life" university president, is one of a new breed of college presidents "hardened in the corporate mold, savvy about finances, ready to fire sacred cows and just as willing to ax academic departments and courses deemed to cause an unacceptable drain on the campus treasury, as a recent article in a popular magazine elegantly put it. (Lynch, 1983, as cited in Sharp, 1984) President King, wise in the ways of the word, reduces Thorstein Veblen's captains of erudition: to modest stature indeed as he moves from strategy to strategy, plays hardball gamesmanship, moves through half-truths and flattery and casual misuse of statistics in his successful fund-raising efforts. (Sharp, 1984, p. 11).

Both of these citations were made by Sharp. What Sharp is doing is showing the change in the public perception of the presidents of universities. One citation was based on a television series from the early 1950's. The other citation is based on a 1984 cartoon. Both are accurate in their description of the presidents in their respective time period.

There is agreement in the literature that the “presidency” has changed. This in turn means the expectations for presidents has changed also. This leads to the question exactly what are the expectations for college presidents in the new higher education environment. Kerr in *The Uses of the University* (1964), provides the following description.

The university president in the United States is expected to be a friend of the students, a colleague of the faculty, a good fellow with the alumni, a sound administrator with the trustees, a good speaker with the public, an astute bargainer with the foundations and the government agencies, a politician with the state legislature, a friend of industry, labor and agriculture, a persuasive diplomat, a champion of education generally, a supporter of professionals, a spokesman to the press, a scholar in his own right, a public servant, perhaps; a devotee of opera and football equally, a decent human being, a good husband and father, and an active member of the church. (Kerr, 1964, p. 29-30)

In the fourth edition of his book *The Uses of the University*, Kerr analyzes the leadership environment of universities. He states in the 1990s and the future a university president is most likely to be “the Captain of the bureaucracy who is sometimes a galley slave on his own ship (Kerr, 1995, p. 33). He later quotes Allan Nevins who pointed out the type of president required by the new university “ will be a coordinator rather than a creative leader... an expert executive, a tactful moderator....”(Nevins, 1962, p. vi).

Atwell (1996) takes a slightly different approach. Rather than focus on the presidents at higher education institutions, he expands the focus and addresses governance at higher education institutions.

I think also that governance is “broken: I have just written an article on that {Higher Education Governance in Serious Disrepair, published In the winter/spring 1996 issue of the Journal for Higher Education Management}. External governance, meaning the governing board situation, has deteriorated greatly in public institutions; it has gotten much more politicized. Internal governance, meaning the shared governance arrangements between the faculty and administration, has deteriorated in both public and private sectors. The faculty simply are unable to deal effectively with the declining resources situation. (p. 7)

This quotes points out the “structural” changes that have occurred in the governing process. It is not just about the presidents and how they lead but also about the governing boards and faculty leadership changing also. While this is not the focus of this study, how political presidents deal with these entities are part of the study.

The Oklahoma Higher Education Environment

In Troubled Times in Higher Education: The 1990s and Beyond (1994), Clark Kerr predicts what the future will be like for American higher education. This section will address some of Kerr’s predictions and show that they are currently occurring in the Oklahoma higher education environment.

The Changing Size and Composition of the Population.

The future total enrollments in Oklahoma higher education institutions will be related to the size of the population. They will also be affected by the changing age distribution. Data received from the Oklahoma State Regents for Higher Education (1998) provides a ten-year comparison of unduplicated headcount enrollment at both public and private institutions in Oklahoma. The data shows that in the ten year period between 1987 and 1997, enrollment at Oklahoma's two comprehensive universities has decreased .09% from 56,206 in 1987, to 53,122 in 1997. The remaining four year public institutions experienced a decrease of 1% from 66,314 in 1987 to 63,839 in 1997. It should be noted that in the ten year period, only Langston University and The University of Science and Arts (USAO) increased their enrollment. Langston's enrollment increased by 63%. USAO's enrollment increased by .09 %. Enrollment in Oklahoma's two year public institutions decreased from 95,869 to 93,862 a 1% decrease. Enrollment at private institutions in Oklahoma experienced a decrease of 9% from 25,506 in 1987 to 22,489 in 1997. The data presented concurs with Kerr's point that the trend in enrollment will be stability with slight fluctuations up and down.

The data also provides an analysis of the average/mean age of students enrolled in Oklahoma's higher education institutions between 1987 and 1996. The average age of males has increased from 26.07 years old in 1987 to 26.39 in 1996. The average age for females has increased from 27.89 in 1987 to 28.13 in 1996. The average age for Black students has increased from 25.89 in 1987 to 26.92 in 1996. The average age for American Indian, Asian American and Hispanic American

students has decreased between 1986 and 1996. The average age for American Indian students decreased from 26.3 to 25.83. Average age for Asian American students decreased from 26 to 25.35. The average age for Hispanic American students decreased from 26.49. to 26.32. The average age for White students increased from 27.20 to 27.25. The analysis of this data concurs with Kerr's argument that changing age distribution will affect enrollment in higher education.

The implications of the changing age distributions is that this is a changing university constituency. In fact a constituency that is at the foundation of the purpose of the university. As the student constituencies wants, needs, and requirements change so shall universities' culture.

Shifts in Racial and Ethnic Composition of the Population

Oklahoma, similar to other states, is currently experiencing changes in demographics in the population of students attending its institutions of higher education. Below is data related to the changing ethnic composition of Oklahoma's higher education population. In 1986, the two comprehensive institutions had 800 Asian American students enrolled. By 1996, this number had increased 52% to 1,535. The University of Oklahoma made up the majority of this increase going from 471 to 1,004. At the four year higher education institutions, Asian American enrollment increased .9 % from 655 to 761. At the two year institutions, enrollment for Asian Americans students increased 7% to 1,403. Total Asian American student enrollment increased 7% from 2,443 to 3,699.

Data on unduplicated fall semester headcount enrollment by public institutions for African American students 1986-1996 reveals that at the two comprehensive institutions, African American enrollment increased by .8% from 1,769 to 2,146. This increase was entirely the result the University of Oklahoma. The University of Oklahoma's African American population increased from 1,020 to 1,551. Oklahoma State University's African American population decreased from 606 to 506. At the four-year institutions, African American student enrollment increased by 9%, from 3,914 to 4,485. At the two-year institutions, African American student enrollment increased by 9%, from 3,836 to 4,359. Total African American student enrollment increased by 9%, from 9,519 to 10,990.

An analysis of unduplicated fall semester headcount enrollment by public institution for Hispanic American students from 1986 through 1996 reveals at the comprehensive institutions, Hispanic American student enrollment increased from 602 to 1,077. At the two year institutions, Hispanic American student enrollment increased 56%, from 781 to 1,404. Total Hispanic American student enrollment increased 53%, from 1,873 to 3,541.

An analysis of unduplicated fall semester headcount enrollment by public institution for Native American Students for 1986 to 1996 reveals at the comprehensive institutions, Native American Student enrollment increased 41%, from 1,147 to 2,832. At the four year institutions, Native American enrollment increased 59%, from 2,903 to 4,950. At the two year institutions, Native American

enrollment increased 51%, from 2,616 to 5,129. Total Native American enrollment increased 52%, from 6,666 to 12,911.

An analysis of unduplicated fall semester headcount enrollment by public institution for female students for 1986 through 1996 reveals at comprehensive institutions female enrollment has increased from 20,707 to 20,880. At the four year institutions female enrollment has increased from 25,672 to 28,041. At the two year institutions female enrollment has increased from 32,469 to 35,017. Total female enrollment has increased from 78,848 to 83,938.

An analysis of unduplicated fall semester headcount enrollment by public institution for male students for 1986 to 1996 reveals at the comprehensive institutions, male enrollment has decreased from 25,974 to 23,501. At the four year institutions, male enrollment decreased from 20,823 to 20,563. At the two year institutions, male enrollment increased, from 24,719 to 24,796. Total male enrollment decreased from 71,516 to 68,862.

An analysis of unduplicated fall semester headcount enrollments by public institution for White students from 1986 to 1996 reveals that at the comprehensive institutions, White student enrollment decreased from 39,379 to 33,134. At the four-year institutions, White student enrollment decreased from 37,175 to 35,621. At the two-year institutions, White student enrollment decreased from 48,307 to 47,127. Total White student enrollment decreased from 124,861 to 115,882.

The data presented above illustrates how Oklahoma, similar, to the rest of the nation, is in need of leaders prepared to deal with the current and future shifts in the

racial composition of the higher education population. As White student enrollment continues to decline, students of color and female enrollment will continue to increase. These changes in enrollment will have an affect on higher education in Oklahoma. The quote below fits the higher education environment in Oklahoma as well as the rest of the nation:

Racism is a problem of all American society, not of higher education alone; yet, higher education is now on the front lines of the conflicts, as were once the buses, the lunch counters, the city streets, the factory employment offices. Too much of a burden, however, is now being placed on higher education to find solutions that it, by itself, cannot possibly find. The numbers are better than they once were, as in the early 1960's but still not adequate either in admissions or in completion rates. {sic} Nothing works as well as it should—not student aid, not affirmative action. The results, consequently, are not commensurate with the efforts. And additionally, numbers alone are not enough of a test of performance. While, the numbers are better, the relations are worse. Some minorities get more but they come to expect more—their own residence halls, their own courses, and their own academic enclaves. Simultaneously, what is called in one essay “the arrogant majority” is becoming more resentful of what it views as special privileges given to minorities. “Hostile stereotypes” of each other are intensifying. The number of racial incidents on campuses are increasing. Both the lash and the backlash are stronger. The most preferred new solution is required courses to improve

racial understanding. Yet there can always be problems with compulsory courses in a student body intent on individual choices and the courses may turn out to be counterproductive. The central person in all of these growing conflicts are *the college and university presidents* (italics added), and neither is as of yet taking the intensifying problem with sufficient "seriousness."

(Kerr et. al., 1994, p.153)

In the changing higher education environment racial issues and racial problems will increase as the student population changes to a much more "diverse" population. In the state of Oklahoma where this study of leadership is focused both of the major universities are currently dealing with significant racial incidents/problems. On a national level, a number of institutions (Penn State, Purdue, University of Mississippi) are dealing with racial incidents/problems. Leaders at higher education institutions must be able to deal with the changes in their institution's culture as the student population changes.

The Intensifying Struggle For Resources

Clarke Kerr (1994) predicts that one of the future issues facing higher education is the intensifying struggle over resources. This intensifying struggle will be the result of higher education's need for more resources and more competition for public resources (assistance to the elderly, prisons, etc.). The data below illustrates how the struggle for resources has had an impact on Oklahoma Higher Education.

In fiscal year 1980, the total state appropriations for higher education were \$265.5 million. In fiscal year 1999, this amount had increased almost three-fold to

\$757.9 million. This figure represents a 185% change. If there is only so much money that the legislature can appropriate and if higher education's percentage in increasing rapidly, then some other entity/organization is getting less.

Another area that illustrates the environmental conditions that will cause an intensifying battle over resources is higher education's compensations package. Data provided by the Oklahoma State Regents for Higher Education reveals that between fiscal year 1988 and fiscal year 1999 total compensation (fringe benefits and salaries) as a percentage of the total budget decreased from 78.3% to 72.1%. This decrease came during a time when the total budget increased by 112.6%. This shows that decision-makers (the president, trustees, staff, governing boards) have made the decision to utilize increases in budget funding in other areas. This has caused an increase in the struggle for resources within universities.

In fiscal year 1998, the budget percentages were 75.3% for state appropriations and 24.7% for revolving funds. In fiscal year 1999, the state appropriations percentage decreased to 63.4% and the revolving funds percentage increased to 36.6%. Revenues from revolving funds are made up of student fees, gifts and grants, sales and services of educational departments, technical education funds, and other income. This data clearly shows that the funding from the state is on a downward spiral and that Oklahoma's higher education institutions have had to replace this funding with its revolving funds. As this trend continues, there will be an intensifying struggle for resources. The struggle for resources adds to the chaos of the ambiguous world. Leadership at higher education institutions must deal with

declining resources. If not for any other reason than, to deal with their various constituencies (faculty, students, state legislators) as they face the new environment of higher education.

Implications of the Literature

Green and Ross (1998) do an excellent job of describing the higher education environment within which today's college and university presidents must "lead." They point out that although university presidents do not lead their institutions alone, they may hold the single most important position on their campuses. The expectations for the presidents are to provide intellectual leadership, shape institutional policy, and embody the values of the college. Outside of their institution, they represent the institution to future students and their families, the general public, and elected officials. They solicit benefactors as well as and work directly with the governing boards and state coordinating agencies. The individuals who hold these positions are central to the wellbeing of their own institutions and to higher education as a whole.

Most scholars agree that the job of the president is challenging, the question remains unanswered as to whether it is more difficult today than it was for his or her predecessor. The environment in which academic chief executive officers (CEOs) operate has definitely changed. The environment is now more complex and demanding, places increased pressures on institutions and on the president. Green and Ross (1998) described the changing environment in the following manner: Responsiveness and responsibility are two terms, which characterize the job of

today's college president. They must be responsive to the demands placed upon them and their institutions by increasingly activist boards of trustees and legislatures that call for more productivity, accountability, accessibility, and excellence. They must meet the demands of tuition-paying students and their families, as well as the employers of their institutions' future graduates. Additionally, they must create an environment that enables faculty and staff to do their work in the face of shrinking rewards and increased demands.

At the same time, presidents are responsible for developing institutional strategies, making difficult decisions in constrained financial environments, and containing costs. They must support faculty in their teaching and scholarship, find new sources of institutional income, court benefactors and legislators, and participate in the public debate over higher education, which includes emotional and controversial topics such as affirmative action, tenure, rising college costs, and faculty workload and productivity. Presidents must do all of this in an uncertain and often unfriendly environment characterized by increasing government regulations and public criticism of higher education. Taken together, these elements suggest that the job of today's college president is increasingly demanding, calling for a special type of individual who is capable of leading in a complex and difficult environment. More and more those who choose who will lead our institutions of higher education in Oklahoma have increasingly chosen politicians as that special type of individual.

Understanding presidential tenure, the backgrounds of individuals holding presidencies, the diversity of higher education leaders, and how trends along these

dimensions unfold over time is key to understanding the academic presidency and the higher education enterprise. Knowing demographic information about the presidents, where they come from, and how long they stay in their positions can help governing boards and policymakers in their decision-making roles (Green & Ross, 1998). This analysis is an attempt to provide an understanding of the presidents of four-year higher education institutions in Oklahoma. The study extends further by attempting to provide an understanding of political presidents in Oklahoma.

CHAPTER III

RESEARCH METHODOLOGY

Kauffman's (1984) objective in *At The Pleasure of the Board* "was to impart the Phenomenology of the presidency—how the presidency is experienced by the men and women who occupy such positions.... To find better ways to describe the realities of the presidency in higher education.... [and] to increase the effectiveness of the presidency by conveying greater understanding of its actual nature and complexity" (pp. 38 & 39).

The purpose of this study is similar to Kaufman's, but does more by studying the relatively new phenomena political presidents of four-year institutions in Oklahoma. The goal of the study is to expand the current knowledge of presidents of four-year institutions and specifically political presidents in Oklahoma. Accomplishing this purpose, in the absence of existing literature on political presidents, requires an in-depth exploratory study.

Methodology

There is no one method of doing qualitative research. Marshall and Rossman (1989) list six different methods of doing qualitative research. "Each method assumes that systematic inquiry must occur in a natural setting rather than an artificially constrained one such as an experiment" (Marshall & Rossman, 1989, p. 10). This is the basis of qualitative research. Some of the more specific definitions of qualitative research define it in the following manner: Bryman (1988) defines qualitative research by using the following six criteria: (1) Seeing through the eyes of

or taking the subject' perspective; (2) Describing the mundane detail of everyday settings; (3) Understand actions and meanings in their social context; (4) Emphasizing time and process; (5) Favoring open and relatively unstructured research designs; (6) Avoiding concepts and theories at an early state.

Martyn Hammersley (1990) provides another definition of qualitative research. Their definition is characterized by the use of everyday contexts rather than experimental conditions; utilizing a variety of sources for data collection (the main ones are observation and informal conversations); the use of unstructured data collection (no prior hypotheses, no prior definitions); a specific focus on the micro features of social life (a single setting or group); a focus on the meaning and function of social action; and an assumption that quantification plays a subordinate role.

Hammersley (1992) provides a second definition of qualitative research. The new definition is characterized by a partiality for qualitative data – use of words rather than numbers, a preference for naturally-occurring data or observation rather than experiment, the use of unstructured versus structured interviews, a focus on meanings rather than behaviors, the goal of documenting the world from the point of view of the people studied, the rejection of natural science as a model and a preference for inductive, hypothesis-generating research rather than hypothesis testing.

The research method that is the basis for this study was put forth by Lincoln and Guba (1985). Lincoln and Guba put forth a naturalistic research paradigm for qualitative research. The naturalistic research paradigm is the guiding paradigm for

this study. The Paradigm's axioms "Realities are multiple, constructed, and holistic.... Knower and known are interactive, inseparable... Only time- and context-bound working hypotheses (idiographic statements) are possible.... All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish cause from effect ...and Inquiry is value-bound" (Lincoln & Guba 1985, p. 37) are consistent with the goal of this study to examine political presidents introspectively and to build a theoretical base for further study. Their past and present environments influence political presidents, like everyone. Hopefully, the data provided by this study will provide a contextual framework in which to place political presidents' interpretations of their experiences. This study is intended to provide more in-depth information on political presidents and their leadership experiences. According to Barritt, Beekman, Bleeker, and Mulderij (1984), the value of the phenomenological information, which will be derived from these interviews, is in its potential to illuminate the possible consequences of change and to provide insight into the solution of problems. The method allows for an appreciation of the multifaceted nature of educational experiences, and the ability to make decisions about findings (Barritt, Beekman, Bleeker, and Mulderij as cited in Everly. 1993 p. 107). As there is only limited information on political presidents at institutions of higher education, this study is an attempt to fill the void by examining aspects of political presidents at four-year higher education institutions in Oklahoma.

Selection of the Study Sample

One of the characteristics of naturalistic inquiry is purposive sampling. In purposive sampling, participants for the study are not chosen on a random or representative basis. The participants are chosen "because he or she increases the scope or range of data exposed, facilitate the expansion of the developing theory; and illuminate a broader array of the multiple realities possible in the phenomenon (Lincoln & Guba, 1985, p. 40). A list of presidents of public four-year institutions of higher education was obtained from the Oklahoma State Regents For Higher Education. After reviewing this list, it was determined that, based on the definition of political defined earlier in this study, seven presidents would be interviewed. Although the number is a small number, the number of participants in qualitative research "are imposed by the researcher's available resources in conducting intensive, multiple, in-depth exploration with each of her study participants." (Tesch, 1988, p. 5)

Research Method/Data Gathering

Numerous studies in higher education have utilized the interview approach to gather and verify data. The Commission on Strengthening Presidential Leadership interviewed in excess of 800 people involved in higher education in their investigation of the college and university presidency. Cohen and March (1974), in their book *Leadership and Ambiguity* stated that the interviews in their study provided the contextual richness of exposure to the problems, experience, and insight of the men and women in the job. Bolman (1965), in his book *How College Presidents are*

Chosen conducted over 100 interviews with board members, presidents, faculty members, and administrators. In a dissertation titled *Presidential Profiles in Higher Education Perspectives From African American Women*, Freeman (1993), interviewed African American female presidents in an effort to study their leadership behaviors and attitudes.

The research method used in this study will be a focused interview. The need to introduce more interviewer control into the non-directive situation led to the development of the focused interview. The distinctive feature of this type of interview is that it focuses on a respondent's subjective responses to a known situation in which the participants have been involved and which has been analyzed by the interviewer prior to the interview. The interviewer is thereby able to use the data from the interview to substantiate or reject previously formulated hypotheses. In the usual depth interview, one can urge informants to reminisce on their experiences. In the focused interview, however, the interviewer can, when expedient, play a more active role: he can introduce more explicit verbal cues to the stimulus pattern or even represent it. In either case this usually activates a concrete report of responses by informants (Cohen & Manion, 1985). The focused interview differs from other types of interviews in certain respects. Cohen and Manion (1985) identify the differences as:

1. The persons interviewed are known to have been involved in a particular situation: they may, for example, have watched a TV programme; or seen a film; or read a book or article; or have been a participant in a social situation.

2. By means of the techniques of content analysis, elements in the situation, which the researcher deems significant, have previously been analyzed by him. He has, thus, arrived at a set of hypotheses relating to the meaning and effects of the specified elements.
3. Using his analysis as a basis, the investigator constructs an interview guide. This guide identifies the major areas of inquiry and the hypotheses, which determine the relevant data to be obtained in the interview.
4. The actual interview is focused on the subjective experiences of the persons who have been exposed to the situation. Their responses enable the researcher: (President A) to test the validity of his hypotheses; and (President B) to ascertain unanticipated responses to the situation, thus, giving rise to further hypotheses. (p. 310)

In summary, the distinctive feature of the focused interview is that the researcher performs a pre analysis of the situation in which subjects in the study have been involved. In the case of this study all of the presidents are former politicians and all of them are currently serving or have served as a president of a four year institutions of higher education in Oklahoma.

Instrument

The Interview Guide (Appendix A) contains questions that were developed to elicit descriptive information about the leadership experiences of political presidents of four-year institutions of higher education in Oklahoma. As was stated earlier a prior analysis of the situation (higher education environment) was completed. This

entailed a mixture of a thorough literature review in conjunction with this researcher's personal experiences in the higher education environment. This analysis prompted an interest in areas such as fundraising, dealing with the various campus constituencies, effects of previous political experience, role of president's spouse, and leadership style. These areas were the foundation of the interview guide.

Procedure

After receiving the list from the Oklahoma State Regents, potential respondents were contacted to set up a focused interview.

Data Management

All interviews were tape-recorded and immediately following each interview key components of the interview were documented in a notebook. The data from the notebooks was incorporated into the transcript of each interview. The interview tapes were all transcribed and typed using Microsoft Word, and all transcripts were saved to disk.

Data Analysis

To enable a thorough understanding of the respondents' experiences, an intuitive analysis of the transcripts was performed. This analysis involved the following steps. (1) Transcripts were read in their entirety, (2) significant statements were extracted from each transcript, (3) essences of their experiences were organized and referred back to each original transcript for validation, (4) transcripts of each interview were compared and contrasted in an attempt to identify similarities and

differences. (5) results were integrated into an exhaustive description of the experiences of the presidents (chapter four).

CHAPTER FOUR

RESEARCH RESULTS AND ANALYSIS

Focused Interviews

As discussed in Chapter Three, all except one, of the presidents selected to participate in the focused interviews were former elected politicians or politically-appointed administrators. The one president who was not a former elected politician or politically appointed administrator was a campaign manager in previous elections and had served as an administrator in a government agency. The other presidents had previously held positions such as state representative, state senator, and governor, Director of Public Safety, Speaker of the House, mayor, and U. S. Congressman. The tenure in office as president of their respective universities at the time of the interviews ranged from five weeks to 23 years. All of the presidents interviewed were white males. The youngest president was 36 years old and the oldest was 70 years old. All of the presidents identified for the study, except one, held the degree of Juris Doctorate. The one president who did not have a Juris Doctorate held a bachelor's degree in education.

Focused interviews were conducted with six of the seven individuals identified for the study. Of these six presidents, five are currently functioning as a president of a higher education institution in Oklahoma. The purpose of these interviews was to hear, first hand, the stories/experiences of the presidents. Presidents were contacted by telephone to request their participation in the study. Immediately after the telephone contact, each of the participating presidents was sent

a copy of the informed consent form, which provided them with an in-depth overview of the study. Each president was also sent a copy of the interview guide. Five of the seven presidents responded within one week of the phone call agreeing to the interview. Two of the presidents did not respond for four weeks after the initial request. These two presidents were sent a "second request" letter requesting that they participate in the study. A staff member of one of the presidents responded that the president would be able to participate but that they would have to review his schedule and contact me when there was one hour available for the interview. Due to the president's busy schedule, it was approximately four months later when the interview was held. In spite of the scheduling difficulties, all of the presidents shared their experiences freely during the interview. All of the presidents who participated in the study, except one, allowed more than adequate time for the interview, did not rush the interview, and in many cases, the suggestion for the end of the interview came from the researcher. One president refused to participate in the interview because "he did not believe he fit the population of the study."

INTERVIEW ANALYSIS

Section One: Environment at the time of the president's hiring.

The question concerning the president's background was included in the study because of a hypothesis that in the typical higher education environment these institutions made a decision to choose a "non traditional" president. Although the presidents come from various backgrounds, there were a number of common threads to their responses. These threads are directly related to the environment that their

respective institutions were in. One president specifically stated:

and why it is significant is I don't think the Board of Regents for Oklahoma colleges would have ever done anything as bold as going outside the education community to pick the presidential leader but not for the extraordinary situation on that campus. Had everything been running smooth, I think they would have done what every other campus had done throughout the history of Oklahoma, they would have gone with a seasoned educator that had come out of the faculty ranks. (President A)

The year that this decision was made was 1978 and this institution, like so many others during that time period, was recovering from the turbulent unrest of the late 1960's and the early 1970's. The institutions had a diverse student population, including the largest Native American student population of any university in the United States on a per capita basis. There were also African American and Hispanic American students on the campus. Similar to most institutions during that time, there were tensions between these students and the majority student population, as well as tension between all of the students and the school administration. "The institution was also experiencing financial problems as a result of difficulties in paying housing bonds issued to build new student dormitories. This issue concerned the faculty because they did not want to see the education and general budget being used for auxiliary services"(President A). The above information shows that the environment at the time of this president's selection was one characterized by increased conflict on campus, (student and faculty) and increasing financial difficulties.

Another president described the environment, at the time of his hiring, at his institution this way.

This university is an outstanding university, it's the third largest in the state. It has about twelve thousand students. But it didn't have any public recognition. Students didn't put their diplomas on the wall. It was referred to as [city] High. That's the nickname of [city high] school. People called it [city] High. And I told the faculty they shouldn't worry about me in academics because they were outstanding. We have outstanding academics, but what we needed were modern facilities with which to teach and modern equipment with which to teach. They needed a relationship with [city] and [city], which they didn't have. They needed to increase their scholarship programs and they needed a new campus, they needed to become an entirely new university. Maintaining the high academic standards they had, but become a new university.(President B)

The environment at this institution at the time of this president's hiring was characterized by the need for public recognition and for additional resources to build modern facilities and increase scholarships.

The environment at one president's institution was characterized by the need to take a fragmented entity and bring it together into a new functioning entity.

Here a lot of the challenge is about growing something that has been in a real nascent stage. The University has been in such an ethereal presence among, in distinct places all over [city], and [city]. It just recently became centralized

here at this [name] center, at this facility and more is coming here next year.

So what it's really about is developing a sense of itself as an entity, creating a common definition for all the programs and the people who are a part of this [university] and [this city], expressing that to the community and building support for the community. Deciding what we are and how we want to grow, to what extent we want to grow and where. (President D)

One president expressed that he was brought in because of a university environment characterized by the need for strong leadership, to increase its private funding, and define the institution's public image.

The regents talked to me early on in the interview process. They stressed to me they were looking for someone who had a public persona that was positive, they were looking for someone that had the ability to do more with the foundation and private fundraising efforts, they were looking for someone with an academic background, certainly someone with strong leadership characteristics and someone who had a commitment to higher education. I think they felt that the university needed someone who could interact with the alumni and the public arena here in this part of the state. (President C)

One president reported that the Regents utilized his love for spending time on the university campus to recruit him.

Several members of the Regents approached me and said would I be interested in being president of [Institution F]. And I said, uh I'd love to do that some day. But that I was just in the middle of my chairmanship of the [specific]

Committee and that I had just waited so long to get to that point of being able to impact ... policy. It was not the right time to leave, and so then four or five years later when the current president resigned I was invited to come spend the day speaking to classes, speaking to the presidential leadership class. I didn't know the plan, but then after the end of the day some of the regents took me to dinner, I had just spent the whole day. I love being with students. I love teaching. Spent four years teaching. I loved teaching. I've never loved anything as much and I always have. During my [number] years as [political position] and [political position], I had almost over 500 college students who were interns in my office and I would always have group meetings with them like seminars. I would give them issue papers, which were almost like term papers. I had guest speakers like classes. So that was my way of kind of continuing to teach even though I was up there and uh so they at the end of the day, I had this great day on campus. The Regents asked me, you know we talked to you five years ago or four years ago but would you reconsider. By then I had ended my chairmanship of the [name] Committee and I had only two years left in my term and I was kind of asking myself do I want to do this the rest of my life? Do I want to run again for re-election? And so I said, I would think about it. And then I ended up deciding to come. (President F)

The president was asked why did he think the Regents recruited him for the position.

I think that you know, so what sort of drew me here was partly I think I viewed as a crisis of the university. The faculty, the students, I mean the

leadership, the alumni, the Regents felt the university was sort of in a free fall and the state resources, the budgets had been really bad. They either had been cut every year or there hadn't been a salary increase for the faculty in a long time. There was a feeling that we weren't doing a good job in getting our message out to the public about the good things at [institution F]. We were not getting our share of the state revenue that was ours, that we needed a general, new approach. There were ethnic problems. I remember the day I arrived, there was a student fasting [building name] on the front steps. That was a problem that hadn't been taken care of. There had been the [name] incident; there had been all sorts of things that had taken place. So it was growing internal conflict between various groups of our diversity population. There was a lack of support from all our legislators and appropriations were not going well. And our media coverage was not good. I mean there wasn't being much written about good things happening at [institution F], it was all negative. So you know, I think there was a consensus that maybe we need a kind of a new approach, try something new and I was, I had been in public office in [state] for [number] years you know and I had been, I had still had been very involved in education at the same time. (President F)

This president, like the others, illustrates how at the time of their hiring, their respective institution's were in need of what they perceived to be a new type of leadership.

Summary

The new type of leadership the institutions were looking for was based on the need for a leader who could deal with the issues confronting the changing higher education environment. Examples of these issues are declining state government support, student unrest and student tension, negative public image, the intensifying struggle for resources and the politicization of campuses. All or some of these issues were present at the various institutions in Oklahoma that hired one of the political presidents.

Section Two: The president's experience in higher education

The question related to the president's previous experience was included because of a hypothesis that there may be specific experiences in the study president's background, which may have provided them experience in dealing with the changing higher education environment. All of the presidents believed that their experience prepared them for the positions of president. What is interesting to note is that all of the presidents listed managerial, leadership, or people during their responses to the questions.

I went to the board with a notion that what the board needs now is a manager, is someone who has vision, who can bring diverse groups of people together and provide leadership. That as a president, I can hire a top academic person, a top financial person, a top person in personnel but what it needs is an overall leader and manager and I've had considerable experience in running a statewide [type] agency that had been successful in dealing with, during my

term, we bought in the first black [position], the first female [position], had dealt successfully with a number of statewide issues that led me to believe that I could bring people together and I had enough of scholarly background myself in my writing and speaking that I demonstrated enough scholarly ability to where that, plus the administrative background, led them to take the chance to hire someone outside the normal fraternity. (President A)

One president pointed to the basics of public policy as the foundation for preparing him for the job.

Uh learning how people work, learning how public policy is made, all these elements of my background I think were quite significant for preparing me for the job. As [political position] of this city, I don't think the role was a lot different. The kinds of things that are dealt with were different and all that, but the basic functioning of things were not so different. You know my job as the [political position] was to help bring together a common vision of the city, help communicate that vision of the city, uh, help stimulate steps to implement that vision. Those are the same things that a college president does in the best sense. One of the differences between someone with a public policy background is that they tend to be much more active in that process that I described. Traditional academic people, of course, are more oriented to traditional academic questions. That isn't bad, those are good things. But they tend consequently to be much more maintenance-oriented, sort of keeping things going as opposed to analyzing where they ought to go in

developing a plan that may alter direction or make the direction more clear.

(President B)

Politics provided one president with the ability to motivate people and to move them for change.

Politics prepared me because it prepared me to be a motivator, to try to get along with people. To try to get people to move for change. My whole background I had been involved in trying to change things. And I told the faculty that were upset with me, how many doctors run a hospital? I said you want a manager at the hospital, you want a doctor performing surgery and caring for patients and I said that's what I think the university needs. It needs a manager that allows you the freedom as an active division that allows you to do what you need to do. (President E)

One president pointed to his previous experience in politics and the similarity of functions of his previous position to that of university president.

I think that you know there are aspects of a university today that are say are more like what if politicians would do. In other words, what a mayor or governor or whatever complies because this is a big, it's like a town, it's like a big diverse town. You know if you want to call it that or a city and you need someone who understands how to relate to constituent groups, how to build a sense of community, how to build a sense of family, that's very important. It is an organism and so politicians tend to be better at that than people who just sort of just sat away in the library writing. That's what you do everyday. Your

work is people and the university has become much less of a sort of ivory tower away from society, it's more a reflection of society. The other thing that the university has become this is kind of another group of people involved in higher education it's, it is now a huge business and it is not just a little enclave. The budget of the [institution F] this year is over a billion dollars. When I became [political position] the budget of the entire state was one billion dollars. So in other words, the budgets I'm now managing, as president of [institution F] is as big as the entire state budget was. So, it's a huge business operation. (President F)

Summary

The presidents in the study all believed that their political background prepared them for the presidency of their institution. One of the arguments that has been made by individuals opposed to the hiring of individuals from outside of higher education is that they do not understand how universities work. This leads to the question of what exactly is adequate training for individuals who would be university presidents. Is simply having experience working at a college or university adequate training for dealing with today's higher education environment? Or, in line with what the presidents in this study say, are the skills necessary for successfully running a university similar to the skills necessary to make one a good politician? Interestingly enough, a number of the presidents in the study identified working directly with higher education while they were in their political position.

One president authored the legislation that created the institution that he

would later be president. One president, while an undergraduate student, worked for the vice president of university relations, in private fundraising and other development activities. In his previous political position, he authored a higher education bond issue that raised 350 million dollars for capital improvement for the state's higher education system. He was involved in "drafting and presenting the state's endowed chair program" (President C), and he met with the college president's council on a monthly basis. One president had been a professor and department chair and had been a member of the American Association of University Professors. He had also served as a trustee at a prestigious higher education institution.

While the presidents may not have had experience in a traditional higher education environment, most of them had dealt with higher education in relation to issues impacting the changing environment of higher education.

Section Three: Political versus academic leadership

The two questions related to political versus academic leadership style were included in the study because of a hypothesis that the presidents' previous political experiences specifically prepared them for dealing with higher education's increasingly political environment. These two questions elicited similar responses from the respondent presidents. The presidents, for the most part, believed politics at the university were more difficult because the individuals involved in politics in the higher education environment did not understand how politics work.

Uh, I thought real politics which is, how I describe legislative politics, in some ways were the higher quality of politics. In the sense that you were dealing

with other professionals who were accustomed to deal with questions of public policy and did it in a way that reflected professionalism which is to say, because one of the things in the legislature that you learn - however much you get excited about today's question you recognize there is going to be tomorrow's question and the alignment of people in support for tomorrow maybe very different than today's question, so you can't get to, you can't let the emotions run away with you today in a way that's going to impede your ability to work tomorrow. Higher education, traditional higher education people tend to be less professional in the process. They tend to be, uh, less aware that there is going to be a tomorrow, they tend to burn bridges in ways that make it more difficult for coming together on new issues tomorrow.

Tends to be more personal. (President B)

This same president, later in the interview, gives specific comparisons on politics on campus versus in the larger political arena.

Because it's so often, it's so small and that's what Woodrow Wilson said. One of the most pathetic things I ever read was a big piece in The Chronicle of Higher Education. Though, I will say at one point, The Chronicle of Higher Education, I never became a great fan of the Chronicle but at one point they covered controversies that we were having here and I thought they covered it in a very fair and balanced way. My own experience with the Chronicle was I thought they were straight forward. But anyway, the story I was gonna tell you was that this was a big back page opinion piece by a poor fellow who had

been the department head and for whatever reason was no longer the department head and he was writing about his sense of agony at losing that power. And I think, my gosh, the poor guy was only the department head at an institution of higher education and he's having withdrawals. I mean what was the power that he had. I mean he got to decide whose classes got held at what hour and who got a new lamp and who didn't get a new lamp. After you've dealt with real issues of power that's almost pathetically small and yet that was regal to that guy.

The ability that, and I think maybe one of the problems in traditional higher education is people get so hung up on the short term. And that's odd, because you think of all people in the world to be focused in the long term would be higher education people because that's the work they're in. But in fact, uh, they uh tend to have a hard time visioning the long term and they are very focused on the short term. Whereas those of us that come from another political background, you have a lot more, I think before I say what I was gonna say. I think one of the things that's different about people from outside higher education, from regular politics, is that you deal in regular politics with so much politics, you deal with so many issues and you gotta deal with lots of things all at once and so you get where you're a little less excited about a lot of them because you take it in stride. Whereas in higher education probably people deal with fewer issues, so maybe that's one reason why the small get so big in higher education. Maybe there are just fewer issues that come along.

But, I was getting ready to say before I went off on that. In regular politics you learn how today's battle is all part of the bigger picture. You know it's all part of today's step in the process of moving toward the achievement of whatever bigger vision or bigger definition of where you want to go. And in higher education people tend to be less oriented to that vision, less conscious to having a vision and therefore today's battle isn't just a piece in the process of where you are going, it tends to be something that comes out of proportion because it becomes much more overwhelming because you don't have a context in which you see the place of today's battles. (President B)

Political issues dealing with conflict, empowerment, inclusiveness, and team building were also discussed in dealing with politics.

Well you're going to have those give and takes, those struggles, those tugs of war in any organization. You have them in private business, you certainly have them on a university campus. And as I say, the way I think I deal with those, the same way in any environment it's important to give everyone, if there's a disagreement, if there's a struggle, you got to give everybody their say and, I've always been one that's encouraged that. I'm not at all opposed when we've got an issue that's up for debate, let's get everybody in and listen to it. Ultimately as president, I've got to be the one that makes the final call, and I don't shrink from that responsibility at all. But I think it's important that I, instead of sitting over here by myself and saying I don't need any input because I'm knowledgeable, I'm gonna make these calls and everybody just

follow suit. That's not the way you get things done. You get things done by team building, by having a team, by giving a chance for everybody to say their piece with the knowledge that they will have that chance and then, as the leader, I'm going to listen, but also with the knowledge that once the input is given and I make the call, you need to cinch up and get with the team and go with it. And you've had your chance and you may get your way some of the time, nobody gets their way all the time, but you got to be supportive of the greater good, you gotta be supportive of the team even if that may not be your individual agenda. (President C)

Based on the multiple political issues at his institution, one president provided the following description.

Well, it uh, I have a couple of thoughts on that. Also its not just politics within the institutions in [city] it's politics within [institution F] because you're just [campus] dilute from [campus]. There is a big challenge here within sort of within [institution F] speak first within [institution F]. if you're an administrator in the [institution F] world you realize that there are issues that sometimes take place between [campus] and [campus] in competitions or challenges that rise from two strong institutions. In [city] we are basically split down the middle, half of us are tied very closely to [campus] in the [academic level] programs, the other half are tied very directly to [campus]. So you have the opportunity for a lot of interesting interchange, but you have people, half the people are on one pay program the other half on another. Half

the people are on one computer system half the people are on another so you really, it's important to find ways to overcome all of that, to work together as one team and have an identity that's apart from you just the particular campuses but then transcends not just [city], but the [institution F] entirely. So there's all of that, plus you have the fact that you are in [city] and you are extensively competing with and partnering with your other institutions. I spend a very large percentage of my time, maybe the most of my time if you were to break it down in categories, interacting with presidents and administrators related to my kind of sister institutions in [city]. Because particularly in the [city] the culture, uh, but the culture here requires partnership and teamwork in order to get the support of community leadership. [City] leadership wants to see the universities that are in [city], which are all, which are primarily based somewhere else, like in [city] or [city] or [city]. They want to see the these satellites cooperating when they come to the mayor or they come to the CEO's or they come to the Chamber of Commerce, they want [city] representatives to have worked out the issues among themselves so that they don't get asked for five different things from five different people. They want it to be uniform, so that's another example where it's very helpful to have experience. (President D)

The internal politics of his institution, particularly dealing with faculty, was the focus of another one of the presidents.

The politics on the campus was tough for me because there was a nucleus of a group that resented me being there. And it took several years and some were never won over. By the time I left it was just engraved in them to not like me. There were three or four that just opposed to everything I did. Maybe I was wrong and they were right. I'm just saying we were on opposite ends of several things. But I think I kept saying don't judge me now, judge me when I leave. Because right now it's tough. One of the tough things was when we got no money everybody understood it and they were friends. I don't get any and you don't get any and we're both people and nobody gets anything. But suddenly we got money and they started arguing over who got first priority. When I picked up five million in building funds everyone needed money. And then they started playing politics and started falling out over you're favoring them over us and our needs are just as much a problem. And I said just wait your time we are going to do the entire campus, but we are going to do it in a system. And it's not who has the highest need, it's in a five-year program when should what be done. Well, there were three priorities that I put into place. The physical plant had to be addressed before we could do anything for anybody else. If you're going to double the size of the buildings on the campus, then you got to have the physical plant in place. So a lot of the up-front money that we pulled in went into underground lines, underground heating, air, and parking lots. So a lot of the money we put in it took awhile before we actually got to the academic part of it. I fixed up the Student

Union. I tried to fix it where students had a place to enroll. So the politics of it would be that I would have to sit down and say that you have to wait your turn. I'll get to you, just be patient. And I think that helped in the long run because everybody knew this was an open plan, in which they participated. I just raised the money. And set the overall mission, I let the college select its architect and I let the college approve the architect's plans, then I technically had to approve them. But like the math and science building that we doubled in size. I didn't know what they needed in the laboratory. So I said I'm going to give you seven million dollars, you design what you want, what you can get for seven million dollars. (President E)

One president answered the question by focusing on how his previous background prepared him for the position.

The institution has changed. And that's another reason why I think that politicians somebody that's got the background of knowing you need to listen to everybody. I need input from everybody to form a consensus. I mean it's all about again, it's all about consensus building, it's all about the art of the possible, it's all about giving everybody a sense of, it's all about giving everybody ownership of the so it's not just yours, it's all about being part of a decision. It's all about all of a sudden you come to an understanding mission of where you want to go, your goal, uh so uh it's very much the same. I mean it's just the difference of issues but it is all about working out workable solutions and compromising.(President F)

The president then discusses the specifics of the politics of the university versus his previous political positions.

Politicians come to understand that you know, I remember one guy, what a difference a week makes. He had been fighting me the week before calling me telling me what an awful [political position]. I was. The next day, the next week, I was signing his pet bill and we were having our picture taken together and he said what a difference a week makes. You know politics are kind of like lawyers, you learn you're on the other side of the case, you know, you may not be tomorrow. Politics and issues are constantly changing and who's on your side. That's something that people, people who have never been into hammering out a decision that requires a consensus, sometimes take a very point of view about that. You know, oh, this isn't self-interest. Since it's me wanting it you know, they don't understand well the history department, the english department, the meteorology school, the fine arts and everybody all competing for the same little bit of dollars I have. And so I've got to try to be fair to everybody. And they don't understand to, I mean one thing you got to understand in politics is that when you lose, if you're gracious about it you might very well get the person on your side the next time. Academics tend to get more personal about their, they take personal. this is a rejection of me or whatever. They take decisions much more personal than the average person that's been in politics does because we understand it's about meeting interests and priorities. You win some and you lose some and so, and you have to, and

you know I try to convey that, I mean I spend a lot of my day communicating to faculty and others and staff. Try to explain I love what you want to do. I wish I could give you all the money to do it right now. I wish I could say yes, but here are all the other things on my desk. Here are all of the other people that, but you're right, it does become if anything, sometimes they get a little more petty, a little more personal, a little more emotional and so all the more reason why somebody who has some experience in highly-charged situations does better. (President F)

Summary

The higher education environment is becoming increasingly more political. Politicians deal with politics in their everyday work. The presidents in this study expressed that their previous experience prepared them to deal with the politics on their respective campuses. They pointed out that although the politics on campus were very difficult, because of their experience dealing a wide variety of issues and because of their understanding of politics, they are better able to deal with the politics on their respective campuses, as well as the politics of the higher education environment. This ability to deal with politics will become increasingly important in a changing higher education environment characterized by increasing politicization of university campuses, intensifying struggles for resources, and decreasing funding from state government.

Section Four: Political spouse versus academic spouse

The question related to the president's spouse was included in the study because of a hypothesis that the president's spouse's previous experience may have provided skills necessary for dealing with the changing higher education environment. The presidents answered this question with a mix of how the environment has allowed for a change in the roles of the president's wife versus how important it is to keep a lot of the traditional roles of the president's wife. "I think my situation is different than if you were governor [name] was first lady of the state and first lady here and in more ceremony. My wife is the [position], she's in academics, she has a job and a life. I support her and her projects, she supports me but it's not, she doesn't feel like she's special"(President A). In response to questions about expectations of his spouse, the president had this to say.

She will join me in as many events as she can but that's a bit of a throw back. I think it's wonderful for presidents whose spouses have time. Naturally, my wife attends events with me, where other president's wives are there. Today, unlike when I first became president, wives didn't work as much and wives spent their whole life on campus, now wives have their own lives and do things and there are women's groups that like to see them, but it's not as important as it once was. The times have definitely changed the role of the spouse.(President A)

Separation of home life and work life was stressed by one of the presidents. "We've always tried at having a work life one thing and home life another. I think

that's the modern style. I think in many ways that's better"(President B).

The environment at his institution made one president's wife's role not as relevant as some of the other institutions.

Yeah, that's probably one that isn't that relevant for me also because this particular campus is really graduate-centered and you don't have as much. there is no residents in the dormitory. So, I mean other than being a, you know, a spouse. but she's my wife, a person who has her own career, joins me at functions and receptions on occasion. There is not a real great role for her at this point. (President D)

Because of his wife's career, which was independent of his, one president made his wife's role in his presidency a condition of employment at his institution.

And then I said another reason I would turn it down is if you were under the impression that my wife at this stage of her life was supposed to spend full-time on the campus as the president's wife. I said she has her own life, she has her own career and she'll be the president's wife but she can't be considered to be full-time captive to the campus.(President E)

Later in the interview, the president responded directly to this interview question.

There really is no comparison and there are two or three reasons. First of all we were in that stage in life. And we hadn't grown through the education process. She had not been married to a college professor, she had not been married to the vice president of academics, college life, and university life was not her life. She had her life in projects that she was working in. So she

attended functions and she sponsored functions but she wasn't on campus all the time. She went to ball games and hosted picnics. It was very similar. With the exception that she went to events, it wasn't that every day she was living on campus. The other thing that made it different is that there is no president house there. There is no on-campus residency. And then so we lived in [city] so all the time that I was president of [institution E] I lived in [city]. So she wasn't on campus. You know, you wake up in the morning and see the students walking around on campus. It wasn't where the student body presidents came to our home for receptions or anything because we were not on campus. So in today's world where that wife is not a stay-at-home mother, or a cook, in the tradition of being the first lady of the campus many of the president's wives have other jobs. It's like when Bill Clinton was Governor of Arkansas his wife was an attorney in a law office. When he became president of the United States, she became first lady and gave up her law practice. But as governor of Arkansas she got up in the morning and went to her law office. (President E)

Two of the presidents expressed the traditional roles of their spouse in relation to the president's position and the university in general.

My wife, was very supportive of my efforts in the legislature and would travel with me on weekends most of the time. She's committed to her students and her professional career and of course she was very involved in events as she could be in the public arena, here she's on [position] of this institution and

was before I was named president. My wife is supportive of this university. Homecoming weekend, two weeks ago, she had a bunch from her class spend the weekend with us. We attend as many university events we can. We try to not miss a cultural event, an athletic event and if we're in town, and if we don't have a conflict, we're there. So, she's a very active spouse. I think, I believe and she believes, that we're a team and that has been a role that we enjoyed when I was [political position] and when I was in the public arena and it's one that we enjoy as well and in some ways even more so here because we're right here at home. We live on campus and events that go on, we try to be vitally involved in them for the students and for the university. (President C)

The second president who believed his spouse played a more traditional role described his spouse's role in the following manner.

She really kind of gave up her career and became a volunteer person, I mean volunteered in my campaign, a volunteer for certain things like the arts and education in Oklahoma. And then when I was in the [political position], she continued to do a lot of things as a volunteer you would expect, she was chairman of the [position] for example for years. She was on the board of governors for a major corporation of Oklahoma nationally so, she did a lot of things that complemented my work, she was very active. She's probably been the most active first lady of the university cause she has taken on landscaping for example is a big project of hers. She brought back a lot of traditions like

Mom's Day tea, which they had not done for years. We had like 2000 moms come through our house on Mom's Day. You know we have the [name] Club over, the [name] over well yeah we do, she does a lot of that. She does a tremendous amount of entertaining related to fund raising for the university, the alumni group coming back. So we probably fifty or sixty times a year, she will host a major event at the [campus building] and she's the hostess. So she's probably she may not be the norm. She's playing more of a traditional wife, spouse, partner role than most women are. Most presidents today their husbands or wives their not as much involved as say [name] was when [name] back in the old days, but so [name] is almost a throw back from the more conventional. Our marriage is more of a, it's very independent I mean she's a professional. The other thing she is, which probably most people don't always see, is she probably my principal advisor. (President F)

Summary

The responses to this question were mixed in that most of the presidents' spouses are the "modern" types of presidential spouses who have their own careers and other than being the wife of the president do not have a specific role as wife of the president. At two of the universities the presidents' spouses did continue the more "traditional" role of the presidential spouse. These traditional spouses played a more active role in dealing with the institution's constituent groups. Specifically, they played a much more active role in fundraising, dealing with students, and alumni. Both of these presidents discussed how their wives had played a very active

role in their political career. Interesting enough, it was these two wives who played the role of the traditional spouse and were very active in dealing with their respective campus constituencies. The role of the president's spouse will become increasingly importance in a changing environment characterized by the intensifying struggle for resources, the need for more fundraising, and dealing with student unrest and racial tensions .

Section Five: Leadership Style

The question related to leadership style was included in the study because of a hypothesis that the leadership style of the presidents may have prepared them for dealing with the changing higher education environment.

It's a bit different in that I was a [political position] and you gave orders.

Here you don't give orders. Harry Truman once said "something about giving orders to the general and nobody saluted. You do not order a Chair of an English Department or Dean of Liberal Arts to do things. You sit down and you discuss things with them and you come to consensus building of common goals and themes as opposed to demanding or directing that people do things.
(President A)

One president expressed that the basis of leadership style was the same, in his current and previous position. This leadership style was based on consensus building, decision making, communication, and negotiation.

I would say no. I've always had a reputation for being, and again I'm saying this what news accounts have said about me through the years. Being a

consensus builder, someone that tries to get everybody at the table and get their view point, before, as leader, I have to make the decision. I've always been viewed as someone that again, I'm quoting newspapers more than me, I've always been viewed as a excellent communicator, one that knows how to express the opinion of the group or my opinion in persuasive ways. I have been called by the press a skillful negotiator in terms of negotiating positions for the group that I represent and I think that probably my training and my legal background has something to do with that. I have been characterized as somebody that looks at the bottom line, looks for the end result, looks for the outcome and looks at ways to maximize what can be done for the organization and I believe that's very, very important. If you're not striving to move forward, if you're treading water, you're moving backwards. You don't ever tread water. If you're not going forward you're going backwards, cause somebody else is going to be up there moving. (President C)

One president adds a new dimension to the study by contrasting his leadership at his university to his previous leadership positions in both government and the private sector.

This is, you know, of a different magnitude for me personally, which is part of the challenge and excitement of it. Uh, but, it's similar to government in that and different to private sector in that it is not a commanded control kind of, you know, relationship like the military or like big business and even those places, the military and the business world are sometimes understood to be uh

top down in such a way so ignore the fact that they have to build support as well. But it's more similar to my government experience than it is to my business experience which was in government there was a lot of consensus building that needed to take place at a big agency. Uh, if you were senator, you pretty much tell your staff where to go and they go. But if you are a manager of a government agency, I think you probably have to build a lot of support for your ideas. But here consensus building is very important. I think people are very suspicious about decisions that are made without their involvement in the making of the decisions. Well so it's an important piece. It is similar to government, government requires that. (President D)

The people that he dealt with at his institution were the focus of one of the presidents. He indicated that the difference between the leadership situations of a politician as opposed to that of a university president were the people who worked for him.

Its pretty much the same, pretty much relaxed. The difference was that my leadership style in state government, most of the people I dealt with were my people. They were friendly to me and supportive of me. They wanted to make me happy. Staff, agency heads, employees within the agency. They all tried to be supportive of the [political position]. At the university they are proud of their independence. As [political position] you told people what to do, as president you asked them. I used to tell the difference is *Pretty Please*

[Italics Added]. Oh yeah they would say, you can't tell me what to do.

That's, that's academic freedom. (President E)

Another president followed the same vein of thought, but built upon it by emphasizing the thought process behind his leadership style.

Very similar. I do both. I think people. I hopefully. What I try to do is what I call a big picture approach. The conceptual thinker approach. With some micro managing probably some people would say. I know that there was always some judging about my micro managing for example, even down in the dorm. We went to [campus building]. You know that I told them where to put every picture and I picked every picture that's hanging in [campus building] for example in these other buildings. I see the text of and I correct every historical marker before they're put out. You know, so I mean those are examples of little tiny details and I'm apt to get into that with programs and things and I'm apt to say ok, show me the schedule for the PLC this year, who are they gonna have as their speaker, what are they going to do each week, give me a projected schedule. Not only micro manage certain things like jump on down to the big picture and tell them where to hang the pictures down the hall. I jump also way down ten levels you know. If I want to know something about, and I listen all the time to all sorts of different people. If I want to know something about how certain things are functioning in the administrative measure, I may not talk to the right person. I may talk to this

guy here laying carpet. or painting and I know a lot of those people. (President F)

In addition to discussing his diversity in management from the micro to the macro level, this president also discussed the need for him to have his own team at the university.

I have to have the right to bring in my own team and the people, after a while you work together like husband and wife. You can almost complete each other's sentences after a while. You know you need people that can do that. To delegate and you know it's going to be done. I have to have the people immediately serve me these people that I know, trust, work with know how I think. They could almost complete my sentences because they can pick up a lot of the work even when I don't even have to bring it to them because they know exactly how I would handle it. You know a new CEO never has the same personal secretary that the last CEO had. What usually happens is that they were downloaded or they bring the one that was their secretary with them and their two or three top assistants that did their personal work. They come with them. The old CEO that retires the people worked directly with them, they may go back into another department. It's kind of interesting to me because if a, we understand for example the football coach. Let's say we get a new football coach do we say to him, you got to keep all the assistant coaches that the last coach had? You see it with business, you see it with football coaches, basketball coaches, you see it every place else. Why in the world

would that be unusual? Why wouldn't that make sense? Does the new President of the United States keep the same cabinet? Does the prior president you know what I mean, it becomes traditional after or you can't change anything, so it raised eyebrows when I came in and I said I got to have four or five people with me. (President F)

One unique strategy of leadership that this president discussed was his diversity of opinion approach. He had the following to say about this strategy:

Yeah, if you follow the book. If you follow what the book tells you what to do. The problem is if you and I learned this from a college report, if you follow what the book tells you what to do. It says ok, you need to have a span of control, you need to have like seven people who directly report to you that's all you can work with. If you follow the chain of command you tell them what to do, they'll tell you, then they'll bring the information back up to you and you have a small group that you work with all the time. Yeah, that's generally true but on the other hand that also means you are totally a prisoner to what they tell you. You have a filter around you so that the reason I want to teach, I want to jump down here to see what average students say. I want to jump out here and see what the guy who's out here gardening is saying you know, and I want to know what the guy painting the building is saying. My strategy is it's not normal. It's not teaching, see I think you need to know, it's like a great artist, a great abstract artist or an impressionist maybe needs to first know how to draw and paint in a very traditional way and you can break

the rules after that. I understand in the fact that actually when I became [political position] I started studying. I never had taken courses in college administration and I started studying and read books on span of control, chain of command all the traditional ways that you and I generally follow. But then I break the rules intentionally a lot of times because and also I studied Franklin D. Roosevelt who broke them all the time and he assigned the same task to three people all of them who used different philosophies and he would. I do this with my staff. I'll have you know, I used to have republicans on my staff when I was a democratic [political position] because I would be here arguing with the democrats on my staff. And you'll get more information if you got two people on the opposite side trying to convince you of something. You'll hear it, if you just go to one person. You just get one point of view, so a lot of times I give multiple assignments on purpose. So I'll get multiple points of view then I make the decision. (President F)

Summary

A common theme among all of the presidents was the understanding that while their leadership style at their university was in many ways based on the same type of leadership style in their previous position, there are specifics to the university environment that makes leadership at the university different. The presidents spoke of coalition building, team building, negotiating, inclusiveness, strategic planning, and having vision as aspects of their leadership style. These aspects of their

leadership style are the types of leadership skills that are necessary to “lead” in the changing higher education environment.

Section Six: The president and university constituencies

The questions related to the president and the various university constituents were included in the study because of a hypothesis that the president’s previous experiences prepared them for dealing with the various constituencies.

Fundraising

The question related to the president and fundraising was included in the study because of a hypothesis that the presidents’ previous experiences prepared them for the increasing need for higher education to increase both public and private funding and for the president to be directly involved in that activity.

All of the presidents acknowledged the importance of fund raising to the position of president.

I think it gives me some advantage in that I recognize the absolute significance of external dollars. Some people who have spent all their lives on a college campus, they understand that money just shows up. You get a paycheck and that’s it. I think I have a understanding of the private sector and how important it is to get private sector support. Nobody does that better than [president of institution F] of course, he’s the world champion on that, but that background has helped me more so than if I’d just come up through the education ranks.(President B)

One president highlights the importance of fundraising in the current

university environment, to improving the university.

Well, it is if you want to build a better university, it is if you want to move to the next level. Those that think it's not important are those that probably aren't doing it enough and my view is the state allocations and the federal allocations never gonna be enough. And we've got to supplement that cost with private dollars. And again, we can make the case, I want to show you our board out here, it's just down the hall. we can make the case that we have done it and we're gonna continue to do it because it is vitally important.

(President C)

He then ties his previous experience in fundraising in his political position to his ability to fundraise at his current institution.

I think I would say this, you gotta believe in your cause and as a public official. I not only had to raise money for my own effort, as [political position]. I raised money for 101 house members and I did that because I believed in them and they wanted me to be in their districts and that was something. Again, if you believe in your cause you never have a problem. I'm totally committed to this cause. I believe that the cause in higher education specifically the cause of higher education in ... Oklahoma where we know we can build futures.

From the private fund raising standpoint, and I brought this brochure that I will give you, I started this in August of this year, which is a thousand dollars a year for corporate individual sponsors for unrestricted dollars. In the

last four years. I came in [year], we've nearly tripled the assets in the foundation. So, with this last year, we awarded over \$250,000 dollars in foundation scholarships, which we add all of our other scholarships, that's just private dollars. We've had, and I'll show you the board on the way out.

We've got four endowed chairs, an endowed professorship, seven electorships. We have greatly escalated the importance of private fund raising on this campus. We've started a faculty staff campaign, where everybody at the university is giving money and I say that because the state allocation is important and if we continue to improve our enrollment, we're going bump up state allocation, but equally important are those private dollars. (President C)

Similar to the above response, another president indicated a direct correlation between his ability to raise funds and his previous political position.

Yeah, I'll do fund raising and I think my prior relationships in politics and in business and in law are all enormous advantages from which to do fund raising. I think I wouldn't have a place to start without this prior experiences, in say, interacting with state government. I mean I know most of the leadership in government and I know most of the big fund raising, I know the families who give significant dollars you know to support public education. So both in fund raising and state government, I think this experience is helpful. (President D)

Another president gave numerous examples of how his experience in his previous political position assisted him in raising funds for his institution.

Well first of all [institution F] was the lowest funded of all the higher education institution in Oklahoma. The formula that the regents had penalized [institution F]. Of the 27 institution in Oklahoma, [institution F] got the lowest amount per person. And so I started working with the Regents and got the Regents to start changing their policy of how they divided the money. I don't know if you seen in the paper that one of the legislators called for Hans Brisch's resignation because he is not funding [institution F] properly. Well it was a lot worse when I was there but what I did, I went to the Chancellor and Regents and I said 'ok I need more money' and they said, well, we can't take from the other institutions to give to you, we don't have that, we just can't do that. "And I said," ok here's my compromising suggestion that as you get additional money [institution F] would get a higher proportionate share. And any other institution who is not funded on the average would get a higher proportionate share of the new money. So they started while I was president and now they do it every year. Anytime they get new money, they try to shorten or reduce the amount of, well [institution F] gets a bonus it's additional funds to try to bring them up to nearly equal. And the other thing I did, which was more significant, we had not had any major improvements so we didn't get any appropriation from the legislature doing special bills for us. There was no energy center there was no international center; there was no one in power doing things for [institution F]. So one of the [institution F] alumni was one of my best friends his name was [name] and he was a

financial man, a broker and stock salesman and [name] came to me and said why don't we try to put together a way that you can borrow money. The university was prohibited from borrowing money or selling bonds unless you have a way to pay it back. You can't count on appropriations because that's not guaranteed. But we get from the school and commission an annual amount of money that comes to all the schools in higher education, so if you got \$500,000 or \$1,000,000 a year, you never could save up money you have to save money for ten years to do anything significant. And so he said if we could sell bonds and then pay it off with a million dollars but that was not legal. So I went to the legislature and got the law changed. So I went to the legislature and got special permission that institutions of higher education could sell bonds and use that money to guarantee their payoff. They now call that the "[institution F] Plan" or the "[name] Plan" and about half of the colleges in Oklahoma now do that, but we were the first. I used my political influence not to do anything illegal, immoral or shady. I just went to the legislature and said make this legal and possible for me to do this. I went to the bond oversight committee, I went to the Governor, I went to the Regents of Higher Education, I went to the Legislature, I got everybody to agree, and everybody said that's a good idea. And we passed it and there is not a building on our campus that is not new or has not been renovated and doubled in size.

(President F)

Another example of how this president's previous experience in his political

position assisted him in raising funds was dealing with the need for parking lots at the university.

At [institution F] everybody comes by car. So you have to have a huge parking facility. And half of what they had was mud, dirt, and gravel. They were using it as parking. I went out and cut down trees and enlarged parking lots, hard surfaced the entire campus every parking lot on campus doubled the amount of parking that we had. Where did I get the money? Well when I was [political position], the [political position] also serves on highway commission so while I was [political position] on highway commission we adopted a policy that allowed that department of transportation to assist state agencies with their transportation needs. So I went to the highway department and I made an application for a grant that the state highway department would come in and give me some money and help pave some of my parking lots. They said you can't do this it's not legal. I said, sure its legal, I put it place when I was Governor. It belongs to the state, just like the highway building out here or just like the Insurance Commissioner's office. So I worked out a deal with him. I would buy the material and he'd just let his employees use their equipment and their time. And so that's my background, and so I didn't do anything illegal, nothing shady, everything was always up here we always announced it. It belongs to the state, just like the highway building out here or just like the insurance commissioner's office. So I worked out a deal with him. I would buy the material and he'd just let his employees use their

equipment and their time. And so that's my background, and so I didn't do anything illegal, nothing shady, everything was always up here we always announced it. (President F)

The president even used his previous experience to beautify the campus.

When I was [political position], I was aware of what they call the Trails Act. So there are federal funds that are managed by the highway department that is for the beautification of trails and walkways. I put in an application for trails and we built a trail through our campus made it handicap accessible, connected it to a city park right across the street, took out the curbing, and put in a street light. Fixed it where people could walk down a creek bed, come through a city park, come across our campus and around and round so we could take in more space. But a trail came out on the other end of the campus you could pick up that trail again and walk right into downtown [city]. Fixed it where bicycles could ride on it, people could jog. We got a grant and that grant was the first thing we got but we had to wait until we completed the project so it took five years later we spent the money. But we got the grant and just saved the money. Because we wanted to beautify the campus after we got done with all the machinery. I went to Oklahoma City Foundation that is for beautification. Got some money to plant trees at one time we planted five hundred 20-foot or higher trees. Gorgeous campus. We have all this greenery. So we got a beautification grant and that's from my political background. (President E)

Another example of how the president used his previous experience to raise funds for the university can be found in the following narrative:

I think in my case I wasn't an outsider from New Jersey who came in here to be a president and would take five years to know who was the head of the chamber of commerce. I knew immediately. And so I didn't have to be here to learn all the ins and outs and who was president of Kerr-McGee Corporation. I already knew all that. I'm used to working crowds and bringing them together and doing things. And that's where I got the idea, and also I would go to people who were wealthy businessmen who supported me and who still like me and I'd say why don't you give a scholarship at [institution F]. One of the things I did, I established what we call a "Town and Gown" and I would put on at least once a semester a dinner at the university where we had key business people from the metro Oklahoma City area and we'd call it Town and Gown and we'd have our key professors, we'd have the key business men of the community we'd bring them in and we started getting scholarships. And when I became president, [institution F] foundation total worth was a \$1,000,000 and when I left it was 6 or 7,000,000. The largest single contribution in the history of the university was two hundred thousand dollars. Can you imagine that? So nobody ever gave them any money. When I left the largest contributors we had were two women and they both contributed a over a million dollars a piece. But before that we had none. So I worked on scholarships, I went to JC Penny and created a

scholarship for the outstanding student for every department on the campus. They all get a cash scholarship every year of \$1,000. For every program. I got some one to underwrite every single one of those and then we give a like number of scholarships to students for leadership. I got those underwritten. And they endowed it and its there from now on. So all these scholarships are endowed that they last forever. So what I'm trying to do is not just to give me cash for a one-time deal, give me money let me invest it and tell you that this scholarship will be given from now on in your name. So we probably doubled the number of scholarships in our campus. And that was from political contacts, that was not from academic contacts. (President F)

One president did not like the way fundraising was being done at his institution, so he reorganized the fundraising program.

Fundraising by the way is kind of interesting. One of the things that you have to do in fund raising and universities have done, well we've reorganized our fund raising. My predecessors, particularly the two presidents who preceded me, had told all the units of the university to go out and raise your own money. In other words, engineering you go raise your own money, fine arts etc. What was happening was they had this list of maybe our five hundred wealthiest alumni, best prospects, whatever, and they'd come in and fine arts would come in today and ask what they get maybe you gave it to them, tomorrow not knowing fine arts had been there engineering comes in or the business school comes in asking for another gift. Can you imagine if you had

just given a half a million dollars, it's your lifetime gift, and somebody from the university comes in two days later and asks you for another big gift? So I didn't know the people were there I didn't even know you had given that gift and I mean how do you feel? So, one of the things we went to the gatekeeper system. So contacts with major donors all have to flow through [name] office you know so that you can't, then what we'll do, I'll say ok, fine arts you've got this donor for two years, nobody else can talk to him but you. Now that donor doesn't give to you until that business contract run out or whatever. But, you don't do that multiple, not getting hit by everybody over and over until there's you have to carefully manage contact with donors, major donors. The other thing is which is also important and also getting younger donors because someday, they're gonna be, they may not be rich now may only give you ten dollars a year, but some day they're gonna be able to give you more. The other thing is making donors appreciate it and that, universities do that so poorly. Very poorly, they're not really shown that they're appreciated, or they are remembered or thought of and so one of the things that we do, I mean when we get a major gift or whatever, you know we try to have our students and faculty and all involved in some ceremony. We had a big reception for [donor name], the general faculty, students. Dr. [name] actually comes here four times a year and actually teaches his investment course and he is very involved in the business school and people like that. We try to let them know on an ongoing basis they are appreciated and we also know when they've

given maybe a huge gift which is gonna be the one gift they're gonna give in a lifetime, they're remembered the rest of their lives, invited back, you just don't, you know universities don't always do that very well and so you try to I write everyday probably twenty-five handwritten notes, thanking them.

Thanking the alumni the students and so again the personal contact. It is important from time to time and it's involving students and faculty and that they're thanking people so that they know not just the president appreciates them but we all do. Interacting with state government is constant, and what I've tried to do is get more of our faculty senate and several of our professors into building relationships with members of the legislature. Our student from those legislative districts, we have our students go back to their own legislator and tell them about what is going on. (President F)

This president also emphasized the importance of personal relationships between staff on the campus and potential donors.

I don't mean that you. No, but in terms of say like [name] office is right there and my personal secretary, [name] sits there you know all those years who gave for example, a lot of these people are donors for the university they provide political support. A lot of them become an even bigger donor for the university. You've got to have somebody here that knows them. When they step on the campus, they recognize them as a legislator or somebody that comes down here that's important to the university. How do you get these appropriations how do you get these donors? You have to have somebody

there you know and also that they know. So that if I can't see them right away they're satisfied to see [name] or [name] or they know [name], they know [name] and my secretary for thirty two years. (F)

Summary

The presidents in the study provided numerous examples of how their previous political experience prepared them for their fundraising efforts as a higher education institution president. All politicians are expected to raise money. The participants in the study were no exception. They all had raised money in their previous political positions and they all stressed the increasing importance of raising money in their position as president of their university. Some of the leadership style aspects that were mentioned earlier also came into play in the responses to this question. According to the presidents, team building, strategic planning, creating a vision, and negotiating are all very important aspects of fundraising. These skills will be increasing in importance in a changing higher education environment characterized by the intensifying struggle for resources, a decline in state funding, and increased cost of operating institutions of higher education.

State Government

This question was included in the study because of a theory that the presidents' previous experiences prepared them specifically for dealing with state government issues in relation to the changing higher education environment. One of the issues highlighted in this section was the lack of understanding of many academicians in relation to state government.

Well, it definitely gives an advantage there in that I did understand how state government worked. I knew the process. It was not a mystery to me. Many people in academia have a bit of a disdain for state government and the process, and they don't understand why state government is not, they sometimes feel that they are not appreciated as much as they should be by the legislature or by state government. I understand the politics of state government and it's a help (President A).

Another president expressed,

obviously that's very simple cause you're at home there. And its always would be amazing how people that don't come from that kind of background, first of all they don't know anything, but they don't know enough to know they don't know anything, and so they deal very ineffectively and in a very arms-length way (B).

This president gives an example, although not from higher education, of how not understanding how state government politics works can affect an organization negatively when it comes to funding.

The government is where you get the funds. But fortunately for higher education is that the legislature generally places a high value on higher education so it gets a great deal of support relative to the effectiveness with which pursuits getting it support. Which is not to say that it gets a great deal, I'm saying it gets a great deal relative to the effectiveness that it functions with. But I'll give an example though of what I am talking about. This is not

an example from higher education, this is an example of a very, very important Indian tribe in Oklahoma. Back when I was in the legislature and I was Chairman of the Appropriations Committee of the [political body], which is a pretty big deal. I happened to be in the town where the tribe was located. So the person I was with suggested we stop by and pay a social call on the chief. So we did go by. Didn't have an appointment of course. And the chief sent word out that he couldn't meet with me because he was in the middle of a meeting, of a very important meeting in which they were discussing strategies for the tribe to get funding from the state of Oklahoma for a project they were working on. And I was the Chairman of the [name] Committee of the [political body]. They couldn't have had a more valuable person to bring into that meeting, but he didn't know where money came from I guess. (President B)

The direct relationship with state government in his previous position and his current active role in dealing with state government, as well as his belief as to how important a role his background in politics played in dealing with state government is highlighted by this president.

Well, I don't think there is any question about it. Within our counsel of presidents, the group of twenty-five presidents that meet each month, they've asked me to serve for the fourth consecutive year as Chairman of the Legislative Committee because of the importance of interacting with the governor and the members of the legislature. We are state-assisted

institutions, and obviously if you are a public institution you depend on state and federal dollars to exist and it helps to have people in these positions who know how these wheels work to know what doors to open, to know who sits at the table and makes the decision and frankly it helps to be able to have the credibility with those individuals when you have the opportunity to make your case for higher education . And if you sincerely believe it, as I do and as my colleagues do, you have a chance to impact that decision. As I see it, I think having the opportunity to be on the other side because being on that other side, I understand that although the needs for higher education are critically important, you also have problems in the Department of Corrections to where if you don't do certain things, you're going to be under a federal court order. You have problems with the Department of Human Services where if you don't keep that boat afloat, you run into problems on the prescription drug program and the reimbursement for nursing homes and the aid to the elderly and things that are also extremely important, and so I have that background to know that there are other important issues that are on the table that this legislature has to resolve and under our balanced budget in Oklahoma, they can't just be for everything, they have to make priorities cause they have to balance the budget. I know that, I've been there. I've been the one who had to make that line balance as [name] Chairman and as [political position], but then the flip side of it is, I know because of that knowledge. I know or I believe. I know how to effectively advocate for the cause that I believe in and

to point out that if we fund higher education on the front end, ultimately.

These issues like corrections and other things will be addressed on the back end. If we front load our emphasis on education and I believe that and I think having experience the other side, I've had a chance to articulate that in a way where my former colleagues of the legislature can understand what we're saying. (President C)

Reaching out to state government was the tactic used by one president. In a previous question, he had discussed how he had utilized his former position as a politician to work with state government, to change higher education's funding allocations formula, to get a bill passed that would allow Oklahoma higher education institutions to sell bonds, and to get money from the state highway department. Another unique strategy that he utilized to work with state government was to work directly with various state agencies.

I contacted state agencies, we put on programs, and we did training programs for several state agencies. Like the Office of Personnel Management, so a lot of state employees came to our campus. I solicited them, and I maintained my relationship with them. When Keating was inaugurated we sponsored an inauguration party for the opening of the session. We took down our orchestra in black tie, we served a buffet, we put on a program honoring the legislators, and governor Keating, and Lieutenant Governor Fallon. We raised money, we did artwork at the capitol. I kept that relationship. Governor

Keating and Lieutenant Governor Fallon were on our campus at least twice a month.(President E)

One president inherited a campus that he believed had lost standing with the state's political leadership. "And they saw that, they also saw thought that I could probably the university had really lost standing with the political leadership in the state and it had. It had really, um, legislators almost felt unwelcome on the campus"(F). In response to this, the president initiated a strategy to change the way the legislators felt about the university.

I bring them down all the time, I got them acquainted with our professors. I have them brief them on things. Uh, really and also I even changed their recruitment policy. We were recruiting only about 30 or 40 big high schools in the state. We had about 20 counties where we had no students. I said, "You know for one thing we want to recruit everywhere. Remember there's some legislators from every county in the state. We want people from every county in the state at [institution F]. (F)

Summary

The presidents in the study provided a number of examples of how their interaction with state government in their previous position prepared them for dealing with state government as a higher education institution president. All of the presidents except one had previously served in some aspect of state government. The one president who had not served in state government had served in the federal government. The presidents stressed the importance of understanding state

government and how it works. All of the presidents interviewed presided over a public institution. Which means they were all primarily dependant on state and federal dollars for their survival. Their previous experience provided the presidents with an understanding of how state government works, who the major players were in the state and a level of credibility with those individuals.

Faculty

This question was included in the study because of a hypothesis that faculty would be the campus constituent group that the presidents had the least experience dealing with and the constituent group that the president's had the most difficulty dealing with.

Uh, that obviously becomes a little more problematic and I think your ability to deal with the faculty is good but your acceptance by the faculty has a much heavier layer of suspicion on it. So I think in [institution F] for example, [institution F president] is an example, I think the support level among the faculty is probably good because people perceive that good things are happening. And I don't, I haven't done any poll but I presume that's the case now. But initially there was a lot of and no one could come with a higher level credibility than [institution F president], so they shouldn't have had any resistance initially, but I was with a fellow who was I think was a retired faculty, I don't know this for a fact, but I think he was a retired faculty. And I think he was at [institution F], but I'm not sure cause I was with him in another context recently and he made the comment. I was commenting about the fact that I think [institution F president] has been very very good for

[institution F] which I very sincerely believe. I'm not just speaking as a professor of [institution F], but I think he's been very very good for [institution F] and the fellow sort of agreed and said, yes, that's true but you know he's still just a hat politician. So professors are going to have a little bit of that. (President B)

One president experienced problems with the faculty at his institution from the outset. Before he was hired the spokesperson for the American Association of University Professors (AAUP) stated, "if they hire [institution E president] that would be the worst thing that ever happened to this university"(E). The faculty senate at the university opposed his appointment. In response to a question as to why he believed the faculty did not want him there, the president provided the following:

It was not a threat to the administrators that I was not academic. It was not a threat to the student body that I wasn't from academia. It was only a problem with some of the leaders from the Faculty Association. I don't think I was a threat to them, I just think it was preconceived that I could not be worthy, if I had not had the experience, and I could understand that. I kept saying, just like I might not be good to come in and teach your class, you might not be good coming in and running the university. I just kept trying to say just give me this chance. (President E)

One of the issues discussed was how the mindset of the faculty had not changed to deal with the changing environment of higher education institutions.

The faculty mindset has not changed very much today. You still have faculty who are wonderful people who provide the intellect, the research, motivation and opportunity to make a campus what it is. But, you have to continually deal with faculty, and I'd say their mindset is not any different today than it has been in the last two or three decades. (President A)

In response to a question about how he dealt with the faculty the president expressed how he used the team approach.

I had to convince the faculty that I was there to fight battles for them, not battles with them. That I was their advocate, that I was there to make their life better, to provide them resources. 'I told the faculty I will not tell you how to run your classroom, how to teach your classes. You'll not tell me how to run my office as President. But together we're going to set these goals, this is the objective and together we're going to get there. It's takes both of us and if we spend our time fighting one another we'll not get the goal and continue reinforcing that notion.' Faculty still have an expectation, I think that they want to see in their president someone who understands scholarship, understands what they do, respects their work.(President A)

This president used the team approach to deal with the faculty at his institution also.

Okay. Well I have early on, again, I don't know that I want to uh, well, I'll tell you a story. I'd just been here about a month, and spoke to the faculty and staff. One of the things I did prior to my arrival my predecessors, they'd meet with the faculty separately. They'd meet with the staff. I didn't see, to me,

we're a university, we're a university community, we're a university family, so one of the first things I did was have a joint meeting. Everybody said what a great idea. This is great, we're all here, we're all hearing the same message. But I had someone, one of the senior faculty, come to me after my first talk with the faculty and staff and said 'what do you think about an organization where you got 150 pretty smart people that all think they know the answers on how this university ought to be run, does that intimidate you.' And I said, well, I said first of all, there's a lot of good ideas in those 150, ideas and second of all it's probably very similar to an organization where there's 101 people, all of whom have been elected by 40,000 people, who all think they could do the job of [political position] better than the guy they've elected to do it. Many similarities, you know, so I point that out only to say that from the outset, I believe that I've had an excellent relationship with our faculty here. Early on, within the first couple of weeks, I went to their offices, my first month on campus, and met with them in their offices, just walked in you know, sat down and introduced myself, asked them to share with me their thoughts. I mean I got a lot, some of them had problems with repairs and renovations in their buildings, others needed more technology in their classroom and I felt like talking to them in their office would be the way to do that. I regularly attempt to attend most of the Faculty Senate meetings on this campus and I drop into the faculty lounge for coffee in the morning, when I can, I mean when I don't do it, you know I don't do it every week, but I do it

whenever I've got, where the opportunity presents itself. My Administrative Council, which is my executive team, I've got the Chairman of the Faculty Senate on that Council. I brought them into the loop because we're in this together. You know, they're, I asked them to make a presentation on their budget priorities during our budget process. (President C)

One president understood the importance of being inclusive where the faculty was concerned.

Faculty, any initiative you're going to undertake and if the faculty has not had a role in crafting, and the Faculty Senate, you really need to take the time to meet with the faculty. I meet at least once a month. I meet at least ten times a year with the Executive Committee of faculty and the committees that are set up. I think probably maybe even more than, quote "traditional academics" have met with our faculty leadership. More often probably, always very candidly, I mean there is nothing I don't share, even of highly confidential nature with our Faculty Executive Committee.(President F)

Summary

Based on the responses from the presidents, of all of the campus constituents, faculty was the population that was the most difficult for them to deal with. This was the one area where the presidents did not discuss a direct relationship between their previous position and their ability to deal with the faculty. All of the presidents report attempting to work with the faculty by being inclusive of the faculty, by coalition building, and by utilizing a team approach to leadership. Again these are the aspects

of leadership that are necessary in dealing with the changing higher education environment.

Students

This question was included in the study because of a hypothesis that the previous experiences of the presidents may have provided them with skills for dealing with student issues in relation to the changing higher education environment. The presidents identified the students as a very supportive constituency at their respective institutions. The responses were a mixture of the support from the students and providing the students with the mission of the university.

Students today are much easier to deal with. I found that as long as you come out of your office. I'm out on campus every day. I'm out on campus most every night. I walk the campus every evening for exercise but it gives me an opportunity to see people in resident halls and around the campus and at athletic events and so forth. But if you communicate well with students, and let them know that you're seriously interested in their views, students are wonderful and much easier to work with than they were twenty years ago plus when campuses, where there's a lot more suspicion. There's a much higher degree of suspicion, lack of trust on college campuses at that time then there is today (President B).

One president emphasized the central position of students in relation to the purpose of the university.

Um, I think the outside skills in dealing with people are good. So, ok. I'll say it to you the way I believe it. They are the reason we're here. I believe, when I'm asked to state what our objective and what our mission is, I believe strongly that our job and our responsibility is, with the resources we have from the state, federal and private sources, to provide our students with the best educational opportunity that we can. At graduation, I check every year before graduation, and we have about a third of our students are first-generation college students, which mean they're the first in their family to attend college. I try to not get emotional about it but I do. You know, when you think about it, and graduation brings it together, you've got the student graduating, their family, they're realizing that this is really the first person that's achieved this goal. And you know that that person, by achieving the goal, that graduates gonna be able to open doors and to do things that others in their family before have not been able to do. I always tell the graduates, you need to understand that you've also got a responsibility. you're gonna have younger brothers and sisters, others in your family and you've stood on some shoulders to get here. You need to let them stand on your shoulders to get there. And all of that I guess reinforces to me why this is important work and it's very important work. university's where one generation meets the next. It's where we challenge our students to probe to ask the tough questions, to push, to reach and to be all they can be and to me that is what is exciting about our environment. (President C)

“People skills” were mentioned again as a strategy for dealing with the student constituency.

Um, I think the outside skills in dealing with people are good skills at whatever you deal with. Students inhabit a world in which, generally speaking, there is not a president of the university, there is no dean of the college. You know, there is the professor and their class and it's a fairly immediate kind of world. So I don't think it's an issue one way or the other for students generally (B).

One president enjoyed the support of students at his institution before he was hired at his institution. “The student government passed a resolution asking them to hire me. And so I had great encouragement. And the student body was extremely supportive, they loved that I would bring political figures on campus. And I tried to match my figures, when I would bring on a democratic Governor, I would bring in a republican Secretary of Education. I didn't have any problems with politics. It was not a threat to the student body that I wasn't from academics”(E).

Community building was the emphasis of one president, and he placed his work with the students in the context of his overall community-building environment.

Part of that is, you know, I think there needs to be, it's like the inter, intergenerational friendships with the faculty families living down in the dorm. They're kind of like, they are like a favorite aunt or uncle. They're not their parents, like disciplinarians but they're kind of like a favorite aunt or uncle or you can go in and talk to you know I mean as a friend. But they're

still kind of like family. And in a way, I guess [name] and I and the role we play on the campus we are kind of mom and dad and I mean and I don't think that's wrong. I think there needs to be that I think we've gone way to far in the other direction. In terms of kind of sanitizing making everything a you know like a court process or a legal process everything you know haul you up before the disciplinary court, file the charges handle everything like litigation don't have don't have mom and dad, you would be amazed at how much personal counseling I do. I probably see 10 or 15 students per week, with personal problems. (President F)

The president then gives a specific example of how he dealt with a student conflict by using his community-building approach.

What I did when we found out the people who had did it for the second time. I brought them right in here. Four of them sat right there and I brought about 15 to 20 of our Native American students in and then I said, you know, I had already told them you they were being suspended. One of them was thrown out for a semester, one for a year and the others were put on probation. I'd already made out the punishment. Then I said part of your punishment is, you must come to a meeting with Native American students and you must. Before we did that, that was not some antiseptic, legalistic you know what I mean? That was some plain old. This was dad saying you all are going to come in here and so what they did, I ask our Native American students. I said 'I want you to tell these people, you know' why you felt hurt about what happened

and they talked about their community, their tradition sharing and teepee, sacred-union smoking ceremony. All the things and then two or three of them talked about the desecration on the [campus structure] and how it hurt them personally and all that. These guys had to sit and listen to that and then when they got through, I mean a couple of them cried and then in the end, they said, I said ask them to forgive us and then I said ok, now I want the four of you to go around the circle and I want each one of you to shake hands with them, I said I can't tell you that you have to forgive them, that doesn't mean you want to forgive them or not, but I said I want you to shake hands with each other and I hope you forgive them. One of them said I'll try, some of them said I do forgive you others said I'll try real hard, I'm not sure I can but I'll try real hard to forgive them, whatever but I mean it was a family deal. (President F)

Summary

The information provided by the presidents illustrates that they believe their previous experience assisted them in dealing with student issues. The same issues concerning leadership style and the changing environment (coalition building, creating vision, negotiating) are the aspects that enable presidents to deal with the students.

Alumni

This question was included in the study because of a hypothesis that the previous experiences of the presidents may have provided them with skills for dealing with alumni issues in relation to the changing higher education environment. People

skills came up again in the responses to this question. "That's understanding people again. The alumni is a product of this institution and you've got to make them proud and you've got to keep them communicating as to what new is happening and solicit their support"(President A).

One president believed that his previous background experience outside of higher education provided the skills that are necessary for working with alumni. "Now the one advantage that the person from the outside might have with the alumni is communicating the vision is a tough tough proposition and the outsider on many occasions will bring skills superior to a traditional academic"(B).

A positive public relations approach was the goal of one president. This president believed that he needed to educate the alumni about the good things happening at his institutions. "Our alumni didn't even know great things about our university. They didn't know about our History of Science Collection they didn't know about, they didn't know, you know our achievements"(F).

This president's wife was also very involved with the alumni of the institution. She brought back a lot of traditions like Moms Day Tea, which they had not done for years. We had like 2000 moms come through our house on mom's day.

You know we have the [name] Club over, the [name] over, the [name] over well yeah we do. she does a lot of that. She does a tremendous amount of entertaining related to fund raising for the university, the alumni group coming back. So we probably 50 60 times a year, she will host a major event at the [campus building] and she's the hostess. (President F)

Summary

The above information shows how the previous experience in their political positions assisted the presidents in dealing with alumni issues. The previous experience dealing with the alumni was beneficial when it came to fundraising. Having served in a "public position" allowed the presidents to develop relationships with the voters of the state, many of whom were the alumni at their respective universities. This provided the presidents with an advantage since they had developed relationships with a number of their institution's alumni while in their political position.

Administration

This question was included in the study because of a hypothesis that the previous experiences of the presidents may have provided them with skills for dealing with issues with the administration on their campuses in relation to the changing higher education environment. In contrast to the faculty, the presidents indicated that administrators were not a source of conflict and were generally supportive of their presidency.

One of the reasons suggested that the administration was not a problem was because of the similarity in the culture.

I think in the administrator level there are a number of different types of people who represent different skill sets of backgrounds; lawyers, finance people, accountants, people with academic background, such that it's, there's

not a culture issue with administrators like there may be with faculty.

(President D)

O.K. the administrators were all very supportive, I practically had no problems with administration. I just let nature take care of itself. As turnover came about I would try to have some influence over the replacement. It was almost 100% supportive and I had no problems with administrators. It was not a threat to the administrators that I was not academic.(President E)

Team building, coalition building and inclusiveness were also leadership characteristics discussed in relation to administration.

The interaction with administrators, once again, that's coalition building and team building. Well, there is a bit of a difference in that unlike administrators, faculty are more like a volunteer army. Administrators they have a responsibility that's a little more direct but at the same time it's like a CEO, now of a corporation. The old CEO's were more iron clad and said "this is the way it's gonna be done" and you would expect all your lieutenants to follow suit. Well, the smart CEO today understands that you've got to win the trust and the belief of the people who you work with. It's the same with your administrators. So you have retreats, sessions with them where everyone is on the same page, everyone understands what the goals are. You do your planning together with administrators; and without leadership building, you're only gonna be as good, from my standpoint, if I've had any success or any hope of success, it's because I am able to surround myself with very good

people. The more talent that you have on hand in key positions, the more success the institution will have. (President A)

Summary

In their responses to this question the presidents gave examples of how they utilized skills learned in their previous positions to work with the administration on their respective campuses. The ability to successfully accomplish this task will become increasingly important in the changing higher education environment. This importance will come from the fact that the presidents will have to do more negotiating, more coalition building and more team building. The administration is the president's support staff and will have to play an integral role in the president's leadership at their respective institutions. As one respondent stated, "you're only gonna be as good, from my standpoint if I've had any success or any hope of success it's because I am able to surround myself with very good people. The more talent that you have on hand in key positions the more success the institution will have." (President A)

Changing Environment

This question was included in the study because of a hypothesis that the previous experiences of the presidents provided them with skills for dealing with the changing higher education environment. One president discussed the consistency of change.

Well, change is paramount and change is the only consistent that there is. It's the only thing that's predictable outside of death. I guess is that there's going

to be change and people in academia, I think sometimes, remember it the way they were when they were in undergraduate or a particular graduate school and that's the way it is and they don't see an understanding. Even the faculty who have students come in their classrooms they change. You've got to have an awareness that every generation of students and that student generation's change about every two or three years. In terms of their attitudes on their religion, morals, music, sex, whatever, they're changing constantly and you've got to follow and you got to stay on top of that or your concept is about a past generation. (President A)

The president then uses the terrorist attack on September 11th, to illustrate how situations change.

The environment changes affect us immensely. For example, I spent an hour this morning, and I will be back at 4:00, dealing with international students on this campus. We have students from 109 countries here at [institution E]. We've got an international situation now that's very tedious and it will conceivably get worse over the next few months. So, we've got to make sure that our 1,700 international students here on this campus feel safe and secure and welcome and we're planning a series of events bringing in the [institution E] community, bringing in American students matching them with international students having the social interaction and continuing this through the winter and spring to maintain harmony and security for these students.

That's a changing environment that we can't continue to operate the way we did last month before September 11th. (President A)

Later in the interview the president spoke again on the potential impact of the September 11th terrorist attack on the changing environment of higher education.

Well, I'm a great disciple of Clark Kerr and again I had the. if there is anything that I am happy that I did, is the months that I spent in preparing for my interview. I read everything I could of Clark Kerr's and Ernest Boyer and David Reisman and the great teachers and presidents to learn from them, and his lessons on dealing with student unrest are the most important than anything that is written, I believe, on that subject. And I think he's right, I think that right now we are in a very potentially perilous times and what might happen in the aftermath of the terrorist attack. When the United States begins its reaction that is going to cause certainly among the countries. I mean if the Middle East countries students of Muslim faith you're gonna have potentially a lot of unrest there. Then you're going to have a number of the American students who can very quickly become hostile about the concern about overreacting and you could see some serious unrest occur on college campuses around this country. (President A)

One president expressed that individuals with a previous political background have more experience dealing with change.

Someone with a traditional public political background has much more experience dealing with change and part of that may be, and I hadn't thought

of this before, but as we've talked, you've asked questions. I think one reason why in many ways they cope with it more, is they've just had so much more experience. They just dealt with so many things and in public life you, so the sum total of their experience is bigger than someone who's had less experience. That's an obvious difference and the traditional academic has dealt with fewer changes. (President B)

Another president also expresses how his political background helped him directly in dealing with change.

Well, it prepares you for all of those, it prepares you for dealing with conflict. I've never shirked from conflict, I don't relish it, but it's part of business and the best thing to do is define it, objectively deal with it and move on. If you ignore it, it usually gets worse. My background has given me a lot of opportunities to interact with people, it's exposed me to individuals that now as university president, are people I call on to get them to help this university. I think the background has been excellent in terms of preparing me for the changes that are occurring in higher education. Because there are technology, and my feeling, and what I tell everyone here is that we don't need to be reacting to changes in technology, we need to have a game plan for this university that will allow us to effectively integrate technology into our curriculum, into our classroom, have a plan, don't react to somebody else's plan. (President C)

Along the same vein, another president expressed how his background in his former

position prepared him for the changing environment.

Yeah right! But I get this, my sense of it is that, particularly my experience with the [government agency], of all places, where there are lots of crises, lots of major shifts that take place, lots of public relations, uh emergencies, challenges, will be, that experience will be very helpful in thinking about how to deal with the changing environment (D).

Change is not always easy. One president discussed the difficulties he had getting the university to deal with change.

They're not eager about change, and secondly, they're not eager about where you are changing it. My situation turned into a very positive one. They were very resistant to change until they saw what the change was going to be. So I have to say that it was a very different lifestyle for me, but a very enjoyable one in which an overwhelming amount of people supported me. I'm very proud of what we accomplished. That is another difference whereas with being [political position] a lot of times you don't see what you have done. But at [institution E] I saw it. It was almost done before I left. That's a great sense of pride that you can walk and say that we did this, and we hung in there and it was not without problems. I also would think it would be fair to say that maybe even as a former [political position], because of my individual style that I probably am not the same kind of president as the other people who have been hired as president. This may be important to your study, when they hired me they asked me how long would I stay. They were fearful, at

that point in time there was a lot of rumor that President Clinton was going to appoint me to ambassadorship something like that. And I said, 'my mission will be to raise [institution E] visibility. So I'm not looking at the long term and my commitment to you is that I will stay at least three years, but I am also alerting you that I probably will not stay more than five. Because what I want to do I can do within that time frame.' I really hoped to leave at the end of four years, but a lot of the building was still not through. So I went to the contractors and I said, how much longer? And they said we will have it done within another year. So I extended and went for the five years. I think almost all the other presidents that you are going to be interviewing, are thinking in terms of higher education as a profession for them. I think [current institution E president] plans to stay in higher education. I think [institution F president] will be at [institution F] for awhile. I think the other presidents think of themselves as presidents in higher education. I thought of myself as an, a way station along the way, I had a mission to accomplish and then I was leaving.

(President E)

The president compares his position as "temporary" president to that of a change agent in the private sector.

I was just a CEO that was hired in to change the company and then go on.

When I left they were going to bring in a more professional CEO, who would run the business like they wanted. But what they needed was a change agent.

I came in to save the company. I didn't come in to stay there forever.(E)

One president expressed how his previous experience assisted him in dealing with the changing environment. He also pointed out that although change is occurring, some of the traditions of the university should be retained.

So I mean yes, universities have changed but I feel very strongly back to the future, you know what I mean. There's some elements of tradition and that's why I love the history, the historical markers some of the tradition got tradition, with the leadership singing the [institution F] chant and everything, lighting ceremonies [name] rally. You know, we try to set up new, I think, traditions, some old- fashioned things and I think are, especially warmth, family warmth, you know, it's important. I think the situations can change.

You know would I be a good chairman of the political science department, no. You know, I'm not enough scholar. I love my teaching; I'm not a good enough scholar. What I've tried to do, I've plagiarized and I think that one thing you need to be president, you need enough self confidence, you need a conceptual thinker that can set clear goals, maybe measure the progress you need a, you need a consensus builder so that everybody feels a part of the you listen to everybody. You need, uhm uh, you need a plagiarizer. You need someone who's not afraid to borrow the best ideas from other places. So for example, where did I get the faculty in residence idea? I didn't make that up. I borrowed that from my [institution name] experience. They're called masters of colleges at [institution name]. Professor and his family or her family in some cases it's a woman. They moved right there in the residential setting. I

found that was a wonderful thing and I found out and I can remember at times we used to go over and have sing alongs and the master of our college would be in their house like I can remember them being with their kids. It's give a warmth, a part of that. You know [name], I was very and Mrs. [name] they both were probably the strongest role models for both [institution F president and spouse] because we both knew Dr. and Mrs. [name] and they opened their home a lot. He was available he wandered around the campus a lot. He was seen out and about, like I'm seen out and about and I hope that was very important teaching as far as that because every week I'm in touch with students. Also it gives me an idea what the faculty is doing every week. I know I've got to prepare. You know and I got to be ready and so I borrowed some of these ideas from other places and then I borrowed somebody's business experience. The university did not have a separate audit committee when I got here. The regents did not set up an audit committee, that's was part of my career from being on the corporate board where I saw what we needed to do and some of the business things we've done like things like that. So I borrow, try to borrow from what I've seen at other places. (President F)

Summary

In essence, dealing with the changing higher education environment is the sum of dealing with all of the previous campus constituencies (faculty, alumni, students, administration, state government), as well as the issue of fundraising. As the higher education environment continues to change, the leadership of the

institutions will have to deal with the changes. The political presidents have prior experience dealing with issues that will be key aspect of the changing higher education environment.

Section 8: Leadership theory

This question was included in the study because of a hypothesis that the presidents would have a leadership style that could be classified as following a certain leadership theory for example transactional, transformational, or situational. None of the presidents listed a specific leadership style.

Well, I have a number of theories of leadership that are based upon trial and error I've probably made as many mistakes as I have successes, but you try to remember what worked. People want to be appreciated, want to be respected for what they do, whether it's the gentlemen who works in the flowers today planting the pansies on campus, or the ladies who are cooking the lunches in the University Center or faculty in the classroom, or administrators, they need to know that you know them and respect them and appreciate them. It's a golden rule type of management you want, we all want to be treated with decency and respect and I think if I don't follow that everyday, overtly, then I'm going to be in trouble quickly. Either too many pitfalls out there or too many ways you can fall into areas and one doesn't stay a president as I have now for 23 years without understanding that people make this thing work, and you got all the coalitions, students, faculty, alumni, politicians that you have to keep these balls up into the air and any one of them can fall and can bring a

presidency down. The student thing happened. I saw that in the 60's and 70's. A lot of people, who come in, today you don't have a mindset that students can bring you down. Students can bring a president down easily, faculty can, certainly alumni can, certainly Boards of Regents can and all these constituencies who are out there have to be nurtured, dealt with and whenever you become complacent in this job, whenever you begin to think, "oh I've got it down. I understand what needs to be done" or you limit your communication group to just a small group of people. If, I closet myself in my vice president and don't worry about these other constituencies, within three months the wolves will be on my door. (President A)

Team building, inclusiveness, confidence, vision, and planning were all characteristics of one president's leadership style.

I think I'd just say this, my theory has always been it's important to promote conversation on issues that are important. By that I mean if I send the signal that I'm undecided and I'm not really interested in what anybody else thinks, there's also a tendency to feel like they're not part of the team and not part of the decision. And so, If I make a decision that ultimately goes south, if people aren't included, it's my problem not theirs. Whereas, if I build the team and we're in this together, then they gotta stake in the outcome. And I think it's important to build a strong team that has obviously a collective vision.

The only other things I would say, my experience has been it's important if you're going to be the leader, whether it's the leader of the

legislature or the leader of the university. They expect you as the leader to have a vision. They expect you to have a game plan. They also, they expect you, now not all can do this, but it helps if you are able to communicate it and articulate it. If you're a great idea person but you can't effectively communicate it, you're gonna be hampered to some degree. You've got to be able to some degree, be able to get your idea across, where the custodian understands it, where your senior faculty member understands it. I like to, I give the example, in the 1960's they went into the National Aeronautics and Space Administration, they asked the custodian on the night shift, what's your job, and the custodian said, my job's to put a man on the moon. The custodian felt that he was enough of a player in that overall effort that if he did his job correctly that person would go to the moon. And that's the kind of teamwork you want to build. So, I would say, you better have a vision and then finally I would say, that if you're going to be an effective leader you better believe it. You should believe it, you should never ask people to walk onto that plank with you if you don't strongly believe that you're right. If you're asking others to follow you. (President C)

Although he did not have a specific leadership theory, a focus on dealing with people and motivating them to be confident in his leadership was the leadership practice one president expressed.

No. My general theory of leadership when I am talking to classes or civic clubs about voting for people or following people. I don't like to lead by fear.

That's not my nature. Hitler was a great leader, but he was not a leader for good. My theory is teamwork, friends. What I try to tell people that if people like you they will be generally supportive of what you are trying to do, and even if they don't want to do it, they won't oppose you because they like you. If they don't like you, even if they agree with you many times they will throw a roadblock in your way, just because they don't like you. So my theory of leadership and my theory of politics is to have people have confidence in you personally then they will want to help you. (President F)

One president provided a great deal of information about his leadership style and who his leadership style was patterned after.

You've already heard me say my theories of leadership and then I just looked at who's been good leaders. You know, Franklin Roosevelt is one of my role models, [name] is one of my role models, obviously [name] is, if you want to call my academic role model, mainly more than anybody else, he's been my role model. He's what a university president should be. [name] and [name] have been [institution F] presidents. Dr. [name], because one of the things he did was he understood that recruiting a lot, bringing a lot of bright young faculty in, people that you might not keep forever but are going to be absolutely creative in their field are very important. You also knew that it was and a great of lot professors we have some we didn't keep forever. They were here during their most productive young years. The other thing he understood was build on what you have here. For example the [institution F] Press they

published a lot of books in Native American History. Don't be ashamed to be regional in your outlooks. I've borrowed, I've studied the history of this university particularly and I've studied what each president what each president did, and so you know and my role model more than anybody was Dr. [name] then Dr. [name] and Dr. [name] was a great advocate of the education the importance of teaching. But I did some, so my thought was kind of a composite that there are really two people I guess that sort of watch how they were probably FDR and Dr. [name] From the two parts of my life. (President F)

The president was asked to take the above information and translate into a theory of leadership.

First, think conceptually about what the university should be and what, set three or four key goals and then measure your progress of your goals. So, setting a clear architecture before you launch out with all your activity. Having concepts, setting up architecture, being able to show people a blueprint, coming up with, think conceptually, form your blue print measure your progress. Then the other thing I would say is have multiple sources of information as much as possible. Understand the chain of command. Develop your own team, delegate to your team, have multiple sources of information and experience are very important. These are competing forces. (President F)

During the course of the interview the president provided the following information in response to the interview questions relating to his leadership style.

And of course, the whole campus looked pretty awful. But the first place we started was, I asked [name] to come up with a plan for like an English garden so we started landscape changes, the first landscaping change was in front of this building. So I get a hundred and fifty nearly all anonymous letters. Why are you wasting the money on the university flowers and trees and the landscaping and all that and I mean they were some of them were really mean. And it's funny now. I probably get no anonymous letters about the landscaping. Now, I probably get, from faculty and staff, I get hundreds of letters overall from alumni and others I get fifty, sixty, seventy letters a year now from faculty and staff saying the landscaping is so wonderful. We just wanted to tell you or we brought somebody from the outside. They were impressed with the university. You haven't yet seen this little area outside the window where I look out that still needs a bench or it needs. So it's total opposite you know but it, and they realize they've looked at our standards and it's made us look like and feel like a greater university and we are better improved faculty and students and but you know it takes time. And then they realized I wasn't doing the gardening for me, now they're everywhere, and now the whole campus looks you know. But it's anything, change we're so resistant to challenge and what you have to do. I think earlier when I was younger, I remember I wanted to do some things around the state capital. I wanted to kind of put parks where the parking lot was. People jumped on me and I didn't have, I was insecure, I didn't have the security, I would say, two

years from now, they're going to think it was a good idea. I've just got to weather this storm until it's over. Well you get to be close to sixty years old you don't have any more higher ambitions and you begin to think, I don't care if I'm popular or not right now, what I'm worried about is how is this going to be ten years from now. Is this the right thing to do? Will the historian get to my chapter, and will he say we did the right thing? And so you have to be patient and know that anytime you make a change, any change there's going to be resistance to any change, and if we give in to that we'll never have progress. You can't seek short-term popularity. (President E)

One president's response pointed directly to the essence of this study, which is leadership in the midst of change. "No, because we all find what works for us, what we are comfortable with, what reflects our personality and I think most studies of leadership also show that you use different styles depending on the circumstance and the occasion"(B).

Summary

The second research question this study seeks to answer is do the stories of the political presidents constitute, in a broad sense, a way of operating that can be characterized as reflecting a particular leadership style? After a thorough analysis of the focused interviews, this researcher believes that answer to be no. The leadership style of the political presidents is one that could be considered eclectic or situational. The quote above emphasized that the presidents were flexible and "found what worked for them." (President B) Although none of the presidents reflected a

particular leadership style, all of the presidents described a leadership style with heavy emphasis on transformational leadership.

Transformational Leadership

As discussed in Chapter Two, transformational leaders attempt to lead by providing a vision, instilling pride, and inspiring confidence and trust. They tend to use legitimate, expert, and charismatic power forms (Fisher & Koch, 1996). The presidents in this study repeatedly discussed their vision for their respective universities. They discussed reinventing higher education, managing change, building coalitions, defining missions, strategic planning, changing thought processes, building community, goal setting, and team building. All of these issues in one way or another related to their vision for their institution. Placing this vision in context means understanding that the basis of this vision is that all of the presidents believed they were hired to lead or change their institutions. In fact, as discussed earlier in this chapter, this is why they believed they were hired.

Transformational Leadership and the Changing Higher Education Environment

The literature tells us that change and visible progress require charismatic leadership that is dynamic and risk-taking in approach. Yes, Franklin Delano Roosevelt and Winston Churchill (both charismatic, successful leaders) were elected, but only the most naïve among us would contend that they were as interchangeable as light bulbs and that other transactional, “follow the public” substitute leaders would have done as well. (Fisher & Koch, 1996, p. 54)

Charismatic leadership is one of the major components of transformational

leadership. What Fisher and Koch (1994) are saying in the above quote is that during "times of change" or "times of crisis" the type of leadership that is needed is transformational leadership. There are many inside and outside the academy who argue that transformational leadership is one way for institutions to deal with the current change/crisis affecting higher education.

Astin and Astin (2000) published *Leadership Reconsidered: Engaging Higher Education In Social Change*. This book defined transformational leadership as "a group process whereby individuals work together in order to foster change and transformation (Astin & Astin, 2000, p. 11). This transformational leadership required certain group and individual qualities. The group qualities were collaboration, shared purpose, disagreement with respect, division of labor, and learning environment. The individual qualities were self-knowledge, authenticity/integrity, commitment, empathy/understanding of others, and competence. Based on the above definition, all of the presidents in this study can be identified as having the leadership style of transformational leaders.

CHAPTER FIVE

CONCLUSIONS, DISCUSSION, SUGGESTIONS AND RECOMMENDATIONS

Conclusions and Discussion

Prior to presenting conclusions and discussing the findings from this research, I will briefly summarize the previous chapters in an effort to provide a synthesis of the study, as well as place the conclusions and discussion in context. In Chapter One, the study addresses academic governance in relation to leadership style. The chapter provides a brief overview of collegial, bureaucratic, and political models of governance and the types of leadership styles that presidents usually exhibit in each respective model of governance. The essence of the study is that regardless of what type of governance model or leadership styles are used, presidents must operate in a higher education context and the higher education context has and continues to change. This being true, it is important to expand the knowledge base about university's leaders during times of change and how that leadership may be becoming more "political" in the current higher education environment. Hence this study focused on former politicians who have held or currently hold the position of president at a four-year institution in Oklahoma.

Chapter Two began by providing an analysis of leadership. The first section of the chapter focused on general theories of leadership, and then more specifically on political leadership. The second section of the chapter concentrated on the situational context of leadership in higher education. As a foundation for this section, I provided an analysis of the higher education environment past, present, and future.

This analysis is significant because the governance models used correlate directly to a time period in the higher education environment. Section three of the chapter provided a discussion of presidential leadership at higher education institutions. In this section, I provided a specific analysis of presidential leadership at higher education institutions and related that leadership to understanding the culture of higher education and how that culture impacts presidential leadership. The last section of the chapter provided an analysis of the current higher education environment in Oklahoma. This section provided specific information about the Oklahoma higher education environment and how it is similar to the general higher education environment. Issues compared were the changing size and composition of the population, shifts in racial and ethnic composition of the population, and the intensifying struggle for resources.

In Chapter Three, I provided a brief overview of qualitative research and why focused interviews were appropriate for this study. In hindsight, this research method proved not only to address the needs of this study, but provided a wealth of information for future study. Chapter Four provided an very in-depth analysis of the focused interviews. Again, the data provided not only answers the questions of this study, but provided data for future study of political presidents.

In this chapter, I will provide conclusions and discussion. A perusal of the Daily Oklahoman morning newspaper almost any day of the week will provide evidence of Oklahoma's changing higher education environment. Headlines that discuss presidents requesting an increase in tuition from the State Regents, state

government officials announcing across-the-board budget cuts for all state institutions, a former state politician being considered for the soon-to-be vacant State Chancellor of Higher Education position, affirmative action issues as they relate to student recruiting, international sites for Oklahoma institutions, and discussions about the political party of the future State Chancellor of Higher Education are all prevalent stories. This study has been about university presidential leadership in the midst of these changes. It is important to understand that the higher education contextual context will continue to change. As the continuum of change has moved from the collegial model of governance to a bureaucratic model, and more recently to a political model, there has been a tendency, at least in Oklahoma, for institutional governing boards to select politicians as presidents. Recognizing this occurrence in Oklahoma, I sought to examine closely political presidents at four-year institutions of higher education in Oklahoma. The interview guide utilized in this study was designed to elicit information about the presidents' previous experiences in their political positions, and how those experiences may influence the president's leadership style in the position of university president. The focused interviews with the six presidents who participated in this study provided a wealth of information about their leadership experiences in their political positions, as well as their respective higher education institutions. Although they come from diverse backgrounds in the political arena, all of the presidents believe that their previous experience was helpful to them as they dealt with the changing university environment.

During the course of the interviews, the presidents described how they dealt with aspects of the literature's predictions for the future of higher education. They discussed dealing with the changing size and composition of the population, the intensifying struggle for resources, racial conflict on campus or in the external environment, the expansion of the higher education function, and the increased politicization of college campuses. In short, they discussed dealing with the changing higher education environment. They discussed, in essence, chapter two of this study. This chapter provided the foundation for understanding the higher education environment past, present and future. Now that this foundation has been established, this study seeks to answer specific questions about political presidents.

Have the focused interviews in this study provided information about political presidents and the changing higher education environment? This researcher believes so, and this information comprises the essence of this study. Conclusions that can be drawn from the study are in the 13 points below:

1. The selection of the presidents to the presidency was most often based on a perceived need for new leadership. This new leadership was oftentimes based on the context in which the institution was in at the time. New leadership was needed to address issues such as:
 - dealing with increasing conflict on campus as a result of student unrest and declining resources;
 - the need to enhance the public image of the university with the institution's constituents and state officials;

- the need to “rebuild” the university with a special emphasis on public recognition, increasing scholarships, and modernizing campus facilities;
 - the need to take a fragmented entity and create a common vision of a new functioning organization;
 - the need to deal with “crisis” such as declining revenues from the state, student unrest, negative public relations, low faculty morale, and low alumni support.
2. While none of the presidents had experience in “traditional governance” in the higher education arena, most of them had dealt specifically with higher education in Oklahoma previously. Additionally, all of the presidents reported dealing with the issues impacting the changing environment for higher education in Oklahoma. This experience impacted their leadership styles at their respective institutions. They brought their previous experience in their political position to the presidency with them and utilized skills learned in this position to address campus issues.
 3. All the participants believed their background in politics had prepared them to deal with the politics of their respective institutions. One example of this is how one of the presidents utilized funding that he created in his previous political position to beautify his campus.
 4. The “politics” at higher education institutions is often more difficult because the participants in the political process do not understand the political process. This lack of knowledge of the political process often leads campus constituencies to personalize campus politics and not work toward the collaboration that is

necessary for success in a political environment. Hence, you find all of the participants in the study favored the political environment in their previous position to that at their respective universities. The presidents in this study discussed the concept that campus constituents often do not look at the big picture when it comes to political situations and only consider their own personal interest.

5. The previous roles of spouses of politicians had prepared them to deal with the politics at their institution, as well as to deal with the respective campus constituencies (alumni, students, faculty). The spouses had experience dealing with diverse constituencies, as well as working with their spouse toward achieving their goals.
6. The previous political position held by the presidents provided them with the skills and contacts for fundraising. The presidents in the study discussed their previous history of fundraising while in political office. The implications of this previous experience is that political presidents tend to be successful fundraisers, which is of increasing importance during this time of shrinking resources. While this implication is not specifically measured in this study, chapter four provides a number of examples of how the presidents' previous background provided the presidents with the skills and connections to successfully fundraise.
7. The previous political position held by the presidents provided them with experience interacting with state government. The presidents had previously dealt with the "players" in state government. This experience is very important in

“state” institutions that receive a significant amount of their funding from the state legislature.

8. All of the presidents believe that the faculty was the most difficult of all the institution’s constituencies with which to develop working relationships. All of the presidents believed that by reaching out to the faculty, being inclusive of the faculty, and using the team approach, they would be able to work effectively with the faculty.
9. The previous political position held by the presidents provided them with the skills to deal with students. All of the presidents articulated that the students were the campus constituency that caused them the least problems.
10. The previous political position held by the presidents provided them with the skills to deal with alumni. In many cases, the same people who the politicians dealt with in their political capacity were the same people who were alumni of their institution. Hence, there was a previously-established relationship before the president took office.
11. The leadership style of the presidents in the study can be classified as an eclectic style based on the situation in which the president finds himself. This style is sometimes both transactional and transformational. All of the presidents in the study expressed they adapted their leadership style depending on the issue they were dealing with and the situation in which the issue occurred.
12. The previous political position held by the presidents provided them with the skills to deal with the changing higher education context.

13. The president's descriptions of their leadership style can be interpreted as a mixture of transactional and transformational with a heavy emphasis on transformational leadership.

Implications For Political and Traditional Presidents

There are implications of the findings of this study for both political and traditional presidents of higher education institutions. The implications for both groups of presidents are that the higher education environment is changing. The rank order of issues that affect these institutions are also changing. In the future, issues such as fundraising, coalition building, addressing declining revenues from the state, diversification of the campus population in race and age, administrative efficiency, and strategic planning will be some of the issues at the forefront of the issues with which higher education institutions must deal. This study has shown that political presidents believe that previous political experience has provided them with both skills and experience dealing with these issues. Regardless of whether a president has previous experience in a political position, she/he must have the ability to raise funds, build coalitions, build teams, deal with state government, plan strategically, and provide vision if they are to be a successful president in the future. In short, presidents in the future, whether "political" or "traditional," will have to deal with the changing higher education environment. If a higher education institution finds itself in an environment where its leaders and constituents (trustees, regents, students, faculty, staff, administration, alumni) believe the institution is successfully accomplishing its mission then a more reactive leader is acceptable. If a higher

education institution finds itself in an environment where its leaders and constituents believe change is necessary then a more proactive leader is necessary. As has been stated throughout this study, this research indicates that the future higher education environment will be characterized by the challenges of continuous change. This being the case, higher education will need proactive leaders to face these challenging times. These proactive leaders who must deal with the changing environment must have certain skills to be successful.

Yet transactional leaders who, as Birnbaum puts it, emphasize the means rather than the ends—the process rather than the results, do not surmount challenging times. The literature tells us that change and visible progress require charismatic leadership that is dynamic and risk-taking. (Fisher & Koch, 1996, p. 54)

Astin and Astin (2000), in *Leadership Reconsidered: Engaging Higher Education In Social Change* define the basis of leadership in this way:

In contrast to the notion of “management,” which suggests preservation or maintenance, “leadership” implies a process where there is movement – from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied change is not random – “change for change’s sake” – but is rather directed toward some future end or condition which is desired or valued. Accordingly, leadership is a purposive process, which is inherently value-based. Consistent with the

notion that leadership is concerned with change, we view the “leader”

basically as a change agent, i.e., “one who fosters change.” (p. 8)

The above quote speaks again to the essence of this study. The current and future presidents of institutions of higher education will have to deal with the changing environment. Astin and Astin (2000) list the following qualities of the leader that deal with change:

- Self-knowledge – This quality means being aware of the beliefs, values, attitudes, and emotions that motivate one to seek change and transformation. It also implies an awareness of the particular talents and strengths, together with the personal limitations, that one brings to the leadership effort.
- Authenticity/integrity – This quality requires that one’s actions be consistent with one’s most deeply felt values and beliefs. It is perhaps the most critical factor in building trust within the leadership group.
- Commitment – This quality implies passion, intensity, and persistence. It supplies the psychic and physical energy that motivates the individual to serve, that drives the collective effort, and that sustains that effort during difficult times.
- Empathy/understanding of others – The capacity to “put yourself in the other person’s place” is critical to effective collaboration, building trust and resolving differences in viewpoint. It also requires the cultivation and use of what is probably our most neglected communication skill: listening

- Competence – In the context of any group leadership activity, competence refers to the knowledge, skill, and technical expertise required for successful completion of the transformational effort. (p. 13)

Fisher and Koch (1996) point to a study, conducted by Fisher, Tack and Wheeler (1988) of effective college presidents. Their conclusion from this study is that an effective president has a different way of leading. These presidents have a different kind of leadership philosophy. The characteristic of what they term “an effective president/leader” is a president who is strong, caring and an action-oriented visionary who acts out of educated intuition. This president is transformational rather than transactional and less collegial than bureaucratic and political and is more willing to take risks than the typical president. These presidents are less collegial and more distant, more inclined to rely upon respect than affiliation, more inclined to take risk, more committed to an ideal or vision than to an institution, more inclined to support merit pay, more thoughtful, shrewd, and calculating than spontaneous, more likely to work long hours, more supportive of organizational flexibility, more experienced, and more frequently published (Fisher & Koch).

This is the leader of the future for higher education. Whether “political” or “traditional,” the presidents must be transformational if they are to lead their institution through change. This study has shown that while being a former politician does not make one a transformational leader, having been a politician does provide some of the skills necessary for transformational leadership.

Recommendations

These recommendations are based on the findings of this research and how this research can be applied to institutional governing boards, faculty, students, alumni, administrators, and presidents of higher education institutions.

1. Institutions should do a careful environmental analysis in relation to the future predictions of higher education, found in the literature, and make their choice of leadership based on how they would like these issues to be addressed. This is important because there are certain individuals, politicians for example, who have experience dealing with these issues.
2. Presidents should recognize the difference between managing/maintaining the status quo and leading/making changes in the current higher education environment and implement strategies to accomplish their respective management or leadership goals. This is important because some presidents are brought in to manage and some are brought in to lead. These are two distinctly different mandates, and the implementation strategies are different for each of them.
3. Campus constituents (faculty, staff, students alumni, etc.) should recognize that in a political environment, political strategies are often necessary to accomplish their constituent goals. This understanding will allow the different constituencies to seek to accomplish their goals in a manner conducive with the overall environment.

4. Political presidents should seek an understanding of the macroenvironment of higher education, as well as to the microenvironment on their respective campuses. This is very important because these two environments may be very different and call for different strategies to accomplish goals.

Recommendations For Future Study

This study is a study about leadership in the changing higher education environment. It is an introductory study on political presidents as leaders of higher education institutions. As an introductory study, there remain numerous questions to be answered, as well as a number of different perspectives that have not been addressed. These questions and perspectives should be addressed in future studies.

Some recommendations for future research are included below:

1. Political presidents should be analyzed from the perspective of various campus constituents (e.g., faculty, staff, administrators, governing boards, students, alumni, and state politicians) in order to gain a more thorough understanding of the leadership of political presidents.
2. The study of political presidents should be expanded to other institutions of higher education outside the state of Oklahoma (e.g., Harvard, Miami, University of Massachusetts) who currently have or have had political presidents at their institutions. This will allow the researchers to see if the political presidents in Oklahoma are representative of political presidents elsewhere.

3. The study should be expanded to all types of higher education institutions instead of only including four-year institutions. Political presidents at four-year institutions are not necessarily representative political presidents at all higher education institutions.
4. Develop an instrument to measure the effectiveness of political presidents. The Fisher, Tack, and Wheeler Effective President Survey could be used as a starting point for this research.
5. Include the topic of political presidents in literature, which pertains to presidential searches, the responsibilities of governing boards, and leadership in changing higher education environment.
6. Expand the study to include specific indicators of success of political presidents. An example of this would be tracking fundraising during the president's tenure and comparing it to fundraising before the president's tenure. This could also be done with student conflicts, state government revenue for higher education, as well as other issues pertaining to the predictions of the future of higher education.
7. Perform a study of other non-traditional presidents' in higher education (e.g., former military leaders, businessmen from the private sector, and religious leaders) leadership experiences at institutions of higher education.

References

Altbach, P. G., Boyer, E. L. & Whitelaw, M. J. (1994). *The academic profession: An international perspective*. Princeton: Carnegie Foundation for the Advancement of Teaching.

Astin, A. & Astin, H., (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek : W. K. Kellogg Foundation.

Atwell, R. H. (1996). Inside the college presidency: Q and A with Robert Atwell. *Educational Record*. 77, (2-3), 6-11.

Baldrige, J.V., Curtis, D., Ecker, G. & Riley, G. (1991). Alternatives models of governance in higher education. In M.W. Perterson, E.E. Chaffee, and T.H. White (4Eds). *Organization and governance in higher education*. Needham Heights: Ginn Press.

Barritt, L., Beekman, T., Bleeker, H., & Mulderij, K. (1985). *Researching Educational Practice*. (North Dakota study group on evaluation). University of North Dakota. Grand Forks: ERIC Document Reproduction Service No. ED 272581.

Bass, B. M. & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of leadership: theory, research, and managerial applications*. New York: Macmillan. Publishing Company.

Bennis, W. G. (1975). *The pauper who lives in a palace: Can education's leaning ivory tower be rescued?* Cincinnati: University of Cincinnati Press.

Bennis, W. G. & Nanus, B. (1997). *Leadership Strategies for Taking Charge*. New York: Harper Business.

Bensimon, E. M., Birnbaum, R., & Neumann, A. (1989). *Making sense of administrative leadership the "L" word in higher education*. Washington, D.C. ERIC

Birnbaum, R. (1992). *How academic leadership works*. San Francisco: Jossey-Bass Inc.

Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.

Bolman, F.D. (1965). *How college presidents are chosen*. Washington: American Council on Education.

Bowen, W. G. & Shapiro, H. T. (1998). *Universities and their Leadership*. Princeton: Princeton University Press.

Bryman, A. (1988). *Quantity & quality in social research*. London: Unwin Hyman.

Burns, J. M. (1978). *Leadership*. United States of America: Harper and Row.

Chaffee, E.E. and Tierney, W.G. (1988). *Collegiate culture and leading strategies*. New York: ACE/Macmillan Publishing.

- Cohen, M. D. & March, J. G. (1974). *Leadership and ambiguity*.
United States of America: Carnegie Foundation of the Advancement of Teaching.
- Cohen, L., & Manion, L.. (1985). *Research methods in education* (2nd ed.).
Dover: Croom Helm.
- Cowley, W. H.(1980). *Presidents, professors and trustees: the evolution of
American academic government*. San Francisco: Jossey Bass Press.
- Everley, M. L. (1993). *Presidential change: interim administrations in higher
education*. Unpublished Doctoral Dissertation the University of Oklahoma.
East Lansing, Michigan: By the Board of Trustees of Michigan State
University.
- Fisher, J. L., Tack, M. W., & Wheeler, K. J. (1988). *The effective college
president*. New York: Macmillan Publishing Company
- Fisher, J. L. (1984). *Power of the presidency*. New York: Macmillan
Publishing Company.
- Fisher, J. L., & Koch, J. V. (1996). *Presidential leadership: Making a
difference*. Phoenix: Oryx Press.
- Flexner, A. (1925). *A modern university*. New York: Macmillan Publishing
Company.
- Freeman, P. T. (1993). *Presidential profiles in higher education: perspectives
from African American women*. Unpublished Doctoral Dissertation. Norman, The
University of Oklahoma.

- Green, M. F. & Ross, M. (1998). *The American college president*. Washington, D. C.: American Council on Education.
- Halsey, A. H. (1992). *Decline of donnish dominion: The British academic profession in the twentieth century*. Oxford: Clarendon Press.
- Hammersley, M. (1992). *What's wrong with ethnography: Methodological explorations*. London: Routledge.
- Hammersley, M. (1990). *Reading ethnographic research: A critical guide*. London: Longman.
- Lincoln, Y.S., & Guba, E. (1985). *Naturalistic Inquiry*. Beverly Hills: Sage Publications.
- Jacobs, T.O. (1971). *Leadership and exchange in formal organizations*. Alexandria: Human Resources Research Organization.
- Jones, B. D. (1989). *Leadership and politics: New perspectives in political science*. Lawrence, Kansas: University of Kansas Press.
- Kauffman, J. F. (1984). *At the pleasure of the board: Th service of the college and university president*. Washington, D. C.: American Council on Education.
- Keller, G. (1983). *Academic strategy: The management revolution in American higher education*. Baltimore: Johns Hopkins University Press.
- Kerr, C. (1964). *The uses of the university*. Cambridge, Massachusetts: Harvard University Press.

Kerr, C. (1984). *Presidents make a difference: Strengthening leadership in college and universities*. A Report of the Commission on Strengthening Presidential Leadership.

Kerr, C. (1991). *The Great Transformation In Higher Education: 1960 –1980*. Albany, New York. State University of New York Press.

Kerr, C. (1994). *The Uses of the University* (4th ed.) United States of America: President and Fellows of Harvard College.

Kerr, C. & Gade, M. L. (1986). *Many lives of academic presidents*. United States of America: Association of Governing Boards of Universities and Colleges.

Kerr, C., Gade, M. L., & Kawaoka, M. (1994). *Troubled times for American higher education: the 1990's and beyond*. New York: State University of New York Press.

Kuh, G. D., and Whitt, E. J. (1988). *The invisible tapestry: culture in American colleges and universities*. Washington, D. C.: Clearinghouse on Higher Education.

Marshall, C., & Ross, G. (1989). *Designing qualitative research*. London: Sage Publications.

Nevins, A. (1962). *The state of university democracy*. Urbana: University of Illinois Press.

Newman, J. H. (1947). *The idea of a university, defined and illustrated: In nine discourses delivered to the Catholics of Dublin. II. In occasional lectures and essays addressed to the members of the Catholic University.* New York: Longmans Green.

Pursey, N. (1962). *Annual report of the president of Harvard University.* Cambridge.

Ramsden, P. (1998). *Learning to lead in higher education.* London: Routledge.

F. T. (1998). *The Glion declaration: The university at the millennium.* Washington, D.C.: Association of Governing Boards of Universities and Colleges/American Council on Education.

Schein, E. H. (1985). *Organizational culture and leadership.* San Francisco: Jossey-Bass Publishers.

Sharp, P. (1984) American college presidents since World War II. *Educational Record, Spring*, 11-16.

Smith, P. (1990). *Killing the spirit: Higher education in America.* New York: Viking Press.

Smyth, J. (1989). *Critical perspectives on educational leadership.* New York: Falmer Press.

Sykes, C. (1988). *Profscam: Professors and the demise of education.* Washington, D. C.: Regnery Gateway.

Terry, R. W. (1993). *Authentic leadership: Courage in action*. San Francisco: Jossey-Bass.

Tesch, R. (1988) *Phenomenological Studies: A critical analysis of their nature and procedures*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 268 122)

The Oklahoma State Regents For Higher Education (1998). *The Oklahoma states system of higher education educational and general budgets summary and analysis fiscal year 1998-1999*. Oklahoma City.

The Oklahoma State Regents For Higher Education (1998 February). *Oklahoma higher education student data report 1996 - 1997*. Oklahoma City

Walker, D. E., (1979). *The effective administrator*. San Francisco: Jossey-Bass.

Westburg, E. M. (1931). A point of view studies in leadership. *Journal of Abnormal Social Psychology*. 25, 418-423.

Wheatley, M. (1999). *Leadership and the new science*. San Francisco: Barrett-Koehler Publishers, Inc.

Appendix A

INTERVIEW GUIDE
POLITICAL PRESIDENTS

1. Please describe for me the events that led to your becoming president of this institution?
2. Do you believe your background outside of higher education prepared you for this position?
3. How do you compare your roles as a politician/appointed administrator to your role as university president?
4. How do you compare the "politics" of your previous elected/appointed position to the "politics" of your university?
5. Compare/contrast the role of your spouse in your previous elected/appointed position to the role she plays as wife of the president?
6. Is your leadership style at your university different compared to your leadership style when you were in your elected/appointed position?
7. How has your previous experience in your elected/appointed position impacted your work in the following arenas:
 - Fundraising.
 - interacting with state government,
 - interacting with faculty,
 - interacting with students,
 - interacting with alumni,
 - interacting with administrators,
 - coping with the changing environment?
8. Is there any theory of leadership that serves as a guide to the way you discharge your responsibilities as president?

APPENDIX B

Dear President :

This letter has been sent to you, as President of a four-year institution of higher education in Oklahoma, to seek your cooperation with a research project, "Political Presidents at Four Year Institutions of Higher Education in Oklahoma. Due to the limited research on this particular subject, your cooperation in participating in this research will be invaluable toward providing a better understanding of leaders of Oklahoma's four-year institutions.

If you are willing to be a participant in this study, please complete the attached page titled " Informed Consent." *The information from this study will be handled in a strictly confidential manner.*

I have enclosed an addressed stamped envelope to be used to return the attached form. However, if you wish to fax the Informed Consent Form back, my fax number is 405-524-5528. Thank you again for taking time out of your busy schedule. Your expertise and cooperation are greatly appreciated.

Sincerely,

Kevin A. McPherson

APPENDIX C

INFORMED CONSENT FORM

Hello, my name is Kevin A. McPherson. I am a doctoral student working on my dissertation, which examines leadership of college presidents in Oklahoma. I am the principle investigator for this study and my sponsor/chair is Dr. Jerome C. Weber. The dissertation title is "Political Presidents at Four Year Institutions of Higher Education in Oklahoma." This study is being conducted under the auspices of the University of Oklahoma-Norman Campus. This document is to request your consent to participate in this research project.

As we prepare for the 21st Century, there is a need in higher education for a continued focus on leadership at our higher education institutions. Although there have been recent studies focusing on college and university presidents, there is a need for more information on the presidents leading our institutions. Consequently, as the focus of my doctoral dissertation, I am conducting a study of the presidents of 4-year institutions in Oklahoma.

This study will entail my interviewing you for approximately one-hour. This interview will follow a standard format and all presidents interviewed will be asked the same questions. All interviews will be tape-recorded and transcribed. To enable a thorough understanding of the respondents' experiences, an intuitive analysis of the transcripts will be performed. This analysis will involve the following steps.

1. Transcripts will be read in their entirety.
2. Significant statements will be extracted from each transcript.
3. Essences of the experiences will be organized and referred back to each original transcript for validation.
4. Transcripts of each interview will be compared and contrasted in an attempt to identify similarities and differences.
5. Results will be integrated into an exhaustive description of the experiences of the presidents.

The final component of this qualitative component will be to seek input from the participants, committee members and other researchers. This input will allow me to review the findings of the process and allow committee members and other researchers to provide input into the study.

This study is necessary because there is a need for a greater understanding of the kinds of leadership behaviors that can help modern institutions of higher education adapt to change. History shows that a college or university might be elevated to a higher level of significance, continue on its traditional course, or begin a slippery path

toward failure as a direct result of the person selected by the board to lead its institutions (American Council on Education, 1986).

I would like to reassure you that as a participant in this project, you have several rights.

- Your participation in this interview is 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 this report.

I would appreciate it very much if you would sign this form to show that you have read its contents.

_____ (signed)

_____ (printed)

_____ (dated)

Please send me a report on the results of this research project. (circle one)

Yes

No

Thank you for your willingness to participate in this research project. Your participation is very much appreciated. Please feel free to contact me at 524-5525 ext. 31 or at 590-4440 or my committee co-chairs Dr. Jerome C. Weber, at 325-3169 or Dr. Rosa Cintron at 325-3521 if you have any questions or concerns about this research or your rights as a participant in this research.