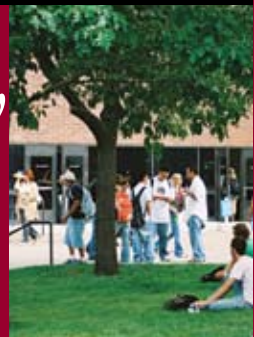
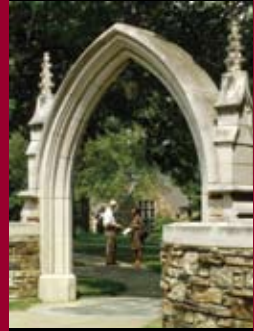


The American College President

2007 EDITION

*20th
Anniversary*



American Council on Education
The Unifying Voice for Higher Education
Center for Policy Analysis

The
American
College
President

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 **American Council on Education**
The Unifying Voice for Higher Education
Center for Policy Analysis

With generous support from
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Table of Contents

Acknowledgments	v
Executive Summary	vii
Introduction and Methodology.....	xi
Special Essay: Long-Serving Presidents' Perspectives on the Changing Presidency, 1986 to 2006.....	1
Chapter 1: Summary Profile of the American College President: 2006, Compared with 1986.....	9
Chapter 2: Profile of Women Presidents: 2006, Compared with 1986	15
Chapter 3: Profile of Minority Presidents: 2006, Compared with 1986	19
Chapter 4: College Presidents and the Institutions They Serve	25
Chapter 5: Duties and Responsibilities of the College President.....	37
Chapter 6: Perspectives of Long-Serving Presidents	43
Chapter 7: Presidential Career Paths and Recently Hired Presidents	47
Chapter 8: Presidential Search and Selection.....	53
Chapter 9: Summary and Conclusions.....	57

Appendices

A. Long-Serving President Roundtables Attendees: 2006	59
B. Survey Instrument.....	60
C. Characteristics of Presidents, by Gender and Race/Ethnicity: 2006 and 1986.....	72
D. Characteristics of Presidents, by Institutional Type: 2006 and 1986.....	84

Appendices C and D also are available as a Microsoft Excel file on the CD-ROM that accompanies the printed report. Please note that the CD-ROM also contains additional detailed tables:

- *Appendix E: Characteristics of Presidents, by Institutional Type and Control: 2006*
- *Appendix F: Characteristics of Presidents, by Institutional Type and Control: 1986*
- *Appendix G: Characteristics of Presidents of Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Women's Colleges: 2006*
- *Appendix H: Characteristics of Newly Hired Presidents (Since January 2004), by Institutional Type: 2006*
- *Appendix I: Characteristics of Long-Serving Presidents (More Than 10 Years), by Institutional Type and Control: 2006*

List of Tables and Figures

List of Tables

Table 1	Number, Distribution, and Response Rates of Population and Survey Respondents, by Institutional Type and Control: 2006	xiii
Table 2	Characteristics of Presidents: 2006 and 1986	9
Table 3	Percentage Distribution of Presidents, by Gender and Race/Ethnicity, Including Recently Hired Presidents: 2006 and 1986	13
Table 4	Percentage of Presidencies Held by Women, by Institutional Type and Control: Selected Years, 1986 to 2006	15
Table 5	Characteristics of Presidents, by Gender: 2006.....	16
Table 6	Percentage Distribution of Presidents, by Race/Ethnicity: Selected Years, 1986 to 2006	19
Table 7	Characteristics of Presidents, by Race/Ethnicity: 2006	20
Table 8	Percentage Distribution of Presidents, by Race/Ethnicity and Gender: 2006 and 1986	20
Table 9	Percentage of Presidents Who Were Racial/Ethnic Minorities, by Institutional Type and Control: Selected Years, 1986 to 2006.....	21
Table 10	Percentage Distribution of Presidents, by Race/Ethnicity and Institutional Enrollment: 1998, 2001, and 2006.....	22
Table 11	Characteristics of Presidents at Doctorate-Granting Universities: 2006 and 1986.....	26
Table 12	Characteristics of Presidents at Master's Colleges and Universities: 2006 and 1986.....	29
Table 13	Characteristics of Presidents at Baccalaureate Colleges: 2006 and 1986.....	32
Table 14	Characteristics of Presidents at Associate's Colleges: 2006 and 1986.....	34
Table 15	Presidents' Top Three Challenges, by Institutional Control: 2006.....	37
Table 16	Presidents' Primary Uses of Time, by Institutional Control: 2006	38
Table 17	Presidents' Top Three Uses of Time, by Institutional Control and Type: 2006.....	39

Table 18	Areas Presidents Enjoyed the Most, by Institutional Control: 2006.....	39
Table 19	Presidential Leadership Outside Higher Education, by Institutional Control and Type: 2006.....	41
Table 20	Areas Requiring More and Less Time of Long-Serving Presidents: 2006	45
Table 21	Presidents' Immediate Prior Position: Selected Years, 1986 to 2006.....	47
Table 22	Percentage Distribution of Presidents, by Immediate Prior Position and Institutional Type: 2006.....	49
Table 23	Mean Number of Years in Current Presidency, by Control, Type, and Demographic Characteristics: 2006 and 1986	50
Table 24	Characteristics of Recently Hired Presidents: 2006, 2001, and 1998	51
Table 25	Percentage of Presidential Searches that Used a Search Consultant: 2006.....	53
Table 26	Percentage of Presidents Who Received a Written Contract: 2006	55

List of Figures

Figure 1	Percentage Distribution of Presidents, by Highest Degree Earned: 2006.....	9
Figure 2	Percentage Distribution of Presidents, by Immediate Prior Position: 2006.....	10
Figure 3	Percentage Distribution of Presidents, by Field of Study for Highest Degree Earned: 2006	11
Figure 4	Percentage Distribution of Presidents, by Religious Preference: 2006....	11
Figure 5	Percentage Distribution of Presidents, by Age: 2006 and 1986.....	12
Figure 6	Percentage Distribution of Presidents, by Gender and Immediate Prior Position: 2006.....	17
Figure 7	Percentage Distribution of Presidents, by Gender and Marital Status: 2006.....	18

List of Tables and Figures (cont'd)

Figure 8	Percentage Distribution of Presidents at Minority-Serving Institutions (MSIs) and Non-MSIs, by Race/Ethnicity: 2006.....	22
Figure 9	Percentage Distribution of Presidents' Immediate Prior Place of Employment, by Race/Ethnicity: 2006.....	23
Figure 10	Percentage of Presidents Who Are Minorities, by Minority-Serving Institution (MSI) and Institutional Control and Type: 2006	27
Figure 11	Presidents' Most Rewarding Constituents, by Institutional Control: 2006.....	40
Figure 12	Presidents' Other Activities, by Institutional Control: 2006.....	41
Figure 13	Top Three Areas of Increased Importance to Long-Serving Presidents, by Institutional Control: 2006.....	43
Figure 14	Top Trends that Have Changed the Presidency, by Institutional Control: 2006.....	44
Figure 15	Percentage Distribution of Long-Serving Presidents' Time Spent Among Constituent Groups, Initially and Today: 2006.....	45
Figure 16	Percentage Distribution of Presidents' Immediate Prior Place of Employment, by Institutional Control and Type: 2006	48
Figure 17	Mean Number of Years in Current Presidency: Selected Years, 1986 to 2006.....	49
Figure 18	Percentage of Presidents with Prior Presidential Experience, by Institutional Type: 2006	50
Figure 19	Percentage of Recently Hired Presidents and All Presidents Who Were Women, by Institutional Type: 2006	52
Figure 20	Percentage of Recently Hired Presidents and All Presidents Who Were Minorities, by Institutional Type: 2006.....	52
Figure 21	Percentage of Institutions that Used a Search Consultant, by Institutional Control and Type: 2006.....	54

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Sincere thanks go to the long-serving college and university presidents who provided their insights at the two roundtable meetings. They are listed in Appendix A on page 59.

Finally, this report would not be possible without the thoughtful responses of the college and university presidents who completed the survey upon which it is based. ACE extends its special thanks to those leaders.

Executive Summary

This is the sixth report in the American College President Study series, conducted by the American Council on Education (ACE) since 1986, describing the backgrounds, career paths, and experiences of college and university presidents.¹

The American College President Study is the only comprehensive source of demographic data on college and university presidents from all sectors of American higher education. The report includes information on presidents of public and private institutions of higher education consistent with the Carnegie classification system of 2005.² Colleges and universities are aggregated into five groups, by highest degree program: doctorate-granting universities, master's colleges and universities, baccalaureate colleges, associate's colleges, and special focus institutions. Special focus institutions offer degrees ranging from the bachelor's to the doctorate, with at least 50 percent of the degrees awarded in a single discipline.

The report presents information on presidents' education, career paths, and length of service, as well as personal characteristics such as age, marital status, and religious affiliation. It also includes information on race/ethnicity and gender.

This most recent American College President Study, conducted in 2006, includes information from 2,148 college and university presidents. Participation in the survey has ranged from 2,105 presidents in 1986 to 2,423 in 1990; 2,297 in 1995; 2,380 in 1998; and 2,594 in 2001.

This report marks the 20th anniversary of the American College President Study. ACE took this opportunity to take a detailed look at how presidents, and the presidency, have changed during the past 20 years. First, wherever possible, this report pairs the 2006 figures with corresponding information from 1986. Second, this edition of the survey included a special set of questions for presidents who have been in office 10 years or more, asking how

1 Throughout this report, the term *president* is used to refer to all college and university chief executive officers, regardless of whether their official title is president, chancellor, or some other designation.

2 Previous reports of the American College President Study used Carnegie classifications that were available and current at the time. The 2007 report uses the recently revised 2005 Carnegie classification. Some institutions likely have shifted categories because of changes to the data and definitions used by the Carnegie Foundation for the Advancement of Teaching. The American College President Study does not attempt to track these shifts, and so comparisons over time by institutional type may have been affected by changes to the Carnegie classification. The Center for Policy Analysis does not believe that these changes have had a major effect on the results presented in this report.

their role has changed during their tenure. The responses to those questions are summarized in Chapter 6. Finally, because no quantitative survey could truly capture how such complex positions have evolved, ACE convened two daylong roundtable meetings of long-serving presidents, who served 10 years or more in the same presidency. An essay summarizing the discussions at those meetings begins on page 1.

Highlights of the findings of this 20th anniversary edition of the American College President Study include:

Presidents in 2006 and 1986

- The percentage of presidents who were women more than doubled, from 10 percent in 1986 to 23 percent of the total in 2006, but women's progress has slowed in recent years.
- The proportion of presidents who were racial or ethnic minorities showed a much smaller increase, from 8 percent in 1986 to 14 percent in 2006. When minority-serving institutions are excluded, only 10 percent of presidents are from racial/ethnic minority groups.
- The average age of presidents increased from 52 years in 1986 to 60 years in 2006. More telling, the proportion of presidents who were aged 61 or older grew from 14 percent in 1986 to 49 percent in 2006, suggesting that many institutions will lose their presidents to retirement in coming years.
- Only 63 percent of women presidents are currently married, compared with 89 percent of their male colleagues. Twenty-four percent of women presidents are either divorced or were never married (excluding members of religious orders). Only 7 percent of male presidents fall into these categories.
- Likewise, 68 percent of women presidents have children, compared with 91 percent of men. Nonetheless, women presidents were more likely than men to have altered their career to care for their families.
- Presidents had served an average of 8.5 years in office at the time of the 2006 survey. Length of service has increased since 1986, when the average time in office was 6.3 years.
- Between 1995 and 2001, average tenure in office declined from 7.3 years to 6.6 years. However, the trend shifted in 2006, when average tenure for presidents increased to 8.5 years, the highest recorded average tenure in the study's history.
- Just over one in five (21 percent) presidents in 2006 had served in a presidency in their immediate prior position, compared with 17 percent in 1986. The current figure is a decrease from the 25 percent of presidents who had served in a presidency in their immediate prior position in 1998.
- Serving as chief academic officer (CAO) has become a more typical route to the presidency. Thirty-one percent of presidents served as provost or CAO prior to becoming president, up from 23 percent in 1986.
- After rising in previous surveys, the percentage of presidents entering that role directly from outside academe appears to have leveled off. In 2006, just over 13 percent of

presidents' immediate prior positions were outside academe, down slightly from 15 percent in 2001. However, more than 60 percent of presidents have some experience outside higher education during their careers.

- Nearly one-third (31 percent) of presidents in 2006 had never been a full-time faculty member, compared with 25 percent in 1986.
- Taken together, the findings on age and career path suggest that—as the presidency has become more complex—institutions are increasingly selecting leaders with a great deal of experience in senior executive roles in higher education. This cautious approach to hiring may limit opportunities for younger leaders, women, and people of color.

Presidents' Duties

- Presidents were most likely to cite relations with faculty, legislators, and governing boards as their greatest challenges.
- Fund raising, budgeting, community relations, and planning were the responsibilities on which presidents spent the most time.
- Presidents took the greatest satisfaction in working with students, administrators, and faculty. Fund raising, community relations, and academic issues were among the activities and issues that they enjoyed working on the most.
- Many presidents remain active in their academic disciplines. Since becoming president, more than 20 percent taught at least one course regularly, and 17 percent had written for scholarly publications.

Long-Serving Presidents' Perspectives

- Long-serving presidents reported that fund raising, accountability and assessment of student learning, and budget/financial management were the three areas that had increased in importance the most during their tenure.
- The majority (71 percent) of public institution presidents cited decreases in state funding as one of the most important drivers of change in the presidency. The most important driver for private institution presidents was increased competition among institutions, chosen by 74 percent of long-serving presidents.
- Fifty-seven percent of these presidents said that they spent the majority of their time with internal constituents when they first became presidents; only 14 percent said internal constituents receive the majority of their time today.
- Reflecting the increasing demands of the presidency, there were 16 issues or activities that one-third or more of long-serving presidents indicated take more of their time today than when they began their presidency and only one (academic issues) that requires less time today.

Recently Hired Presidents

- One-quarter of all newly hired presidents were women, compared with 23 percent all presidents. The share of new appointees who are women has not changed appreciably since these data were first collected in 1998.
- Twenty-eight percent of new presidents at associate's colleges were women—a larger proportion than at any other institutional type.
- A smaller proportion of new presidents were members of minority groups (13 percent), compared with the total presidential population (14 percent). As among women, the share of new appointees from racial/ethnic minority groups is unchanged since 1998.
- The share of new appointees who came from a previous presidency went down from 29 percent in 1998 to 21 percent in 2006. However, the share of newly hired presidents whose most recent position was CAO rose dramatically, from 17 percent in 1998 to 37 percent in 2006.

The Presidential Search Process

- Search consultants were used to recruit more than half of recently hired presidents, up from 12 percent of those hired prior to 1984.
- One in five presidents indicated they did not have a clear understanding of some aspect of the campus or job at the time they took the position.
- Seventy-two percent of all presidents had a written contract when they were hired.
- Forty-one percent of presidents sought negotiating advice from someone prior to accepting an offer. Typically, they turned to colleagues in higher education, followed by colleagues outside the field and attorneys.

Introduction and Methodology

College and university presidents lead complex organizations in an environment of increasing pressures from a diverse group of constituencies. While they do not lead alone, they are central to the well-being of their institutions and higher education as a whole. They are simultaneously expected to provide intellectual leadership, embody institutional values, and shape institutional policy. Externally, they must succeed as fund raisers and advocates for the enterprise at large. Presidents work with future and past students and spend time with external boards, agencies, and legislators, all of whom can affect the well-being of the institution. The demands of the job require intellectual, administrative, and social skills in equal measure.

This report marks the 20th anniversary of the American College President Study. The American Council on Education (ACE) took this opportunity to take a detailed look at how presidents, and the presidency, have changed during the past 20 years. First, wherever possible, this report pairs the 2006 figures with corresponding information from 1986. Second, this edition of the survey included a special set of questions for presidents who have been in office 10 years or more asking how their role has changed during their

tenure. The responses to those questions are summarized in Chapter 6. Finally, because no quantitative survey could truly capture how such complex positions have evolved, ACE convened two daylong roundtable meetings of long-serving presidents. This report includes an essay summarizing discussion at those meetings (see page 1).

The American College President Study is the only comprehensive source of data about college and university presidents from all sectors of American higher education. The report includes evaluations and judgments presidents made about their jobs and the hiring process. The study began in 1986 (*The American College President: A Contemporary Profile*, 1988), and follow-up reports published in 1993, 1998, 2000, and 2002 provided information on presidents in 1990, 1995, 1998, and 2001, respectively.

Like its predecessors, this report provides information on presidents of public and private, regionally accredited, degree-granting institutions. The institutions are divided into five types, consistent with the Carnegie “Basic Classification” of 2005. Colleges and universities are aggregated by highest degree program: doctorate-granting universities, master’s colleges and universities, baccalaureate colleges, associate’s colleges, and special focus

institutions that offer degrees ranging from the bachelor's to the doctorate and award at least 50 percent of their degrees in a single discipline. Data also were collected from leaders of other regionally accredited, degree-granting institutions that are not included in the Carnegie classification, including tribal colleges and for-profit institutions. These data are included in the summary totals but not in the analyses by institution type or control. However, when the report compares presidents of minority-serving institutions (MSIs) to non-MSIs, we include tribal colleges in the MSI category.

This report is designed to serve as an overview that addresses several issues, including:

- Demographic and personal characteristics of presidents, with special attention to women and minorities.
- Differences in the characteristics of presidents, by institutional type and control.
- The academic and professional experience of presidents.
- Twenty-year trends in the characteristics of presidents and in the nature of the presidency.
- The presidential search and acceptance process, and the experiences of recently hired presidents.

Detailed tables are included in Appendices C through I. For the first time, these tables are available in electronic format on CD-ROM. For the reader's convenience, Appendices C and D also are included in print on pages 72 and 84.

Methodology

In 1986, ACE's Center for Leadership Development established an ongoing research program to collect data on college presidents. This report, now produced by ACE's Center for Policy Analysis, continues the work of the previous studies. As in the earlier studies, this sixth American College President Study solicited information from all presidents of regionally accredited, degree-granting, U.S. higher education institutions. The study included institutional presidents and chancellors.

Surveys were mailed to 3,396 presidents and CEOs in March 2006 (see Appendix B on page 60 for survey instrument). For the first time, presidents had the choice of completing the survey either on paper or via the Internet. Nonresponding presidents received a second mailing in May 2006 and a third follow-up letter in July 2006. Respondents held office in the academic year 2005–06 and are referred to throughout this report as “2006 presidents.”

The 2,148 responses analyzed in this report include those of 1,603 presidents who provided new information for the 2006 survey, as well as information on 545 presidents who were known to be in the same position as in 2001 but who did not respond directly to the 2006 survey.

The overall response rate of 63 percent of presidents ensures a high level of confidence in using these data to estimate national trends. **Table 1** shows the number and proportion of responses by institutional control and type. Response rates exceed 70 percent in all categories except private associate's colleges and special focus institutions.

This study's response rate was similar to those of previous studies. It should be noted that this was not a statistical sample and thus may not reflect the results achievable if all presidents had reported. These statistical limitations should be considered when comparisons are made to past results. Further, changes in data and definitions used to assign institutions to the Carnegie classification system affect year-to-year comparisons within specific institutional types. However, we do not believe those changes have dramatically altered the trends presented.

Table 1

Number, Distribution, and Response Rates of Population and Survey Respondents, by Institutional Type and Control: 2006

	Population*		Survey Respondents		Response Rates
	Number	Percent	Number	Percent	Percent
Public					
Doctorate-Granting	167	11.1	137	12.5	82.0
Master's	266	17.7	208	19.0	78.2
Baccalaureate	80	5.3	61	5.6	76.3
Associate's	923	61.5	650	59.4	70.4
Special Focus	64	4.3	38	3.5	59.4
Total	1,500	100.0	1,094	100.0	72.9
Private					
Doctorate-Granting	89	6.1	66	7.0	74.2
Master's	309	21.1	237	25.1	76.7
Baccalaureate	475	32.4	355	37.6	74.7
Associate's	100	6.8	47	5.0	47.0
Special Focus	494	33.7	238	25.2	48.2
Total	1,467	100.0	943	100.0	64.3
Total					
Doctorate-Granting	256	7.5	204	9.5	79.7
Master's	575	16.9	448	20.9	77.9
Baccalaureate	555	16.3	421	19.6	75.9
Associate's	1,023	30.1	749	34.9	73.2
Special Focus	558	16.4	292	13.6	52.3
Other**	429	12.6	34	1.6	7.9
Total	3,396	100.0	2,148	100.0	63.3

* Population of institutions by 2005 Carnegie classification.

** Other includes for-profit institutions and other institutions not included in the Carnegie classification.

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, August 4, 2006 edition.

Special Essay: Long-Serving Presidents' Perspectives on the Changing Presidency, 1986 to 2006

The challenges and complexities of leading a higher education institution have changed radically and multiplied dramatically from what they were only 20 years ago. So say those who ought to know: long-serving college and university presidents whose tenures have compassed the last decade of the 20th century and the first years of the 21st century.

The sea change in the nature of their roles has in large measure been driven, they say, by fundamental transformations in the socioeconomic, technological, and political fabric of both American society and the global community. Presidents' constituencies have widened, and their constituents' behavior and attitudes have shifted so as to place more demands on both their institutions and themselves. Presidents have come to find themselves holding the positions of CEO of a corporate enterprise, mayor of a multifarious polity, and academic leader of an intellectual community—all at the same time.

The specific features in the social and higher education landscape that have brought about these changes, and the ways in which college and university presidents juggle their new and expanded responsibilities, were the subject of two daylong roundtable discussions among 17 institutional leaders

who had held the presidency for at least 10 years—and as many as 25 years. The participants represented community colleges, four-year institutions, and research universities, both public and private, large and small. The purpose of the meetings was to gather more personalized, experiential evidence to flesh out the quantitative data derived from the comprehensive survey of the nation's presidents analyzed in this report.

Inside Out: Managing the Shifting On-Campus Environment

Students

Perhaps the most telling development on college campuses over the past two decades has been the change in the diversity, conduct, and mindset of students. Roundtable participants found students to be more conscientious about (if often academically unprepared for) their studies and more consumer-oriented.

They take more responsibility for their learning, but also insist that they “get their money's worth” from the high price of their education. Students not only come from a far wider range of backgrounds—racial, ethnic, and economic—but also represent the full array of ages and life stages, so that the once *traditional* 18- to 24-year-old

student is no longer *typical*. In other words, as one president said, “People who didn’t used to go to college are now there.” And, to their credit, students of all ages are far more tolerant than those who came before them of people of alternative lifestyles and appearances, diverse socioeconomic backgrounds, and different life stages.

While many more of them are adults or adult-like, students of all ages are, paradoxically, more needy. They expect institutions to pay more attention to their physical and psychological well-being, entailing more and better health and counseling services; they insist on choices in learning and study styles (including face-to-face, online, community service, and foreign study alternatives); and they require 24/7 social, recreational, and leisure opportunities. Even as many students seek to escape parental influence, traditional-age students (as well as their parents) expect the college to stand *in loco parentis*. The effect of all these changes is that institutions must now provide an ever-widening array of services, and that students and parents expect those services to solve their problems—from having something fun to do on a Saturday night to preventing suicide.

It is not surprising to learn that discussion participants singled out one characteristic that represents a dominant force in defining the difference between today and 20 years ago: Students are thoroughly immersed in technology. They use their personal computers, MP3 players, and cell phones for communicating, listening, learning, connecting, and recreating as well as for complaining, confronting, inciting, and demanding. This technological revolution, which of course per-

vades society, has its credits and debits. Students are certainly more empowered and have greater access to research tools, study aids, and authority, both academic and administrative, all of which may enhance the educational experience. On the other hand, this empowerment can generate or exacerbate what many college presidents see as a decrease in civility and an increase in confrontational behavior among students. This trend is no less detrimental to an academic community because it is, as participants pointed out, a problem endemic to the whole of society. To illustrate this double-edged sword of student empowerment—their seriousness about the future and their confrontational tactics—one president commented, “Twenty years ago, if a faculty member did not come to class, the students would go out and celebrate. Now they go and complain to the dean if a teacher is absent or regularly late. The students are sacrificing a lot for higher education, and they all want to change their lives.”

But whatever the balance sheet of good and ill, advancing technology is a current and enduring reality, and its presence on campus, along with all the other changes in students over the past two decades, has multiplied exponentially the time, energy, and strategies a president must dedicate to students’ well-being.

Parents

Parents also have evolved into a new breed of “helicopter parents,” hovering over every move their child makes and ready to swoop down and complain—often with proprietary incivility—to college authorities about everything from a teacher’s grade on a book review to dispensing of prescription drugs to library hours. The fact is, parents expect more of institutions today and are determined to get it, perhaps because many feel they are “paying good money” for the service and because some have learned “to work the system” in overseeing their child’s elementary and secondary schooling. Although they want college administrators to act *in loco parentis*, few have any qualms about reasserting their parental role when they sense the occasion, even if it requires threats of litigation, or actually suing, to do so.

Faculty

Closely tied to the change in behavior and attitude of students and parents is the more modest but still compelling change in the makeup, outlook, and approach of faculty members. Although faculty concerns have always occupied a good deal of presidential attention, disparities in attitude along generational or disciplinary lines were not nearly so sharp 20 years ago. Then, faculties comprised far fewer women, minorities, and non-tenure track-ers; and faced far less interference in their teaching and research from students, external politics, technological advances, and accrediting boards. The faculty worldview was, in short, much more homogeneous. Not so any longer, said many panelists. Indeed, this heterogeneity demands far deeper deliberation and far subtler academic policy making and governance.

Most presidents noted a clear distinction between junior faculty and longer-serving faculty. Younger faculty members tend to be more aware of the nature of the external environment, more attuned to students, more in step with the technological revolution, more concerned with quality-of-life issues than with academic governance issues, and less committed to the institution for the long term. Older faculty members, conversely, tend to adjust less easily to changes in the external environment, have some difficulty with classroom management and discipline, lack full confidence in or understanding of technology, be more concerned with governance, and be more committed to the institution for the long haul. This gap has widened during the past decade or so, as the percentage of tenured and tenure-track professors has declined steeply at many institutions and the use of non-tenure-track instructors has risen proportionately. (At one university represented at the roundtables, the percentage of tenure-track faculty members has plummeted from 70 percent to 45 percent since the early 1990s. At another large institution, however, union contracts require that no more than 7 percent of faculty have adjunct status.)

One president noted that the differences often appear not so much generational as discipline-related. Faculty members in business and professional fields tend to adapt more readily to the entrepreneurial and technological focus of students and society, while other faculty members, who have fewer alternatives to the academy and experience less connection to the broader economy, “can feel left out and don’t know what to do about it.”

In and Out: Planning and Implementing Change

Although strategic planning remains ultimately what it has been from the time such a notion entered the rubric of higher education—an internal campus process and responsibility—the past two decades have witnessed an unmistakable shift toward planning driven by forces external to the institution itself. This change has been particularly dramatic in public institutions, which have come under a barrage of mandated budget cuts and obligatory, narrow measures of educational outcomes. Private institutions, however, have not entirely escaped the influence of government regulators, accreditation agencies, demographics, and student needs, so many private institution presidents see their planning processes changing significantly as well.

Roundtable participants described the essential questions of planning as having moved away from transformation (“What do we want to be and how do we get there?”) to reaction (“What do the external constituents want us to be and how do we demonstrate we are getting there?”). The new mode of planning is founded in proven outcomes, metric assessment, annual or biennial targets, transparency, accountability, and fiscal rigor. In many ways, the paradigm has shifted from a traditional academic model to a business model. As one president said, “Everyone asks how much bang for the buck will we get out of this.” But planning in higher education takes place in a setting very different from the command and control environment of the corporate world. Presidents must be able to develop among key constituencies—primarily the faculty and

board—a shared vision of how the institution should change and how it can progress.

Faculty

Academic communities, and faculty members in particular, have always held business practices and external pressures suspect, so what was—20 years ago—the difficult task of getting a (by definition) fractious faculty to buy into both the process of planning and its results has become almost Herculean for today’s college presidents. “You have to take measures from business, but be quiet about them,” said one president. A president’s relationship with the faculty is vital to effecting change, and trust is essential to success.

Trust and relationships take time to build, so the relatively short length of most presidential tenures can be a formidable, though not necessarily fatal, obstacle to achieving a good planning result. The long-serving roundtable participants said that faculty can be won over by reason, friendship and attentiveness, their own self-interest, and demonstrable successes. Discussion participants said that presidents must be adept at showing faculty members how faculty and departments can participate in achieving outcomes benefiting both themselves and the institution; they must be savvy in demonstrating to the faculty that a budget-based, outcomes-oriented plan can remain true to campus culture and identity; and they need to be imaginative in incorporating external mandates and internal needs into a persuasive vision of their own. “I had a hard time getting people to buy into my ‘big vision,’” said one president. “But once there was a payoff

to the institution, the faculty was more accepting of change.” And another president noted, “It’s a lot like running a political campaign when you come to an institution: You need some early victories.” In other words, success begets success. “The healthier the campus,” still another president said, “the more involved and supportive high-achieving faculty members become.”

Boards

The other key constituency a president must win over to his or her plan is the board. A president’s relationship with a governing board (or in some cases multiple boards) varies markedly in complexity not only between sectors, but also among governance typologies. The variations compass a wide spectrum: independent public institutions, system-governed public institutions, small private colleges, church-related institutions, large private universities, community colleges, and private associate’s colleges.

The task of dealing with boards is most daunting for presidents of system-governed public institutions, where boards are far more politicized than others and are therefore subject to greater public, legislative, and executive pressure. Such boards change more frequently, often have members with little experience or understanding of higher education, are more insistent on business models of accountability and performance-based measures of effectiveness, tend toward micro-management, and are more wary of

laws enacted in the wake of corporate board scandals than their peers at private institutions. “Boards 20 years ago were more like cheerleaders,” said one public president. “Now, they are more take-charge [types], appointed by governors and under pressures like Sarbanes-Oxley,³ concerned mostly with their fiduciary responsibilities. That is a basic difference, and I don’t think we’ve seen the end of it.”

Although the Sarbanes-Oxley Act does not pertain to nonprofit organizations, many presidents perceive that it has been detrimental to board/president interactions. “Sarbanes-Oxley has made for more hostile relationships, imposing procedures that are antipathetic to academia, such as not having students or faculty on the board,” said one president. “Suspicion and mistrust at the board level drives a wedge between president and board.” Another president, citing boards’ focus on the measurement of product outcomes, said, “We are being presented with the challenge of measuring the immeasurable.” Still another participant noted that 20 years ago, serving on a public governing board was “a high public office—a way to give back. Now it’s almost entirely political. You speak out on the values of higher education at your peril.”

Despite what they view as a signal and unconstructive change, these longtime leaders still see the president’s role as convincing board members of “the value of what we do and what the nature of the academic community is.”

3 The Sarbanes-Oxley Act of 2002, also known as the Public Company Accounting Reform and Investor Protector Act, was passed to urge publicly traded companies to establish stricter accounting practices in order to prevent additional Enron and WorldCom financial fiascos. While a majority of colleges and universities are not publicly traded corporations, the ripple effects of the Sarbanes-Oxley Act of fiscal responsibility and accountability are felt among the CEOs of postsecondary institutions.

As in their dealings with the faculty, presidents need to win over boards by developing relationships, responding to board members' needs, communicating campus perspectives sympathetically, listening attentively to their concerns, implementing and highlighting to the board successful modern management practices, and admitting humbly from time to time that improvements still need to be made. Here, as with faculty, a president's longevity of tenure is a plus, though not so weighty a one, given the more rapid turnover among board members. Indeed, as one president wryly observed, longevity can be a disadvantage: "The more you succeed, the more they expect of you."

The bottom line, then, roundtable participants agreed, is that presidents today need to be much more engaged, more subtle, more resourceful, and more relentless in driving and managing their institution's planning. Even though the planning may fall short of being strategic, a president's *thinking* must always be strategic, both as to the vision behind the plan and the means by which the president influences governing boards and internal constituencies to accept and execute it.

Outside In: Managing External Constituencies

A college presidency today combines, in effect, at least two full-time jobs, each of which requires significantly different approaches, skills, talents, and knowledge, said the veteran presidents assembled for the roundtable discussions. In addition to the complexities and difficulties inherent in managing primarily on-campus constituencies, college and university presidents face the separate but equal challenges

of dealing with media, legislative and executive branches of both state and federal government, community groups, and potential corporate and individual donors to the institution. Two decades ago, this field of responsibilities (with the exception of fund raising in the case of private institution presidents) neither required nor attracted very much, if any, of an institutional leader's attention.

Media

The incessant pressure of the 24/7 news cycle, the immediate accessibility of information (and disinformation) on the Internet, and the instantaneous communication available through e-mail and cell phone require presidents constantly to recognize that everything they say, write, or do may become known to and have virtually immediate repercussions with any or all their constituencies. "I am struck by the sophistication of communication— instantaneous, international, unofficial," said one president. The question is, under such circumstances, how does an institution get its message out?

Arguably, journalists have always sought out and reported the scandalous, the sensational, the suspect, and the tragic; it is only in the past few decades, however, that higher education has appeared on the radar screens of newsrooms and has been subjected to the time-honored fishing and probing of the news media. Twenty years ago, presidents complained about not being able to get the press's attention for all the "good, uplifting" stories that universities had to tell. But omission is typically slight in its effects compared with commission; the consequence of being on the firing line and in the eye

of the storm is a dramatic increase in presidential pressure and stress. Said one participant, “When I took this job, I never dreamed I would have to work with a media coach. Now I’m always looking at issues from the perspective of how they are going to play on the morning news.”

Online information—often unreliable or irrelevant—can be and is used to publish *ad hominem* attacks on students, faculty, staff, board members, and the presidents themselves. Whether or not the allegations are true, they require investigation, response, and either action or defense. In any case, the negative publicity that attaches to the institution is “out there” and can never be wholly recovered. “It’s a new world,” said one president.

E-mail also has added immeasurably to presidential workload and strain. Whether the correspondence is answered personally or by staff, its volume is time-consuming and the sensitivity of the responses can have far wider ramifications than more personal, traditional communications. As one president observed, hyperbolically but tellingly, “Every time I send out an e-mail, it gets to the press.” He might also have added, similarly, “Every time I get an e-mail, it’s a potential time bomb.”

Government and Community Relations

With the state share of institutional revenue decreasing, and federal funds growing in importance to the entire range of institutions, presidents found they spend much more time than in the past in lobbying legislators, particularly in those states where term limits lead to an influx of new lawmakers who need to be educated on higher

education issues. Presidents also noted that the burdens of government regulation—both the paperwork and expense required to comply with regulations and the lobbying effort necessary to ameliorate them—have soared over the past 20 years. As one president said, “There are too many people trying to manage our business who really know nothing about it.”

Legislators, mayors, and governors increasingly look to higher education institutions to deal with intractable social problems, engage in economic development projects and collaborations, and make serious financial commitments in their local communities. “We are seen as the element in the community that can deal with these problems,” one roundtable participant said. Presidents said they are spending more time responding to community issues, but despite their efforts, neighborhood activists still tend to regard colleges and universities with suspicion. Many presidents cautioned against promising too much. As one participant said, “We can’t let legislators and other decision makers forget our primary role.”

Fund Raising

Private college presidents have long been charged with fund raising as a major job component, but over the last 20 years public institution presidents have seen that role grow from not even appearing in the job description to commanding between one-third and one-half of their time—with no diminution of their other responsibilities. Furthermore, public college presidents said they face the added difficulty of persuading donors that nominally tax-supported institutions are appropriate

recipients of private support. Fundraising success, moreover, increases the number of constituencies that have a vested (and sometimes intrusive) interest in both public and private institutions. Presidents also found that the turnover rate among top business executives makes the soliciting of corporate contributions tougher and more time-consuming. And presidents from all sectors and institutional types cited rising pressures and expectations from all constituents that they secure ever more dollars in donations to the institution.

Inside: A President's Personal Life

"What personal life?" may be the flip-pant, but revealing, response. Given the extraordinary upward spiral of presidential responsibilities over the past two decades, as testified to by those presidents who have experienced both ends of the era, most roundtable participants found that their private lives are so closely circumscribed that the concept of privacy has little meaning. "Nothing prepares one for the lack of privacy," said one participant. Presidents carry their jobs 24 hours a day; many spouses (especially women spouses) are expected to take a very public (in some cases paid) role in the institution, and even their children's lives can be affected by a lack of anonymity and privacy. Many said they lose old friends and have no time to establish new friendships or even social contacts outside the university, and they face unrelenting tension between work and family. "The job is almost undoable today," said one president. "You have to establish priorities about how you will spend your time between job and family." Another said,

"You are not just taking on a job—the presidency becomes your life, and you have to be very sure your family supports this."

The mystery is why any individuals would subject themselves to such sacrifices and, because they obviously do, how they survive. The answer, say these veteran presidents, lies in a firmly centered sense of self; an unremitting capacity to maintain internal balance and perspective; a passionate sense of mission; and a deep feeling of exhilaration in what they themselves accomplish and in what they are helping others, particularly students, achieve. "There are incredible joys in playing out your passion, day in and day out," said one president." Many presidents also admitted to being Type-A personalities who relish tough challenges, fast action, and intricate complexity. "There is no adrenaline like the high of this job," said another president. Most presidents take great satisfaction in the public, ceremonial aspects of the job; they are performers, savoring the spotlight, holding center stage.

And how do they relax? "I find little moments," "I take long weekends," "I work out," "I have the ability to turn it off," and "I deposit memories." It is important, too, for presidents to recognize that they are merely human, as one put it, "simply a resident, with a little 'p' in front."

One president solved the mystery simply, but eloquently: "You do it because you love it."

Chapter 1

Summary Profile of the American College President: 2006, Compared with 1986

The demographic profile of the typical college or university president is slowly changing but continues to be primarily white

(86 percent) and male (77 percent) (see **Table 2**). The typical president in 2006 was 60 years of age, held a doctoral degree (see **Figure 1**), and had served in his or her current position for an average of 8.5 years. (See Appendix C on page 72 for detailed data by gender and selected minority groups.)

Table 2

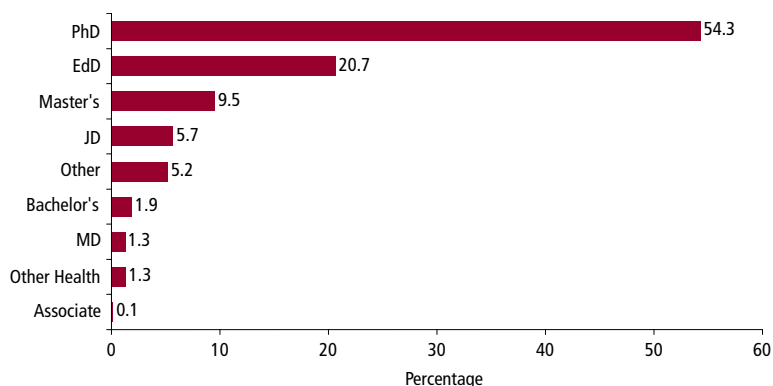
Characteristics of Presidents: 2006 and 1986

	2006 Percent	1986 Percent
Demographics		
Women	23.0	9.5
Minority	13.6	8.1
Currently married	83.2	85.0
Has children	85.7	NA
Education		
Has PhD or EdD	75.0	76.6
Has formal religious training	31.3	17.3
Presidents' top three fields of study:		
Education or higher education	43.0	43.9
Social sciences	13.8	11.7
Humanities	13.7	16.5
Career History		
Prior position		
President/CEO	21.4	17.3
Chief academic officer	31.4	22.5
Senior executive	29.6	18.4
Outside higher education	13.1	10.1
Never been a faculty member	31.1	25.0
Ever worked outside higher education	63.0	NA
	Average	Average
Age (in years)	59.9	52.3
Years in present job	8.5	6.3
Years in prior position	6.7	5.6
Years as full-time faculty	8.2	6.4

NA: Data were not collected, or were collected in a non-comparable format, in the 1986 survey.

Figure 1

Percentage Distribution of Presidents, by Highest Degree Earned: 2006



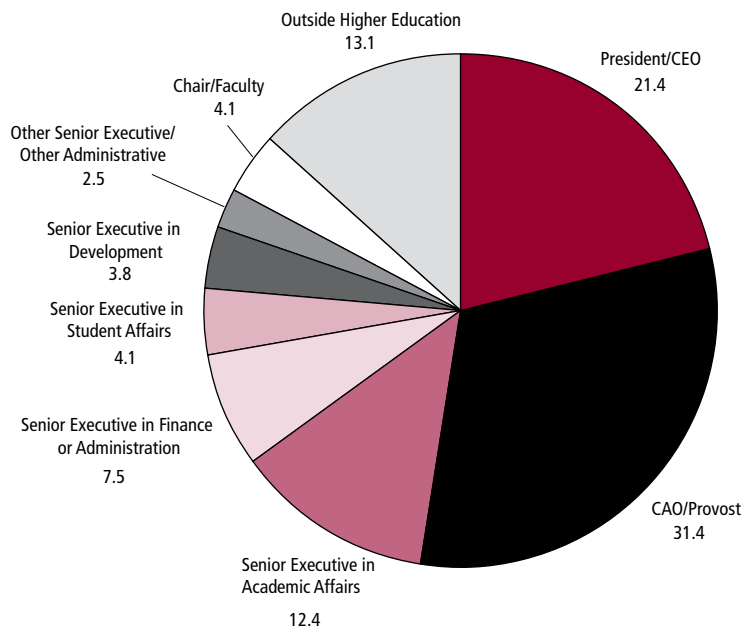
Education and Career Path

Sixty-nine percent of presidents had experience as a faculty member, spending an average of eight years in this role, and one in five (21 percent) had served as president prior to his or her current position (see **Figure 2**). Thirteen percent of presidents' immediate prior positions were outside higher education. Thus, the majority of presidents were hired from within academe, including 31 percent who were chief academic officers (CAOs), 30 percent who were in senior executive positions other than CAO, and 21 percent who were presidents.

Forty-three percent of college and university presidents received their highest earned degree in the field of education (see **Figure 3**). Presidents were three times as likely to have earned their highest degree in education as in the social sciences or the humanities/fine arts, the second- and third-place fields, respectively. Religion/theology represented 7 percent of the group, and slightly more than 13 percent of the presidents had earned a professional degree in law, medicine and health fields, or business.

Figure 2

Percentage Distribution of Presidents, by Immediate Prior Position: 2006



Family Circumstances

More than 83 percent of presidents are currently married. Nearly 10 percent of spouses are employed or compensated by the same institution, and another 27 percent are employed outside the institution. While 86 percent of presidents reported having children, only 8 percent have ever left the job market or worked part time for child-rearing reasons (see Appendix C).

More than 80 percent of college presidents are Christian; 54 percent of all presidents identified themselves as Protestant, and 27 percent reported that they are Catholic (see **Figure 4**).

Changes Since 1986

The percentage of college presidents who are women more than doubled, from less than 10 percent in 1986 to 23 percent in 2006. The percentage of minority presidents grew more slowly, rising from 8 percent in 1986 to 14 percent in 2006 (see Table 2).

These trends suggest that higher education institutions have been slow to expand opportunities for women and minorities to enter senior leadership. As discussed in Chapters 2 and 3, these changes have not taken place consistently across different types of institutions and the pace of change has slowed in recent years.

Presidents in 2006 were older than their counterparts in 1986. The average age of presidents rose from 52 years to 60 years. Further, the share of presidents older than 60 grew from 14 percent to 49 percent (see **Figure 5** on page 12). Although some presidents may continue to serve their institutions well into their 70s (7 percent of 2006 presidents were aged 71 or older), these data do suggest that a significant proportion of institutions will likely lose their presidents to retirement in coming years.

Figure 3

Percentage Distribution of Presidents, by Field of Study for Highest Degree Earned: 2006

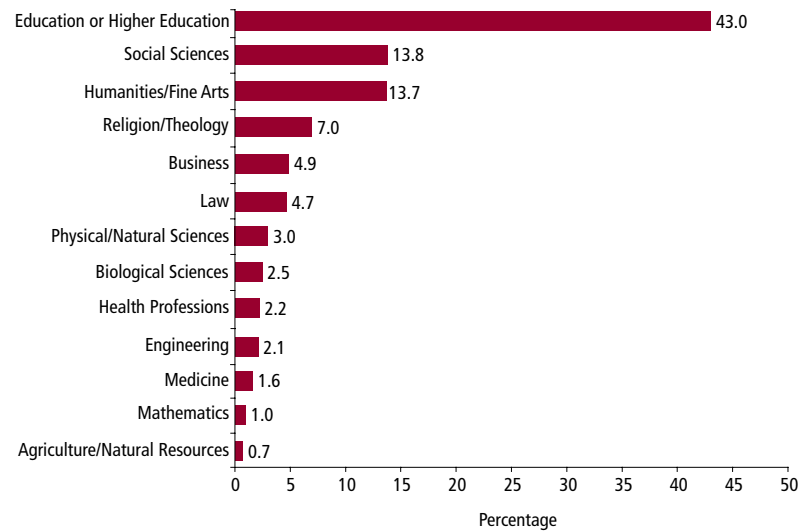
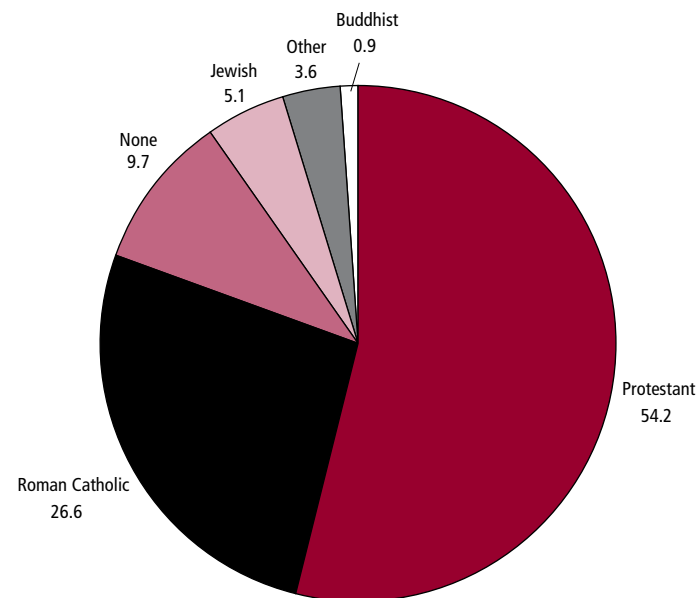


Figure 4

Percentage Distribution of Presidents, by Religious Preference: 2006



Presidents in 2006 were less likely than presidents in 1986 to have served as full-time faculty members (31 percent in 2006 had never served as full-time faculty, compared with 25 percent in 1986). However, those who had been full-time faculty members had taught for almost two years longer, on average, than presidents in 1986 (8.2 years versus 6.4 years).

After rising from 10 percent in 1986 to 15 percent in 2001, the share of presidents coming from outside higher education has leveled off at 13 percent. Twenty-one percent of 2006 presidents were serving in a subsequent presi-

dency, and 31 percent had served as provost or CAO in their immediate prior positions, compared with 17 percent and 23 percent of 1986 presidents, respectively. Taken together, these findings on age and career path suggest that—as the presidency has become more complex—institutions are increasingly selecting leaders with a great deal of experience in senior executive roles in higher education. This conservative approach to hiring may limit opportunities for younger leaders, women, and people of color.

On average, presidents had been in the job 8.5 years in 2006, compared with 6.3 years in 1986, suggesting that presidential job turnover has slowed.

Table 3 provides summary data for presidents in 2006 by gender and race/ethnicity. It also includes information on recently hired presidents, as well as comparisons with all presidents in 1986, where available. (Subsequent chapters discuss these data in detail.)

Figure 5

Percentage Distribution of Presidents, by Age: 2006 and 1986

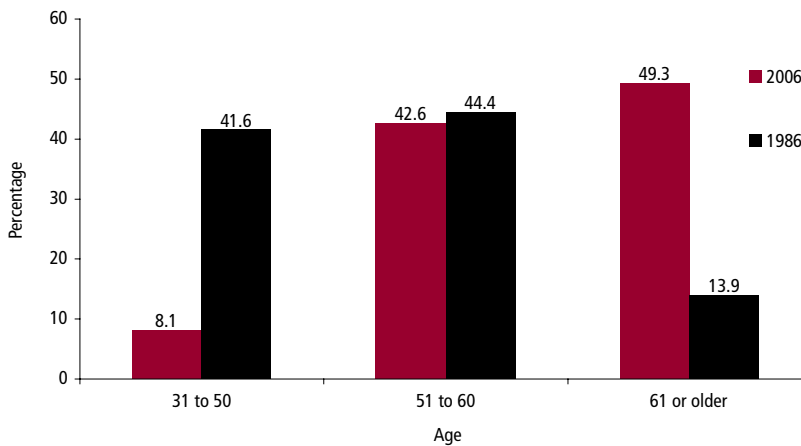


Table 3**Percentage Distribution of Presidents, by Gender and Race/Ethnicity, Including Recently Hired Presidents: 2006 and 1986**

	All Presidents, 2006 Percent	Recently Hired Presidents, 2006 Percent	All Presidents, 1986 Percent
Women and Men			
White	86.4	87.1	91.9
African American	5.9	6.5	5.0
Asian American	0.9	1.6	0.4
Hispanic	4.5	4.2	2.2
American Indian	0.7	0.3	0.5
Other	1.5	0.3	*
Total	100.0	100.0	100.0
Men			
White	88.0	89.7	92.1
African American	5.3	4.7	5.1
Asian American	0.9	1.3	0.4
Hispanic	3.8	3.9	1.9
American Indian	0.5	0.4	0.5
Other	1.5	0.0	*
Total	100.0	100.0	100.0
Women			
White	81.1	79.2	89.4
African American	8.1	11.7	3.9
Asian American	1.0	2.6	0.8
Hispanic	6.7	5.2	5.1
American Indian	1.5	0.0	0.8
Other	1.7	1.3	*
Total	100.0	100.0	100.0

* Category was not available in 1986.

Chapter 2

Profile of Women Presidents: 2006, Compared with 1986

From 1986 to 2006, the proportion of women presidents more than doubled, from 10 percent of all presidents to 23 percent (see **Table 4**). However, the rate of change has slowed since the late 1990s.

Institutions Served

Women are most likely to head associate's colleges, followed by baccalaureate colleges and master's colleges and universities. The largest increase in the percentage of presidents who were women occurred at associate's colleges, where women represented 8 percent of presidents in 1986 and 29 percent of presidents in 2006. Women continued to be least likely to be president of doctorate-granting institutions, although the proportion of women presiding over such institutions increased from nearly 4 percent in 1986 to 13 percent in 1998, with little progress since then (see **Table 4**). Excluding associate's institutions, women represent 20 percent of college presidents.

Increases in the percentage of presidencies held by women varied by institutional control as well. The largest increases in women-held presidencies since 1986 were at public institutions. Specifically, in 2006, women held 34 percent of presidencies at public baccalaureate colleges, 30 percent at public special focus institutions, and

29 percent at public associate's colleges. Gains appeared to be more modest at private institutions, where women in 1986 already made up a greater share of presidencies than at public institutions. Since 2001, the largest increases in the percentage of

Table 4

Percentage of Presidencies Held by Women, by Institutional Type and Control: Selected Years, 1986 to 2006

Institutional Type	1986 Percent	1998 Percent	2001 Percent	2006 Percent
Public and Private				
Doctorate-Granting	3.8	13.2	13.3	13.8
Master's	10.0	18.7	20.3	21.5
Baccalaureate	16.1	20.4	18.7	23.2
Associate's	7.9	22.4	26.8	28.8
Special Focus	6.6	14.8	14.8	16.6
All Institutional Types	9.5	19.3	21.1	23.0
Public				
Doctorate-Granting	4.3	15.2	15.7	16.2
Master's	8.2	17.8	20.9	22.7
Baccalaureate	8.6	23.4	18.2	34.4
Associate's	5.8	22.1	27.0	29.1
Special Focus	4.8	14.9	22.0	29.7
All Institutional Types	6.0	20.2	23.9	26.6
Private				
Doctorate-Granting	2.9	9.5	8.7	7.6
Master's	12.4	19.7	19.6	20.3
Baccalaureate	16.6	20.0	18.8	21.1
Associate's	21.8	25.0	27.6	32.6
Special Focus	7.0	14.8	13.7	13.6
All Institutional Types	13.9	18.4	17.5	18.7

women presidents has occurred at the small number of public baccalaureate and special focus institutions, and private associate's colleges. Progress has been much slower at other types of institutions.

Table 5
Characteristics of Presidents, by Gender: 2006

	Men Percent	Women Percent
Demographics		
Minority	12.0	18.9
Currently married	89.3	62.6
Has children	91.1	68.3
Altered career for family	5.2	15.3
Education		
Has PhD or EdD	73.1	81.0
Presidents' top three fields of study:		
Education or higher education	39.7	53.9
Humanities/Fine arts	12.5	17.6
Social sciences	14.5	11.4
Career History		
Prior position		
President/CEO	22.4	18.2
CAO/Provost or other senior executive in academic affairs*	40.9	52.6
Other senior campus executive**	18.1	16.5
Outside higher education	14.4	8.6
Never been a faculty member	31.8	28.5
Ever worked outside higher education	62.5	64.7
	Average	Average
Age (in years)	60.1	59.3
Years in present job	8.8	7.7
Years in prior position	7.0	5.9
Years as full-time faculty	8.2	8.1

* Excludes department chairs and faculty.

** Reflects sum of all senior executive and administrative positions outside academic affairs.

Career Path and Length of Service

Women presidents in 2006 had spent less time than their male counterparts in their current positions—an average of 7.7 years for women compared with 8.8 years for men. While women were less likely than men to have been a president in their prior position, they were more likely to have served as provost/CAO prior to assuming the presidency (see **Table 5** and **Figure 6**).

Women in 2006 were more likely than their predecessors in 1986 to have previously served as president or provost/CAO. Eighteen percent of women presidents held a presidential position prior to their current presidency in 2006, compared with 9 percent in 1986. Similarly, 53 percent of women presidents were provosts/CAOs or other senior executives in academic affairs before becoming presidents in 2006, compared with 25 percent in 1986.⁴

Education

Women presidents were more likely than their male counterparts to have earned a doctorate. Education was the most common field of study for both women and men presidents (54 percent and 40 percent, respectively), followed by humanities (18 percent and 13 percent, respectively) and social sciences (11 percent and 15 percent, respectively).

⁴ The 1986 data for women presidents were compiled from Appendix B in Ross, M., Green, M. F., & Henderson, C. (1993). *The American college president: 1993 edition*. Washington, DC: American Council on Education.

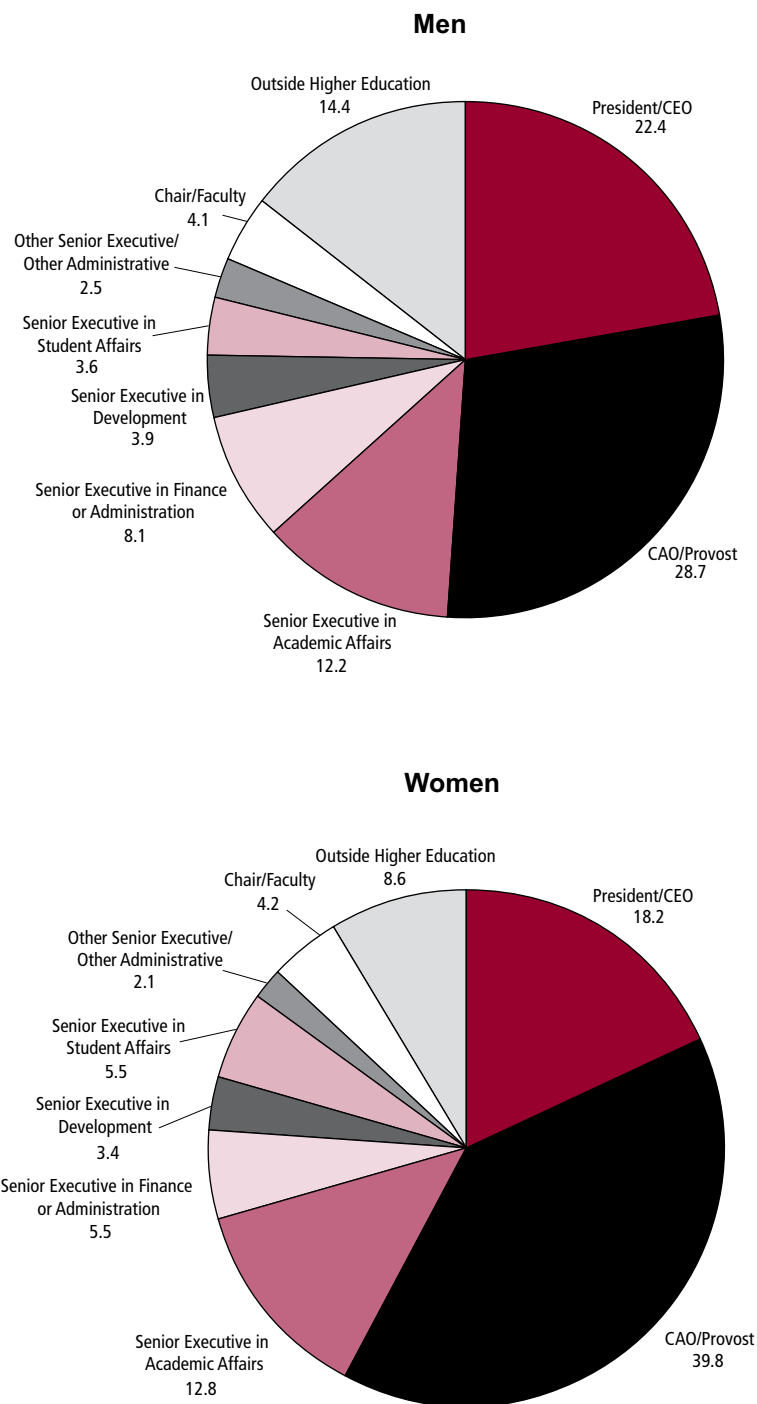
Family Circumstances

Two of the more striking differences between women and men presidents continue to be marital status (see **Figure 7** on page 18) and child-rearing responsibilities. In 2006, most male presidents were currently married (89 percent), compared with 63 percent of female presidents. In 1986, 35 percent of women presidents were married (see Appendix C). The proportion of currently married women presidents has increased as the number of women presidents has increased, but it continues to lag far behind the proportion of married male presidents.

Ten percent of women presidents have never been married, compared with 3 percent of men.⁵ The proportion of women presidents who never married decreased from 19 percent in 1986 to 10 percent in 2006. However, more women presidents are reporting that they were divorced, separated, or widowed—19 percent in 2006 compared with 16 percent in 1986. In 2006, only 5 percent of male presidents were divorced, separated, or widowed.

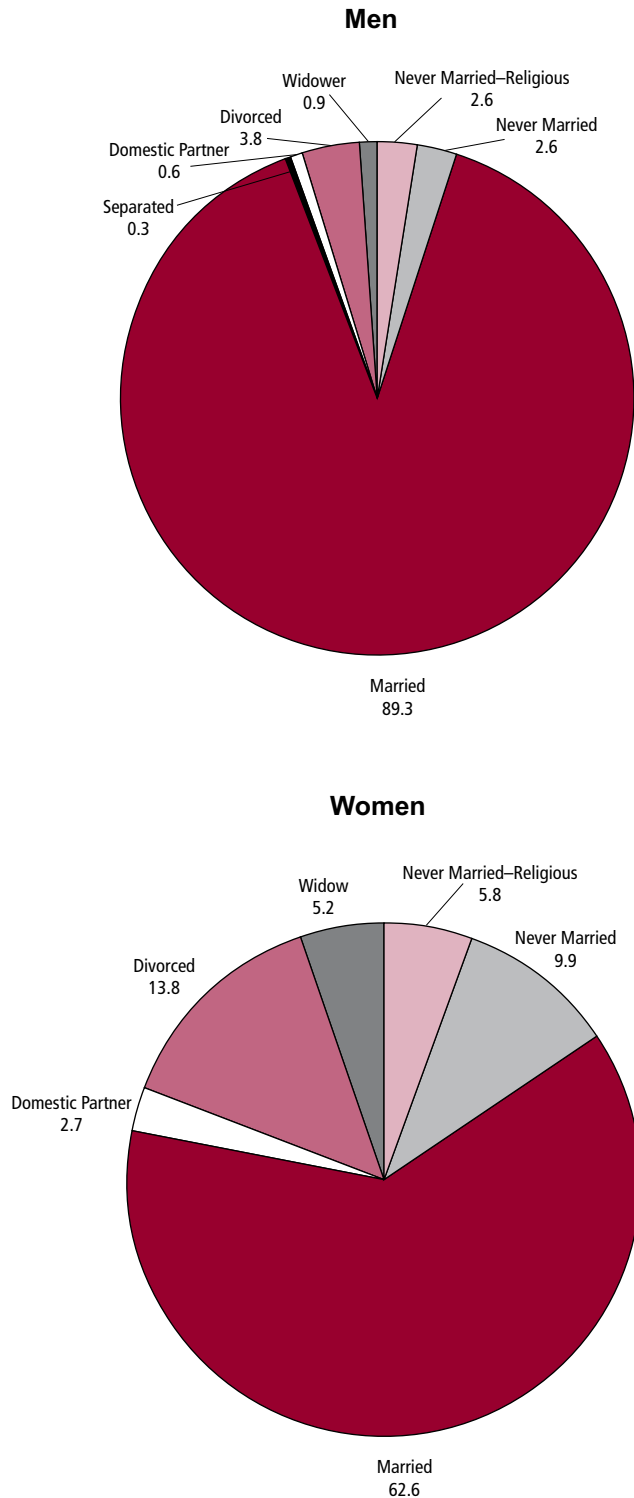
Figure 6

Percentage Distribution of Presidents, by Gender and Immediate Prior Position: 2006



5 Another 6 percent of women presidents have never married because they are members of a religious order prohibiting marriage. Presidents who did not marry because of their religious vocation are excluded from the subsequent analysis.

Figure 7
Percentage Distribution of Presidents, by Gender and Marital Status:
2006



Consistent with the differences in their marital status, women presidents (68 percent) are less likely than their male counterparts (91 percent) to have children. Despite being less likely than men to be married or to have children, women presidents were more likely to have taken a break during their careers to raise children or care for their spouse (see Table 5). Fifteen percent of women presidents had either left the job market or worked part time due to family responsibilities, compared with only 5 percent of men presidents. Those women presidents who left the job market or worked part time to raise children spent an average of five years out of the full-time job market, compared with three years for male presidents (see Appendix C).

Women have made significant inroads into the senior leadership of American higher education, but parity for women presidents has yet to be reached. If the proportion of women who serve as senior administrators and as full-time faculty provides a standard for equity, then women remain under-represented as presidents. Forty-five percent of faculty and senior administrative staff in higher education are women.⁶ These data suggest that more leadership development, mentoring, and networking—as well as greater efforts by institutions to identify and attract women leaders—are needed to increase the representation of women among college presidents.

⁶ Calculated from the National Center for Education Statistics, 2003 Integrated Postsecondary Education Data System (IPEDS), *Digest of Education Statistics* (Washington, DC: U.S. Department of Education, August 2006), 387.

Chapter 3

Profile of Minority Presidents: 2006, Compared with 1986

Members of racial/ethnic minority groups represented a somewhat larger share of presidents in 2006 than they did in 1986. Minorities accounted for 8 percent of college presidents in 1986. By 2006, this figure had risen to 14 percent. In 2006, 6 percent of all presidents were African American. Another 5 percent were Hispanic, 1 percent each was Asian American and American Indian and 2 percent identified as “other” (see **Table 6**). The share of presidents who come from each of the major racial/ethnic minority groups has changed little since 1986. For example, the share of presidents who are African American rose by only one percentage point, from 5 percent in 1986 to 6 percent in 2006. The only group to see much growth was Hispanics: The share of presidents who are Hispanic rose from 2 percent in 1986 to 5 percent in 2006.⁷

Minority presidents were more likely than white presidents to be women (see **Table 7** on page 20). More than one-third of Hispanic presidents, and nearly one-third of presidents who are African American, were women, compared with only 22 percent of whites. Over the span of 20 years, the percentage of women among minority pres-

Table 6

Percentage Distribution of Presidents, by Race/Ethnicity: Selected Years, 1986 to 2006

Race/Ethnicity	1986 Percent	1990 Percent	1995 Percent	1998 Percent	2001 Percent	2006 Percent
White	91.9	90.4	89.3	88.7	87.2	86.4
African American	5.0	5.5	5.9	6.3	6.3	5.9
Asian American	0.4	0.4	0.8	0.9	1.2	0.9
Hispanic	2.2	2.6	2.9	3.2	3.7	4.5
American Indian	0.5	0.8	0.8	0.9	1.1	0.7
Other	**	**	**	**	0.5	1.5
Total Minority	8.1	9.6	10.7	11.3	12.8	13.5
Total*	100.0	99.7	99.7	100.0	100.0	99.9

* Total may not sum to 100.0 due to rounding.

** Data were not collected or were collected differently for these years.

⁷ Because of the small number of presidents who are Asian American or American Indian/Native American, the tables and figures in this chapter do not present detailed information for these groups.

idents has increased (see **Table 8**). However, since the total number of minority presidents has not grown substantially, the proportion of all presidencies held by minority women is still quite low, at 4 percent.

Table 7

Characteristics of Presidents, by Race/Ethnicity: 2006

	African American Percent	Hispanic Percent	White Percent
Demographics			
Women	32.0	34.8	22.0
Currently married	78.3	82.4	83.8
Has children	89.5	88.8	85.1
Education			
Has PhD or EdD	83.6	73.9	74.5
Has formal religious training	6.8	3.4	18.7
Presidents' top three fields of study:			
Education or higher education	52.9	52.8	42.0
Social sciences	13.5	15.4	13.9
Humanities	9.2	8.8	13.9
Career History			
Prior position			
President/CEO	22.5	22.0	21.4
CAO/Provost or other senior executive in academic affairs*	44.4	40.9	42.9
Other senior campus executive**	17.0	25.0	12.1
Outside higher education	12.9	10.0	14.3
Never been a faculty member	33.0	24.4	31.6
Ever worked outside higher education	58.9	66.3	62.6
	Average	Average	Average
Age (in years)	60.1	58.3	59.9
Years in present job	8.8	7.3	8.6
Years in prior position	6.1	6.8	6.8
Years as full-time faculty	7.4	8.9	8.2

* Excludes department chairs and faculty.

** Reflects sum of all senior executive and administrative positions outside academic affairs.

Institutions Served

Minority presidents were most highly represented at public master's, baccalaureate, and special focus institutions, where they led more than 20 percent of institutions in those categories (see **Table 9**). Minorities were least well represented at private doctorate-granting and master's institutions, where they held the presidency at only 5 percent of institutions. In general, public institutions were much more likely than private institutions to be led by a minority president (17 percent and 9 percent, respectively).

Not surprisingly, presidents of minority-serving institutions (MSIs) are more likely than leaders of other colleges and universities to be members of a minority group (59 percent). Excluding historically black colleges and

Table 8

Percentage Distribution of Presidents, by Race/Ethnicity and Gender: 2006 and 1986

Category	2006 Percent	1986 Percent
African American		
Women	32.0	7.4
Men	68.0	92.6
Total	100.0	100.0
Hispanic		
Women	34.8	21.8
Men	65.2	78.2
Total	100.0	100.0
White		
Women	22.0	9.3
Men	78.0	90.7
Total	100.0	100.0

universities (HBCUs), Hispanic-serving institutions (HSIs), and tribal colleges,⁸ 9 percent of colleges and universities are led by minority presidents (see **Figure 8** on page 22).

At least one in five presidents at public master's, public baccalaureate, and public special focus institutions is a minority.⁹ Consequently, minority presidents were more likely than white presidents to lead larger institutions (see **Table 10** on page 22). Forty-five percent of presidents who are African American and 60 percent of Hispanic presidents led institutions with head count enrollments greater than 5,000, compared with 32 percent of white presidents.

The distribution of minority presidents by institutional enrollment has shifted over the years. In 1998 and 2001, the largest proportion of African American and Hispanic presidents was at institutions with a student enrollment ranging from 5,001 to 10,000. Yet by 2006, there were more African Americans presiding over institutions that enrolled less than 2,000 students, while more Hispanics were at institutions with an enrollment of 10,000 or more students. Compared with their counterparts, the largest share of whites was consistently found at institutions with less than 2,000 students.

Table 9

Percentage of Presidents Who Were Racial/Ethnic Minorities, by Institutional Type and Control: Selected Years, 1986 to 2006

Institutional Type	1986 Percent	1998 Percent	2001 Percent	2006 Percent
Public and Private				
Doctorate-Granting	2.4	7.1	8.6	11.4
Master's	12.6	14.7	12.8	12.9
Baccalaureate	6.4	10.0	12.1	13.1
Associate's	8.6	12.4	13.9	13.9
Special Focus	5.1	8.8	11.7	15.2
All Institutional Types	8.1	11.3	12.6	13.5
Public				
Doctorate-Granting	2.8	8.7	11.3	14.5
Master's	17.3	25.6	20.3	21.8
Baccalaureate	11.5	25.0	29.7	27.6
Associate's	8.1	13.1	14.9	14.4
Special Focus	2.4	19.2	25.0	29.7
All Institutional Types	9.0	16.1	16.8	17.3
Private				
Doctorate-Granting	1.4	4.1	3.3	4.8
Master's	6.8	1.9	3.9	5.0
Baccalaureate	5.9	7.9	9.3	10.3
Associate's	11.3	3.7	7.0	6.7
Special Focus	5.7	7.2	9.6	13.5
All Institutional Types	4.6	5.9	7.8	9.3

Family Circumstances

Family circumstances and structures also differed between minority presidents and white presidents (see Table 7). Presidents who are African American were less likely to be married than their white counterparts. Seventy-eight percent of African Americans were married, compared with 82 percent of Hispanics

8 Accredited postsecondary institutions whose primary mission was to educate African or black Americans prior to 1964 were designated as HBCUs according to the Higher Education Act of 1965. As institutions' enrollments have changed, exceptions have been made to the founding date to accommodate additional institutions with similar missions. To be considered an HSI by the federal government, several criteria must be met, one of which this study employed—the full-time equivalent enrollment is at least 25 percent Hispanic students. In addition to this criterion, this study also includes institutions that are HACU (Hispanic Association of Colleges and Universities) members. Tribal colleges are designated as tribally controlled and usually located on reservations. These institutions are also members of AIHEC (American Indian Higher Education Consortium).

9 Unless otherwise noted, all subsequent analyses include both MSIs and non-MSIs.

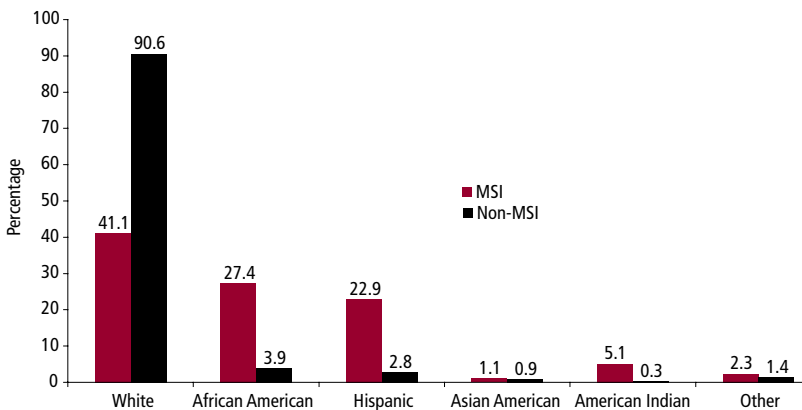
and 84 percent of whites in 2006. The proportion of Hispanics and African Americans who are divorced (11 percent and 12 percent, respectively) also differs from whites (6 percent) (see Appendix C). These differences result from the greater proportion of minority presidents who are women. Women presidents were more likely to report having never married or being divorced (10 percent and 14 percent, respectively), compared with male presidents (3 percent and 4 percent, respectively).

Presidents who are African American or Hispanic also were more likely to have children (90 percent and 89 percent, respectively) than white presidents (85 percent). Minority presidents did not differ significantly in age from their white counterparts. The average ages of African Americans, whites, and Hispanics were within a year of one another.

The spouses of presidents who are African American or Hispanic were more likely than those of white presidents to have paid employment. Thirty-seven percent of the spouses of African Americans, and 40 percent of the spouses of Hispanics, worked, compared with 33 percent of the spouses of whites (see Appendix C).

Figure 8

Percentage Distribution of Presidents at Minority-Serving Institutions (MSIs) and Non-MSIs, by Race/Ethnicity: 2006



Education and Length of Service

While education was the most common field in which both minority presidents and white presidents earned their highest degree, Hispanics and African Americans were more likely to have earned their degrees in education (53 percent for both groups, compared with 42 percent of whites). Presidents who are African American have closed the gap with their white counterparts in years at their present job. In 2006, African

Table 10

Percentage Distribution of Presidents, by Race/Ethnicity and Institutional Enrollment: 1998, 2001, and 2006*

Fall Enrollment	1998			2001			2006		
	African American Percent	Hispanic Percent	White Percent	African American Percent	Hispanic Percent	White Percent	African American Percent	Hispanic Percent	White Percent
Less than 2,000 students	28.1	20.3	42.4	27.8	20.1	42.3	31.2	19.6	38.1
2,000–5,000 students	22.6	27.5	28.3	21.5	27.4	28.0	23.8	20.7	30.4
5,001–10,000 students	30.8	29.0	14.3	31.6	29.1	14.8	22.1	28.3	15.4
More than 10,000 students	18.5	23.2	15.0	19.1	23.4	14.9	23.0	31.5	16.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Data were not collected on surveys in 1986, 1990, and 1995.

Americans and whites had both served in their current presidency for nine years on average. However, the average term for Hispanics was less than their counterparts, at seven years.

Career Path

Minority presidents traveled differing career paths to the presidency. Hispanics were more likely than African Americans to have served in a leadership role at the same institution prior to assuming the presidency. Nineteen percent of presidents who are African American had been promoted from within their current institutions, compared with 35 percent of Hispanics (see **Figure 9**). The share of presidents who had either served in a prior presidency or who had been provost or CAO prior to assuming the presidency did not differ for the three largest racial/ethnic groups (see Appendix C). However, there were significant differences in the other, less common routes that individuals took to the presidency. Hispanics and African Americans were much more likely than whites to have been the chief student affairs officer (8 percent and 12 percent, respectively, for Hispanics and African Americans compared with 3 percent for whites). Presidents who are white or African American were more likely than Hispanic presidents to have been the chief financial or administrative officer (9 percent and 7 percent, respectively, for whites and African Americans, compared with 2 percent for Hispanics). Finally, African Americans and whites were somewhat more likely than Hispanics to have come directly from a position outside higher education (see

Figure 9

Percentage Distribution of Presidents' Immediate Prior Place of Employment, by Race/Ethnicity: 2006

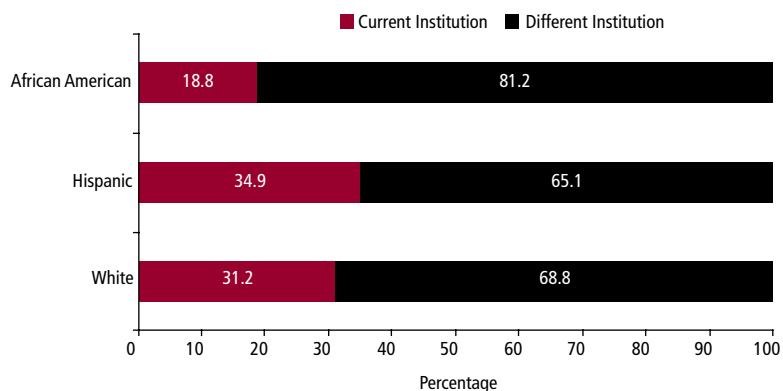


Table 7). African Americans were least likely of the three groups of presidents to have ever worked outside higher education.

Minority presidents were more likely than white presidents to hold a tenured position as a faculty member in both their current and prior positions (see Appendix C). This finding may be related to the fact that minority presidents were more likely to serve at public institutions, where faculty tenure for administrators is more common than at private institutions.

Minority presidents continued to be underrepresented relative to the higher education workforce, in which minorities accounted for 16 percent of faculty and senior staff in 2003.¹⁰ Until colleges and universities improve presidential hiring practices, as well as the pipeline of minority faculty and senior staff through ongoing, customized leadership programs, progress in recruiting minority presidents will continue to be slow.

¹⁰ Calculated from the National Center for Education Statistics, 2003 Integrated Postsecondary Education Data System (IPEDS), *Digest of Education Statistics* (Washington, DC: U.S. Department of Education, August 2006), Table 224.

Chapter 4

College Presidents and the Institutions They Serve

The portrait of the average president masks important differences among the leaders of higher education by the type of institution they serve. Institutions vary in size, values, and mission. College presidents are often selected because they embody the values of, and are prepared to meet the particular challenges associated with, one of these groups of institutions.

Presidents tend to come from the ranks of their own or similar institutions. Presidential characteristics differ between public and private institutions and among types of institutions. In 2006, women and minorities constituted a growing share of presidencies overall, but much of the progress has been concentrated at public sector and associate's colleges. (Appendices D, E, and F provide detailed data by institutional type and control.)

Doctorate-Granting Universities

Presidents of doctorate-granting universities are responsible for large, complex organizations. As a group, these institutions enroll more than 4.9 million students; their average head count enrollment is more than 17,000 students. Almost 60 percent of doctorate-granting universities are public institutions.¹¹

Presidents of doctorate-granting institutions constituted 10 percent of survey respondents. The response rate for presidents of doctorate-granting institutions was 80 percent (see Table 1 on page xiii).

The demographic characteristics of presidents at doctorate-granting universities changed least of all institutional types between 1986 and 2006. By 2006, 14 percent of the presidents of doctorate-granting institutions were women (compared with 4 percent in 1986), and 11 percent were members of a racial or ethnic minority group (compared with 2 percent in 1986) (see **Table 11** on page 26). When doctorate-granting universities that are also MSIs are excluded, the share of these institutions led by minorities drops to 9 percent (see **Figure 10** on page 27).

11 These statistics are based on the basic classification tables for the 2005 Carnegie Classification and the National Center for Education Statistics, IPEDS 2004 Fall Enrollment survey.

Table 11**Characteristics of Presidents at Doctorate-Granting Universities: 2006 and 1986**

	Public 2006 Percent	Private 2006 Percent	Total 2006 Percent	Total 1986 Percent
Demographics				
Women	16.2	7.6	13.8	3.8
Minority	14.5	4.8	11.4	2.4
Currently married	92.5	71.2	85.5	90.4
Has children	89.8	82.1	87.6	NA
Education				
Has PhD or EdD	78.9	74.7	77.7	81.9
Has formal religious training	3.2	25.4	10.3	NA
Presidents' top three fields of study:				
Social sciences	23.9	Social sciences 29.5	Social sciences 25.5	Social sciences 22.6
Humanities/ Fine arts	14.2	Law 14.8	Humanities/ Fine arts 12.8	Humanities/Fine arts 17.8
Education or higher education	11.9	Religion/ Theology 13.1	Education or higher education 11.2	Physical/Natural sciences 13.9
Career History				
Prior position				
President/CEO	27.6	27.7	27.5	29.6
CAO/Provost or other senior executive in academic affairs*	56.7	49.2	54.5	NA
Other senior campus executive**	5.2	9.2	6.5	NA
Outside higher education	6.7	7.7	7.0	NA
Never been a faculty member	8.3	20.0	12.1	11.0
Ever worked outside higher education	48.9	53.0	50.0	NA
	Average	Average	Average	Average
Age (in years)	62.3	60.9	61.8	54.9
Years in present job	7.4	8.3	7.6	6.1
Years in prior position	6.1	7.5	6.6	5.0
Years as full-time faculty	17.7	13.6	16.3	9.4

* Excludes department chairs and faculty.

** Reflects sum of all senior executive positions outside academic affairs.

NA: Data were not collected, or were collected in a non-comparable format, in the 1986 survey.

Presidents of public doctorate-granting universities were more likely than presidents of private doctorate-granting universities to be a member of a racial or ethnic minority group. Fifteen percent of the presidents of public doctorate-granting institutions identified themselves as an ethnic or racial minority. Only 5 percent of private doctorate-granting institution presidents (and private master's institutions) identified themselves as a minority (see Table 11). Private doctorate-granting institutions reported the lowest proportion of minority presidents out of all institutional types (see Appendix E on the CD-ROM).

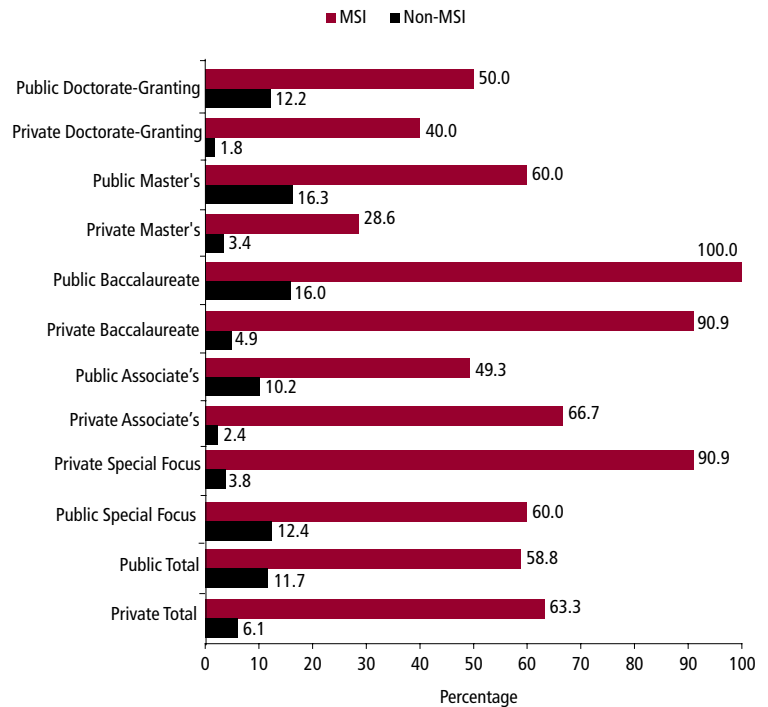
Similarly, women were more likely to be presidents of public—versus private—doctorate-granting universities. Women were presidents of 16 percent of public doctorate-granting universities and 8 percent of private doctorate-granting universities.

Eighty-six percent of all presidents of doctorate-granting universities were married in 2006—a decrease from 1986 when 90 percent of these presidents were married. A large portion of this decrease is explained by the declining share of married presidents at private doctorate-granting universities. In 2006, 71 percent of presidents of these universities were married, compared with 84 percent of presidents in 1986 (see Appendix F on the CD-ROM). The percentage of presidents of public doctorate-granting universities who were married stayed constant during the survey's history: 94 percent in 1986 and 93 percent in 2006.

The discrepancy in marital status between presidents of public and private doctorate-granting institutions can be explained in part by the number of presidents at private institutions whose

Figure 10

Percentage of Presidents Who Are Minorities, by Minority-Serving Institution (MSI) and Institutional Control and Type: 2006



religious vows preclude them from marriage. Twelve percent of presidents at private doctorate-granting institutions described their marital status as unmarried because they were members of a religious order. Moreover, 25 percent of presidents at private doctorate-granting institutions had been trained as religious professionals, compared with 3 percent of presidents at public institutions (see Table 11).

Older, highly experienced chief executives were most likely to be hired by doctorate-granting institutions. Presidents of doctorate-granting universities were slightly older than presidents at other types of institutions—the average age was 62 years, and 61 percent were over the age of 60, up from 22 percent in 1986. In 2006, only 3 percent of the presidents at this institutional type

were under 51 years of age, compared with 25 percent in 1986 (see Appendix D on page 84). These data suggest that retirements may have a significant effect on the leadership of doctorate-granting universities in the near future.

The proportion of presidents at doctorate-granting institutions serving in a subsequent presidency is declining. In 2006 and 2001, 28 percent of presidents at doctorate-granting institutions had been a president or CEO in their previous job, compared with 37 percent in 1998 and 30 percent in 1986. This suggests that after years of hiring sitting presidents, doctorate-granting institutions increasingly are recruiting from outside the current presidency ranks. In 2006, 55 percent of presidents from doctorate-granting institutions had served as provost or CAO in their immediate prior position. However, few doctorate-granting institutions reach outside higher education for their leadership. Only 7 percent of doctorate-granting presidents had come directly from outside higher education.

Presidents of doctorate-granting universities in 2006 were somewhat less likely than those in 1986 to have been employed by the same institution in their prior position. In 2006, 26 percent of the presidents of doctorate-granting institutions had been employed by the same institution in their previous job, compared with 30 percent in 1986 (see Appendix D).

The fields in which most presidents of doctorate-granting institutions held their highest degree differed from those of other presidents. Presidents of doctorate-granting institutions were likely to hold degrees in the social sciences (26 percent, compared with 14 percent of all presidents). Only

11 percent had earned their highest degree in education, compared with 43 percent of all presidents. Eighty-eight percent of the presidents of doctorate-granting institutions also had been full-time faculty members—a larger proportion than for presidents of other types of institutions.

Finally, presidents of private doctorate-granting institutions had served in their positions longer than their public counterparts. More than one-third of private doctorate-granting university presidents had served in their current positions for more than 10 years, compared with one-quarter of public doctorate-granting university presidents.

Master's Colleges and Universities

Master's colleges and universities are evenly divided between the public and private sectors. Almost 4 million students are enrolled at these institutions, and the average head count enrollment is more than 5,700 students. Private master's institutions typically have smaller enrollment than public master's institutions.¹²

Presidents of master's colleges and universities represented 21 percent of all respondents. The response rate from these presidents was 78 percent (see Table 1).

Some background characteristics of presidents of master's colleges and universities changed from 1986 to 2006. By 2006, 22 percent of the presidents at this institutional type were women, compared with 10 percent in 1986. However, the proportion of minority presidents remained steady at the 1986 level of 13 percent after a small increase to 15 percent in 1998 (see **Table 12**).

¹² See footnote 11 on page 25.

Table 12

Characteristics of Presidents at Master's Colleges and Universities: 2006 and 1986

	Public 2006 Percent	Private 2006 Percent	Total 2006 Percent	Total 1986 Percent
Demographics				
Women	22.7	20.3	21.5	10.0
Minority	21.8	5.0	12.9	12.8
Currently married	85.9	71.7	78.5	82.2
Has children	86.7	71.6	79.2	NA
Education				
Has PhD or EdD	88.1	86.4	86.8	87.0
Has formal religious training	3.7	41.6	23.5	NA
Presidents' top three fields of study:				
Education or higher education	32.3	Education or higher education 40.7	Education or higher education 36.8	Education or higher education 33.9
Social sciences	22.7	Humanities/ Fine arts 18.6	Social sciences 19.0	Humanities/ Fine arts 22.2
Humanities/ Fine arts	19.2	Social sciences 15.9	Humanities/ Fine arts 18.7	Social sciences 17.2
Career History				
Prior position				
President/CEO	21.3	21.2	21.6	19.3
CAO/Provost or other senior executive in academic affairs*	55.0	35.4	44.6	NA
Other senior campus executive**	16.3	20.4	18.3	NA
Outside higher education	5.5	16.4	11.1	NA
Never been a faculty member	20.5	31.9	26.3	23.4
Ever worked outside higher education	48.2	60.5	54.6	NA
	Average	Average	Average	Average
Age (in years)	61.4	60.7	61.1	53.1
Years in present job	8.1	9.9	9.0	6.5
Years in prior position	6.2	6.4	6.4	5.2
Years as full-time faculty	10.1	7.7	8.8	6.8

* Excludes department chairs and faculty.

** Reflects sum of all senior executive and administrative positions outside academic affairs.

NA: Data were not collected, or were collected in a non-comparable format, in the 1986 survey.

Only 5 percent of the presidents of private master's institutions identified themselves as a minority, compared with 22 percent of presidents of public master's institutions. The comparatively large proportion of public master's institutions headed by minorities is due in part to the concentration of HBCUs in this category. When all MSIs are excluded, 16 percent of public master's institutions, and 9 percent of all master's institutions, are headed by minorities (see Figure 10). Women held similar proportions of presidencies at public and private master's colleges and universities. Twenty-three percent of the presidents of public institutions were women, as were 20 percent of those at private institutions.

Presidents at master's institutions in 2006 were older than presidents at baccalaureate and associate's institutions. They also were older than presidents at this institutional type had been previously, with only 4 percent under the age of 51, compared with 39 percent in 1986; 56 percent in 2006 were more than 60 years of age, compared with 17 percent in 1986. As at doctorate-granting universities, retirements may soon have a significant effect on the leadership of master's institutions.

Presidents of public and private master's institutions differed on marital status, in part because of the large proportion of private colleges with religious affiliations. Forty-two percent of presidents at private master's institutions were trained as religious professionals, compared with only 4 percent of presidents at public master's colleges and universities. This finding helps explain why 72 percent of presidents at private master's colleges and universities were married, compared with

86 percent of those at public institutions (see Table 12). Three percent of public master's college and university presidents had never been married, compared with 25 percent of presidents of private master's institutions (see Appendix E on the CD-ROM).

Twenty-one percent of both public and private master's institution presidents had previously served as a president. For those who had not been presidents previously, the path that public and private master's institution leaders took to the presidency differed. More than half of public master's institution presidents had come from the provost or another senior academic affairs position; only 22 percent came from a different senior executive role in higher education or from outside higher education. At private master's institutions, 35 percent of presidents had held a provost or a senior executive position in academic affairs, 20 percent had held another senior position at a college or university (most typically in finance or administration), and 16 percent worked outside higher education. Private master's institution presidents also were more likely than their public counterparts to have never been a faculty member (32 percent and 21 percent, respectively) and to have worked outside higher education at some point in their careers (61 percent and 48 percent, respectively).

Baccalaureate Colleges

Baccalaureate colleges enroll just over 1.3 million students, with an average head count enrollment of about 1,800 students.¹³ Approximately 20 percent of baccalaureate colleges are public, so the following results primarily reflect the characteristics of presidents of private colleges. Many public baccalaureate colleges also are special-mission institutions such as HBCUs.¹⁴ Seventy-six percent of baccalaureate college presidents responded to the 2006 survey (see Table 1).

In the first presidents' survey in 1986, the proportion of women presidents at this institutional type was relatively high at 16 percent. After increasing to 20 percent in 1998, the proportion remained steady with 19 percent in 2001, but then increased to 23 percent in 2006.

In 2006, the percentage of minority presidents leading baccalaureate colleges was similar to the proportion at master's institutions, but more than the proportion at doctorate-granting institutions. The proportion of minority presidents at baccalaureate colleges increased from 6 percent in 1986 to 13 percent in 2006 (see **Table 13** on page 32). When MSIs are excluded, 7 percent of baccalaureate colleges were headed by members of racial or ethnic minority groups in 2006 (see Figure 10).

The small number of public baccalaureate institutions had the largest representation of minority presidents compared with other categories.

Twenty-eight percent of the presidents of public baccalaureate colleges were members of a minority group, compared with 14 percent overall.

Public baccalaureate colleges also had a higher proportion of women presidents than private baccalaureate institutions, (34 percent and 21 percent, respectively). The percentage of public and private baccalaureate colleges led by women grew from 9 percent and 17 percent, respectively, in 1986 (see Appendix F on the CD-ROM).

Like presidents of other types of institutions, most presidents of baccalaureate colleges were married. Ninety-three percent of presidents of public institutions were married, compared with 86 percent of presidents of private baccalaureate colleges. As at master's institutions, the difference is explained in part by the greater presence at private institutions of presidents whose religious vows preclude them from marrying. Twenty-three percent of private baccalaureate college presidents reported being formally trained as religious professionals, compared with 7 percent of the presidents of public institutions.

13 See footnote 11 on page 25.

14 These institutions, commonly led by minority presidents, are detailed at the end of this chapter.

Table 13**Characteristics of Presidents at Baccalaureate Colleges: 2006 and 1986**

	Public 2006 Percent	Private 2006 Percent	Total 2006 Percent	Total 1986 Percent
Demographics				
Women	34.4	21.1	23.2	16.1
Minority	27.6	10.3	13.1	6.4
Currently married	93.3	85.9	86.7	82.2
Has children	85.7	86.4	86.4	NA
Education				
Has PhD or EdD	89.8	77.0	78.4	77.0
Has formal religious training	7.0	22.8	20.4	NA
Presidents' top three fields of study:				
Education or higher education	28.1	Education or higher education 30.9	Education or higher education 30.8	Education or higher education 28.0
Humanities/Fine arts	21.1	Humanities/Fine arts 23.1	Humanities/Fine arts 22.6	Humanities/Fine arts 26.3
Social sciences	17.5	Social sciences 15.7	Social sciences 15.8	Religion/Theology 15.0
Career History				
Prior position				
President/CEO	17.2	17.7	17.7	13.4
CAO/Provost or other senior executive in academic affairs*	60.4	42.2	44.5	NA
Other senior campus executive**	10.3	23.9	21.9	NA
Outside higher education	6.9	11.8	11.5	NA
Never been a faculty member	23.0	33.8	32.2	33.1
Ever worked outside higher education	58.9	57.8	58.1	NA
	Average	Average	Average	Average
Age (in years)	60.1	59.6	59.7	52.0
Years in present job	6.9	8.2	8.1	6.2
Years in prior position	7.1	6.8	6.8	5.9
Years as full-time faculty	11.3	8.0	8.5	6.5

* Excludes department chairs and faculty.

** Reflects sum of all senior executive positions outside academic affairs.

NA: Data were not collected, or were collected in a non-comparable format, in the 1986 survey.

Following the trend seen at other institutional types, baccalaureate college presidents in 2006 were older than their counterparts in 1986. Nine percent of these presidents were under 51 years of age, compared with 41 percent in 1986. Conversely, 48 percent were aged 61 or older, up from 11 percent in 1986.

The trend of more presidents having previous CEO experience is also evident among presidents of baccalaureate colleges. Eighteen percent of these presidents in 2006 had been a president in their immediate prior position, compared with 13 percent in 1986. There was little difference between public and private institutions in the share of leaders with previous presidential experience. However, as at master's institutions, the path to the presidency is more diverse at private institutions than at public institutions. Almost one-quarter of private baccalaureate college presidents came from executive positions outside academic affairs (primarily development and administration or finance), and 12 percent came from outside higher education.

More public and private baccalaureate college presidents received their highest earned degree in education than in any other field. Presidents with humanities degrees were the second most common.

Associate's Colleges

Nationally, total enrollment at associate's colleges is more than 6.8 million students; the average head-count enrollment in credit-bearing courses is more than 3,700 students.¹⁵ Seventy-three percent of associate's college presidents responded to the survey (see Table 1).

Because of the large number of community colleges, data on these presidents dominate the statistics that describe associate's college presidents. They account for 60 percent of all public college and university presidents in this survey and one-third of all presidents. In contrast, private associate's colleges constitute a small, diverse group that includes institutions with both academic and vocational curricula.

The most striking change at associate's colleges since 1986 has been the increase in the number of women presidents. In 1986, 8 percent of all associate's college presidents were women. By 2006, the share of women heading these colleges had increased to 29 percent, the highest proportion of any institutional type (see **Table 14** on page 34).

The proportion of minority presidents at associate's colleges grew much more slowly, rising from 9 percent to 14 percent between 1986 and 2006 (see Table 14). Because many HSIs are associate's colleges—and many of these institutions are headed by minorities—they raise the overall percentage of minority leaders at this institutional type. When MSIs are excluded, 10 percent of associate's colleges are led by minority presidents (see Figure 10). Considering the size of this institutional type, changes in the numbers of

15 See footnote 11 on page 25.

Table 14**Characteristics of Presidents at Associate's Colleges: 2006 and 1986**

	Public 2006 Percent	Private 2006 Percent	Total 2006 Percent	Total 1986 Percent
Demographics				
Women	29.1	32.6	28.8	7.9
Minority	14.4	6.7	13.9	8.6
Currently married	83.7	75.6	83.2	89.5
Has children	87.5	80.6	86.8	NA
Education				
Has PhD or EdD	84.8	52.1	78.7	78.4
Has formal religious training	5.0	18.2	5.7	NA
Presidents' top three fields of study:				
Education or higher education	74.1	Education or higher education 47.6	Education or higher education 70.0	Education or higher education 73.2
Social sciences	9.2	Health professions 11.9	Social sciences 9.5	Humanities/Fine arts 8.7
Humanities/Fine arts	5.4	Humanities/Fine arts 11.9	Humanities/Fine arts 5.9	Social sciences 6.4
Career History				
Prior position				
President/CEO	27.4	8.9	26.3	17.6
CAO/Provost or other senior executive in academic affairs*	45.3	35.6	43.4	NA
Other senior campus executive**	18.2	26.7	18.9	NA
Outside higher education	7.5	26.7	9.4	NA
Never been a faculty member	37.1	34.1	37.7	21.4
Ever worked outside higher education	64.9	74.4	67.0	NA
	Average	Average	Average	Average
Age (in years)	59.1	60.3	59.1	51.4
Years in present job	8.4	10.8	8.5	6.7
Years in prior position	6.5	6.9	6.5	5.4
Years as full-time faculty	5.0	7.7	5.1	5.5

* Excludes department chairs and faculty.

** Reflects sum of all senior executive and administrative positions outside academic affairs.

NA: Data were not collected, or were collected in a non-comparable format, in the 1986 survey.

minority and especially women presidents significantly affected the national “portrait” of the American college president in 2006.

Presidents of associate’s colleges are younger than their peers at other institutional types, but this group of presidents also is older than it was in 1986. The average age of associate’s college presidents is 59, up from 51 in 1986. Only 10 percent of associate’s college presidents are aged 50 or younger, down from 47 percent in 1986.

Perhaps surprisingly, associate’s college presidents (26 percent) are almost as likely as presidents of doctorate-granting universities (28 percent) to have previously led another institution. Unlike the other public institutions described, where more than 50 percent of presidents come from senior positions in academic affairs, community college presidents have a somewhat more diverse route to the presidency. Many (43 percent) still come from academic affairs, but 19 percent come from other executive positions (primarily in finance or administration or student affairs) and 9 percent come from outside higher education.

Other evidence of the more diverse path to the presidency at community colleges is the decrease from 1986 to 2006 in the proportion of presidents who had been full-time faculty members. In 1986, only 19 percent of community college presidents had not had full-time faculty experience (see Appendix F on the CD-ROM), compared with 37 percent in 2006. At private associate’s institutions, 34 percent of presidents had no full-time faculty experience in 2006.

Presidents of public associate’s colleges are much more likely than their peers at private associate’s colleges to have earned a doctorate. Eighty-five percent of public associate’s college presidents hold a doctoral degree, versus 52 percent of the private associate’s college presidents. The proportion of all associate’s college presidents with an academic background in education decreased slightly, from 73 percent in 1986 to 70 percent in 2006.

Special Focus Institutions

Special focus institutions are difficult to analyze as a group because they represent diverse missions. Examples of the institutions included in this category are military academies, medical/dental colleges, seminaries and religious institutions, professional institutes, graduate-only institutions, and tribal colleges and universities. These institutions together serve approximately 300,000 students, with an average head count of just over 700 students.¹⁶ Their survey response rate was 52 percent (see Table 1).

Because special focus institutions may select presidents based on reasons related to their institutional missions, it is difficult to interpret the averages. For example, the most typical training for presidents of public special focus institutions was in education and medicine. Yet, presidents of private special focus institutions were most likely to have been trained in religion or theology.

A significant proportion of the presidents at private special focus institutions—33 percent—reported having worked outside higher education immediately prior to their current presidency (see Appendix E on the

¹⁶ See footnote 11 on page 25.

CD-ROM). This proportion was higher than those in any other category.

Data describing presidents of special focus institutions are included in the appendices, but because of the unique characteristics of special focus institutions and the relatively low response rate of presidents of such institutions, these appendices do not make comparisons with the overall survey population.

Special Designation Minority Institutions and Women's Colleges

Three types of postsecondary institutions have special recognition in federal law: HBCUs, HSIs, and tribal colleges and universities.¹⁷ Women's colleges also continue to play an important role in higher education, although they are not specially recognized in federal law.

The presidents of these colleges have unique leadership roles for the communities they serve (see Appendix G on the CD-ROM). However, 68 percent of HSIs were led by non-Hispanic presidents. In contrast, only 3 percent of HBCU presidents were not African American. Twenty-one percent of the women's colleges were led by male presidents in 2006.

Two characteristics differentiated the presidents of minority-serving institutions from all presidents: First, presidents of HBCUs tended to be older and to have served in their positions longer than presidents at other types of institutions. Presidents of HBCUs had served an average term of 11 years. Nine percent of HBCU presidents reported being 71 years of age or older, compared with 7 percent of all institutions. Second, presidents of HSIs were more likely to have been employed by the same institution immediately prior to becoming president than had all presidents. Thirty-four percent of HSI presidents had been promoted to the presidency from within the institution, compared with 28 percent of all presidents.

In 2006, almost all—96 percent—of the respondent presidents of women's colleges were white. Because the majority of women's colleges are led by women (80 percent), they differed from all presidents in that 25 percent—a much higher percentage than for presidents overall—had never been married. Further, only 60 percent of the presidents of women's colleges were currently married. Just over one-quarter of these presidents' spouses (27 percent) had paid employment.

The academic backgrounds of women's college presidents differed from the average president. Women's college presidents were slightly more likely to have earned a doctoral degree than were all presidents, and more than one-quarter had earned degrees in the humanities.

¹⁷ Data on presidents of tribal colleges and universities were too sparse to report, given the promise of respondent confidentiality.

Chapter 5

Duties and Responsibilities of the College President

The American College President Study solicited information on presidents' duties for the first time in 1998, with a follow up in 2001. The 2006 study continued to expand on these questions by updating how presidents used their time and what challenges they faced as leaders of postsecondary institutions. In addition, the 2006 study added new lines of inquiry that explored areas in which presidents enjoy working the most and areas that offer the greatest reward. These questions were added in the hope of presenting a balanced picture of both the challenges and rewards of the presidency.

Primary Challenges and Uses of Time

Presidents were asked to identify which constituency presented the greatest challenge to them as presidents (see **Table 15**). Leaders of public institutions most often identified relationships with legislators and policy makers as their greatest challenge (44 percent), followed by faculty (37 percent), and then the system office or state coordinating board (32 percent). This finding is not surprising given the dual challenges of diminished state appropriations and increased accountability at public colleges nationwide. Presidents of private institutions were most likely to identify faculty (42 percent),

donors/benefactors (22 percent), and governing boards (22 percent) as presenting the greatest challenge. Only 17 percent of private institution leaders identified legislators as a significant challenge.

More than half of presidents of public doctorate-granting institutions identified relations with legislators and policy makers as their greatest challenge. These presidents often are the primary advocates for access and research in higher education in their state and are likely to address legislative issues directly. Alternately, 51 percent of presidents of private baccalaureate institutions identified faculty as their primary challenge (see Appendix E on the CD-ROM).

Presidents also identified the three areas that occupied the most significant amount of their time. The most frequently identified presidential duty was fund raising, which was selected

Table 15

Presidents' Top Three Challenges, by Institutional Control: 2006

Public	Percent	Private	Percent	Total	Percent
Legislators/ Policy makers	44.3	Faculty	41.5	Faculty	39.6
Faculty	37.4	Donors/ Benefactors	22.3	Legislators/ Policy makers	31.0
System office/State coordinating board	31.7	Governing board	22.1	Governing board	22.6

by 38 percent of the presidents. Budget/financial management was ranked second (35 percent), followed by community relations (21 percent) and strategic planning (21 percent) (see **Table 16**). Differences between public and private institution presidents were seen in the areas of fund raising, community relations, and government relations. More than half of presidents at private colleges, which rely heavily on private funds, identified fund raising as a time-consuming activity. Not surprisingly, the share of public institution presidents naming fund raising as one of their most time-consuming tasks was lower, but nonetheless, 28 percent of presidents of public colleges did identify fund raising as a primary task. This may reflect the growing importance of private fund raising at public institutions, as state subsidies constitute a declining proportion of institutional funding. However, because public college presidents continue to rely on state appropriations for funding,

16 percent of presidents of public institutions cited relations with legislators and policy makers as a time-consuming activity. Only 2 percent of presidents at private colleges cited relations with legislators or policy makers as a primary task.

The time-consuming responsibilities of presidents differed by type of institutions as well as by control. Presidents of private baccalaureate (63 percent), private doctorate (59 percent), public doctorate (53 percent), private master's (49 percent) and private special focus institutions (40 percent) reported that fund raising consumed the most time. Public special focus (42 percent), public master's (38 percent), public baccalaureate (36 percent), and private associate's institution (36 percent) presidents spent most of their time on budgeting and financial management. Only community college presidents (35 percent) reported that community relations required a great deal of their time (see **Table 17**).

In the wake of corporate and accounting scandals, in particular the downfall of Enron, Congress passed the Sarbanes-Oxley Act of 2002 to increase accountability measures for public corporations. Although the Sarbanes-Oxley Act does not apply to nonprofit organizations, the 2006 American College President Study found that 78 percent of all institutions had instituted new fiscal management oversight procedures to maintain accountability. Private institutions were somewhat more likely than public institutions to have established new procedures (82 percent and 76 percent, respectively). The percentage of institutions with new oversight procedures ranged from 94 percent at private doctorate-granting universities to 69 percent at private special focus institutions.

Table 16
Presidents' Primary Uses of Time, by Institutional Control: 2006

Area	Public Percent	Private Percent	Total Percent
Fund raising	28.3	51.7	37.7
Budget/financial management	35.4	34.1	34.8
Community relations	29.5	12.5	20.9
Strategic planning	16.0	25.5	20.9
Governing board relations	16.4	17.7	16.5
Personnel issues	15.8	10.3	13.9
Capital improvement projects	13.1	10.0	11.4
Faculty issues	12.2	8.9	10.8
Enrollment management	7.1	12.7	10.6
Academic issues	7.6	11.7	10.2
Government relations	16.3	1.6	9.2

Note: Presidents were asked to select the top three areas, so percent total is greater than 100.

Table 17**Presidents' Top Three Uses of Time, by Institutional Control and Type: 2006**

Institutional Control and Type	First	Percent	Second	Percent	Third	Percent
Public doctorate-granting	Fund raising	53.3	Budget/financial management	36.5	Government relations	26.3
Private doctorate-granting	Fund raising	59.1	Budget/financial management	33.3	Governing board relations	25.8
Public master's	Budget/financial management	38.0	Fund raising	37.0	Community relations	25.0
Private master's	Fund raising	49.4	Budget/financial management	32.9	Strategic planning	21.5
Public baccalaureate	Budget/financial management	36.1	Community relations	26.2	Fund raising	23.0
Private baccalaureate	Fund raising	62.9	Budget/financial management	37.6	Strategic planning	28.9
Public associate's	Community relations	34.9	Budget/financial management	33.9	Fund raising	20.8
Private associate's	Budget/financial management	36.2	Fund raising	29.8	Strategic planning	23.4
Public special focus	Budget/financial management	42.1	Fund raising	29.0	Personnel issues	21.1
Private special focus	Fund raising	39.5	Budget/financial management	29.4	Strategic planning	26.1

Note: Presidents were asked to select the top three areas, so percent total is greater than 100.

Satisfactions of the Presidency

Previous editions of the American College President Study asked presidents about only the most challenging and time-consuming aspects of their jobs. To present a more balanced picture of the presidency, the 2006 edition included new questions about the activities and constituencies that offer presidents the greatest levels of satisfaction.

Fortunately, several of the activities that presidents enjoy the most are also areas which they said occupy the greatest amount of their time. Presidents selected community relations, fund raising, and strategic planning as among their most enjoyable activities (see **Table 18**), and each of these duties was also one of the most time-consuming (see Table 16). However, this is not true for all areas, 27 percent of presidents selected academic issues

as the most enjoyable area, but only 10 percent of presidents selected it as one of the activities that occupies a significant portion of their time.

Presidents differed in the activities that they most enjoy. At public institutions, community relations topped the list (selected by 41 percent of presidents), while private institution presi-

Table 18

Areas Presidents Enjoyed the Most, by Institutional Control: 2006

Area	Public	Private	Total
Community relations	41.0	21.2	31.4
Fund raising	22.4	35.6	27.5
Academic issues	23.5	29.3	26.9
Capital improvement projects	23.8	20.2	21.5
Strategic planning	17.7	24.1	20.6

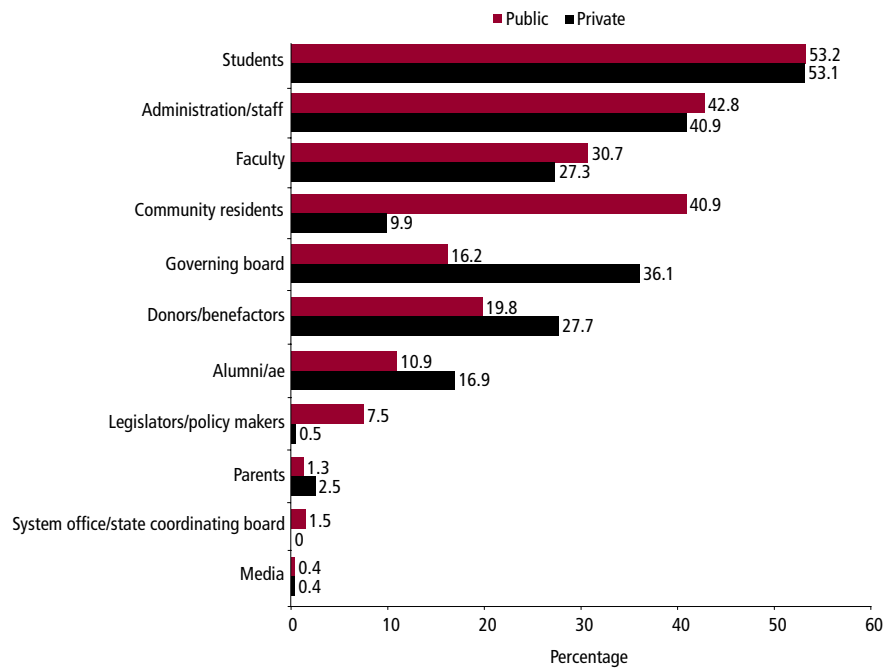
Note: Presidents were asked to select the top three areas, so percent total is greater than 100.

dents were most likely to select fund raising (36 percent). It is difficult to know why this difference exists, but it may be that presidents are most likely to find enjoyment in activities that they either worked on in previous positions, or that they anticipated would be a major component of their role. For example, public institution presidents may be less likely to enjoy fund raising than private institution presidents (22 percent of public institution presidents said it was one of their most enjoyable activities) because they had less prior experience raising money, or because they had not anticipated the amount of time that they would need to devote to this activity.

Presidents also were asked to select the constituent groups that provide the greatest reward to them as presidents (see **Figure 11**). Presidents from both public and private institutions chose

students as one of their most rewarding constituencies (53 percent), followed by administration/staff (43 percent), and faculty (30 percent). Reflecting their enjoyment of community relations, 41 percent of public institution presidents selected community residents as one of the groups that offer the greatest reward. Similarly, private institution presidents—who were more likely to select fund raising as an enjoyable activity—selected donors/benefactors as one of the constituencies that they enjoyed working with (28 percent). Private institution presidents also were more likely to enjoy working with their governing board than public institution presidents (36 percent versus 16 percent), perhaps reflecting the very different structures, operating styles, and oversight strategies of public and private institution boards.

Figure 11
Presidents' Most Rewarding Constituents, by Institutional Control: 2006



Other Duties

Presidents engage in a number of activities beyond the immediate duties of the presidential office (see **Figure 12**). Some remain active in the classroom, many are active in the leadership of other organizations, while others pursue opportunities to write or conduct research in their academic field.

Approximately 17 percent of presidents regularly wrote for scholarly publications since becoming president. More than one-quarter of the presidents of doctorate-granting and special focus public institutions (which include professional institutions) wrote for publications in their academic discipline (see Appendix D).

Some presidents were directly involved in teaching. On average, 17 percent of presidents at public institutions and 24 percent of presidents at private institutions taught a course by themselves. In addition, more than 14 percent of the presidents taught a class as part of a team.

As community leaders, many presidents also serve on the governing boards of nonprofit organizations, corporations, and other colleges and universities. Eighty-seven percent of all presidents served on at least one external board, a large change from 1986 when only 36 percent of all presidents served on an external board. Presidents were most likely to serve on the boards of nonprofit organizations. In 2006, 77 percent of presidents served on boards of nonprofit organizations, 27 percent served on corporate boards, and 15 percent served on governing boards of other colleges or universities.

Presidents of doctorate-granting and master's colleges and universities were more likely to serve on corporate boards than presidents of baccalaureate

or associate's colleges. Presidents of private special focus institutions were least likely to serve on corporate boards, and presidents of public baccalaureate institutions were least likely to serve on other college or university boards (see **Table 19**).

Figure 12

Presidents' Other Activities, by Institutional Control: 2006

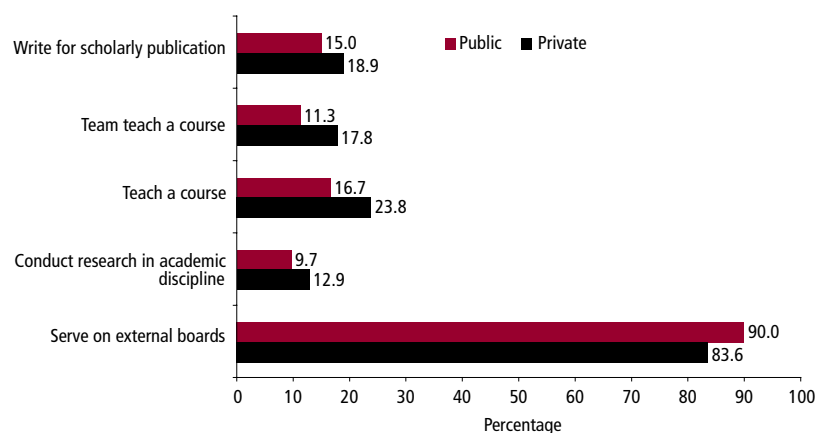


Table 19

Presidential Leadership Outside Higher Education, by Institutional Control and Type: 2006

Institutional Type	Corporate Boards		College/University Boards		Other Nonprofit Boards	
	Percent	Average Number	Percent	Average Number	Percent	Average Number
Public doctorate-granting	52.1	1.1	15.4	0.5	93.2	4.1
Private doctorate-granting	50.9	1.3	24.6	0.5	89.5	3.8
Public master's	41.0	0.7	15.6	0.4	89.6	3.5
Private master's	32.4	0.7	23.0	0.5	89.2	3.6
Public baccalaureate	28.3	0.5	9.4	0.1	86.8	2.8
Private baccalaureate	30.5	0.5	21.7	0.4	93.2	3.0
Public associate's	29.0	0.6	17.1	0.4	92.8	3.4
Private associate's	27.0	0.7	24.3	0.5	83.8	2.8
Public special focus	31.3	0.6	15.6	0.2	93.8	3.4
Private special focus	19.6	0.3	17.2	0.3	93.9	2.5
Total Public	34.1	0.7	16.1	0.4	92.0	3.5
Total Private	29.9	0.6	21.4	0.4	91.6	3.1

Note: Averages include both presidents who do and do not serve on such boards.

Chapter 6

Perspectives of Long-Serving Presidents

To mark the 20th anniversary of the first American College President study, the 2006 survey included a special set of questions for leaders who had been presidents for 10 years or more. This section was completed by 574 presidents, or more than one-third of the presidents who responded to the 2006 survey. Complete results are available in Appendix I (see CD-ROM).

Long-serving presidents were asked to select the three issues or activities that had increased in importance the most during their tenure (see **Figure 13**). The most frequently cited responses, by a significant margin, were fund raising (45 percent) and accountability/assessment of student learning (43 percent), followed by budget/financial management (24 percent). No other of the 19 options listed garnered mentions by more than 20 percent of respondents.

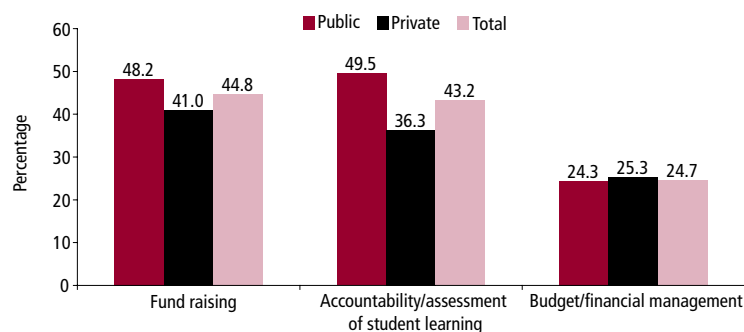
Long-serving presidents differed somewhat in their responses by institutional control. Public institution presidents were more likely than their private institution colleagues to select both accountability/assessment and fund raising as areas of increased importance (50 percent versus 36 percent and 48 percent versus 41 percent, respectively). With the exception of budget/financial management (which was selected by one-quarter of both

public and private institution leaders), no other issues were in the top three for more than 20 percent of public institution presidents. Private college presidents were more diverse in their responses. In addition to the three areas already mentioned, three additional topics were selected by at least 20 percent of these leaders as having grown in importance: enrollment management (22 percent), operating costs such as health care and energy (22 percent), and strategic planning (21 percent).

There also were important differences by institutional type. At public doctorate-granting universities, 23 percent of presidents found athletics to have grown in importance. Diversity was an issue of growing concern to more than 20 percent of both public

Figure 13

Top Three Areas of Increased Importance to Long-Serving Presidents, by Institutional Control: 2006



Note: Presidents were asked to select the top three areas, so percentage totals are greater than 100.

and private master's college and university presidents. Operating costs was selected by 30 percent of private doctorate-granting university leaders and more than 20 percent of long-serving presidents at both private master's colleges and universities and private baccalaureate colleges. Similarly, enrollment management was selected by more than 20 percent of long-serving presidents at private master's colleges and universities and private baccalaureate colleges.

Long-serving presidents also were asked to select the top three trends or reasons that best explain why the role of the college president has changed in the past 10 years. In this case, there was a dramatic distinction between public and private institution presidents (see **Figure 14**). Seventy-one percent of public institution presidents selected declines in state funding, while 74 percent of private institution presidents chose increased competition among institutions.¹⁸ This finding is a powerful reminder that, while some aspects of

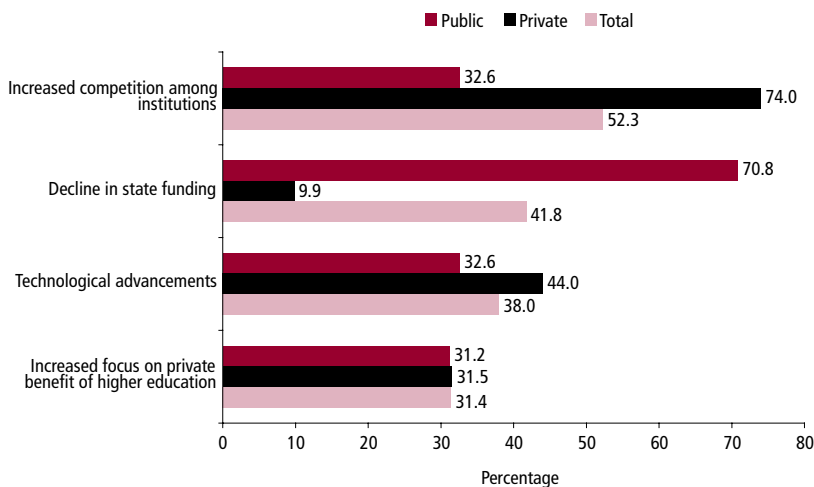
the presidents' role have become more common to both public and private institutions (e.g., fund raising), these institutions still operate under unique circumstances that shape the challenges they face.

Presidents from both public and private institutions were in agreement on several other trends affecting the presidency: 38 percent cited technological advancements and 31 percent selected the increased focus on the private benefits of higher education as major trends changing the presidency. In these cases, the differences between public and private institutions were not large.

It is also interesting to note the trends that presidents did not select. Despite increased media attention to campus events, only 4 percent chose the 24-hour news cycle as a trend affecting the presidency. Likewise, less than 20 percent of presidents believe that political polarization or erosion of public confidence are trends having a major effect on the presidency.

When ACE convenes presidents, they often speak about how their role is now more concerned with the external constituents who affect their institution, leaving less time for internal constituents such as students and faculty. Responses from the long-serving presidents confirm this trend (see **Figure 15**). Fifty-seven percent of long-serving presidents said that they spent the majority of their time with internal constituents when they first became presidents; only 14 percent said that internal constituents receive the majority of their time today. Forty-seven percent said that today they split their time equally between internal and external

Figure 14
Top Trends that Have Changed the Presidency, by Institutional Control: 2006



¹⁸ Increased competition was important to public institution presidents as well, but not by such an overwhelming margin. One-third of public institution leaders selected competition as one of the top three reasons the presidency has changed.

constituencies, and 39 percent said they devote the majority of their time to external groups. This shift in focus toward external constituents is consistent across institutional types; differences by institutional type and control were not substantial.

Finally, long-serving presidents were asked to indicate whether they spend more, less, or about the same amount of time today as when they became presidents on a list of 21 issues and activities. The most striking aspect of their responses is the long list of areas that the majority of presidents say take up more of their time today than when they became president, and the short list of items that even a sizable minority of presidents says take up less time. Clearly, the demands of the presidency have grown, stretching these leaders to manage an ever growing list of issues and activities.

Table 20 lists the 16 items that take up more time today for at least one-third of long-serving presidents. These topics range from fund raising (78 percent) to athletics (34 percent). Only one item was cited as taking less time today for at least one-third of presidents: academic issues (37 percent). It appears that, as the demands on presidents have grown, they have delegated more of the work on academic issues to provosts and other senior officials in academic affairs.

The responses from the long-serving presidents, combined with the perspectives offered by the presidents at the two roundtable meetings (see page 1), suggest that the presidency has become more complex, more time-consuming, more externally focused, and more driven by the competitive marketplace and reduced government financial support.

Figure 15

Percentage Distribution of Long-Serving Presidents' Time Spent Among Constituent Groups, Initially and Today: 2006

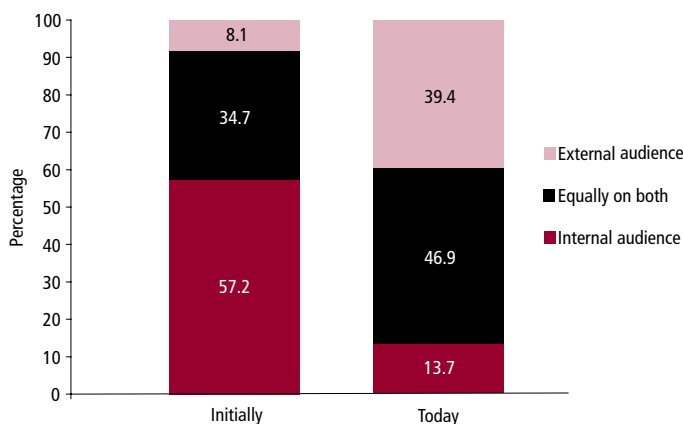


Table 20

Areas Requiring More and Less Time of Long-Serving Presidents: 2006

	Total Percent
More Time	
Fund raising	78.2
Accountability/assessment of student learning	71.8
Capital improvement projects	71.4
Technology planning	61.9
Strategic planning	61.5
Budget/financial management	59.4
Entrepreneurship	58.3
Enrollment management	56.5
Community relations	51.8
Operating costs	51.5
Government relations	45.6
Diversity	40.3
Governing board relations	39.8
Risk management/legal issues	36.1
Media/public relations	34.1
Athletics	34.0
Less Time	
Academic issues	37.1

Note: Items included were cited by one-third or more of respondents.

Chapter 7

Presidential Career Paths and Recently Hired Presidents

Although the career history of each college and university president is unique, some commonalities exist in the employment patterns of these leaders.

Prior Positions

In 2006, 21 percent of presidents had served as a president immediately prior to his or her current position, while 13 percent had held a position outside higher education immediately prior to becoming president. These figures have not changed dramatically since 1986, when 17 percent of presidents had previously served in that role and 10 percent came from outside higher education (see **Table 21**). Most presidents come from senior leadership positions in academic affairs, primarily the provost/CAO position; 31 percent of all presidents had most recently served as a provost/CAO, up from 23 percent in 1986. More than half of all 2006 presidents were either presidents or provosts in their most recent prior position, up from 40 percent in 1986. These data suggest that—as the presidency has become more challenging and complex—institutions may have become more conservative in their hiring decisions, preferring to tap proven leaders with top-level administrative experience.

Private and public doctorate-granting universities were most likely to hire presidents whose immediate prior position was president (28 percent). Twenty-seven percent of presidents of public associate's colleges had previ-

Table 21

Presidents' Immediate Prior Position: Selected Years, 1986 to 2006

Prior Position	1986+ Percent	2001 Percent	2006 Percent
Higher Education (total)	75.8	85.3	86.9
President/CEO	17.3	20.4	21.4
Chief academic officer	22.5	27.8	31.4
Senior executive	18.4	32.7	29.6
Executive/administrative	*	*	*
Dean	15.6	*	*
Chair/faculty	*	4.4	4.1
Other**	2.0	*	0.5
Outside Higher Education (total)	10.1	14.7	13.1
K–12 administrator	0.0	0.9	1.6
Private business	2.0	2.0	2.3
Religious***	3.3	1.7	1.9
Legal	*	*	0.7
Local/state/federal government	1.2	1.8	1.6
Medical professional	*	*	0.4
Military	0.5	0.4	0.3
Nonprofit organizations	*	*	1.5
Other****	3.1	7.9	2.8

* Data not available based on question wording. Prior iterations of the American College President Study have used varying categories for campus administrative positions.

** Reflects the sum of assistants to the president and mid-level campus administrators.

*** Combined categories *Member of Religious Order* and *Religious Counselor*.

**** Reflects the sum of *Retired* and *Other*.

+ In 1986, 14.1 percent of respondents chose "other." It is not possible to determine whether these positions were in or outside higher education.

ously been president (see **Table 22**). Private institutions, overall, were more likely to hire presidents from outside higher education. In 2006, 19 percent of private college and university presidents came from outside higher education, compared with 7 percent of public institution presidents. Further, as noted in Chapter 4, private institutions are more likely to choose individuals from higher education executive positions outside academic affairs.

Presidents of public institutions were more likely to have been promoted from within the same institution than their private institution counterparts. For example, 33 percent of presidents at public doctorate-granting universities had held a position at the same institution prior to becoming president, compared with 19 percent of presidents at private doctorate-granting

institutions (see **Figure 16**). Special focus institutions were most likely to hire from within the institution (33 percent). Overall, master's and baccalaureate institutions were least likely to hire from within the institution (23 percent and 22 percent, respectively) (see Appendix D).

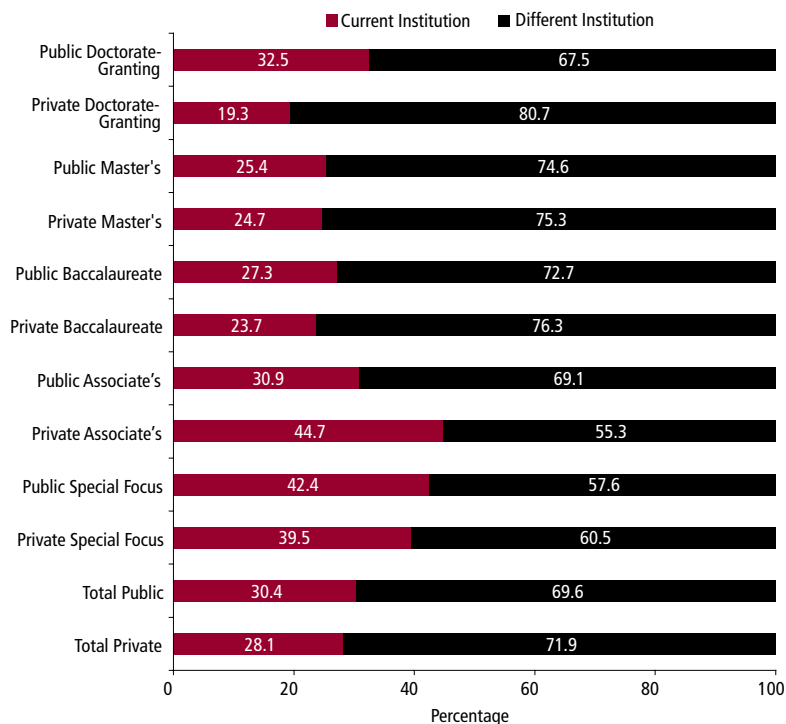
Length of Presidential Service

Length of service describes the amount of time presidents have served in their current position at a particular point in time. It does not equal total time as president because presidents are not surveyed when leaving their position to gather total time served. Over the span of 20 years, the average tenure of presidents has fluctuated. From 1986 to 1995, the average time in office increased to 7.3 years, but tenure began to shorten noticeably in 1998 (6.9 years) and then again in 2001 (6.6 years). Interestingly, this trend reversed itself in 2006, when the average tenure for presidents increased to 8.5 years, the highest reported average tenure in the history of this study (see **Figure 17**).

Forty-two percent of all presidents at public institutions and 32 percent at private institutions had served for five years or fewer in 2006 (see Appendix E). The average length of time spent in the current presidency was 8.1 years for presidents of public institutions and 9.1 years for presidents of private institutions. This is higher than the averages in 1986, when public institution presidents averaged 6.1 years in office and private institution presidents averaged 6.6 years (see **Table 23** on page 50).

Presidents of private associate's colleges reported the highest average number of years of service (10.8 years),

Figure 16
Percentage Distribution of Presidents' Immediate Prior Place of Employment, by Institutional Control and Type: 2006



Note: Responses exclude presidents whose immediate prior position was outside higher education.

Table 22

Percentage Distribution of Presidents, by Immediate Prior Position and Institutional Type: 2006

Prior Position	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
President/CEO	27.6	27.7	21.3	21.2	17.2	17.7	27.4	8.9	13.2	9.4	25.1	16.5
CAO/Provost	37.3	24.6	44.6	26.1	48.3	28.3	36.8	15.6	21.1	18.7	38.5	24.3
Senior executive in academic affairs	19.4	24.6	10.4	9.3	12.1	13.9	8.6	20.0	18.4	15.3	10.8	14.4
Other senior executive*	5.2	9.2	16.3	20.4	10.3	23.9	18.2	26.7	15.8	12.4	15.9	19.0
Chair/Faculty	3.7	4.6	2.0	5.8	3.5	3.8	1.1	2.2	13.2	11.5	2.1	6.2
Other higher education**	0.0	1.5	0.0	0.9	1.7	0.6	0.5	0.0	0.0	0.4	0.4	0.7
Outside higher education	6.7	7.7	5.5	16.4	6.9	11.8	7.5	26.7	18.4	32.3	7.3	18.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Reflects the sum of all senior executive positions outside academic affairs.

** Reflects the sum of assistants to the president and mid-level campus administrators.

while presidents of special focus public institutions reported the lowest average number of years of service (6.7 years). While the average length of service was less than 10 years at most institution types, more than 10 percent of presidents of master's and associate's institutions, and of private special focus institutions, had served more than 16 years in their current presidency.

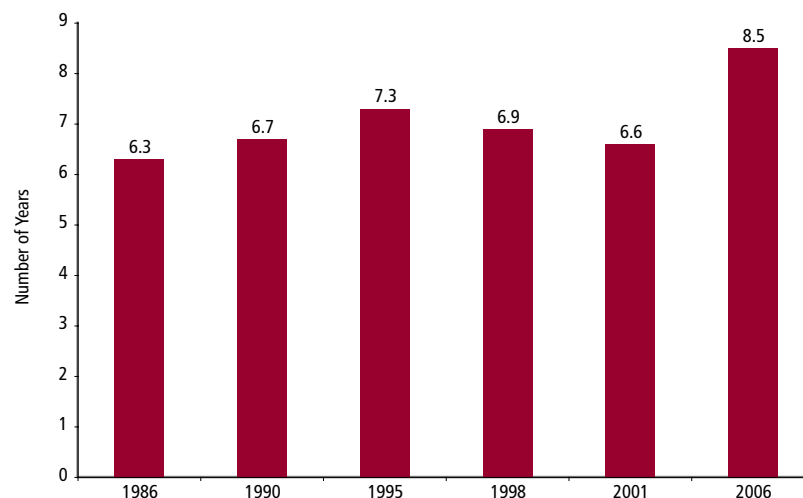
On average, women presidents had served fewer years than men (7.7 years and 8.8 years, respectively). American Indian presidents reported the highest average number of years of service in 2006, compared with presidents of other races/ethnicities, while white presidents reported the highest number of years in 1986 (see Table 23).

New Appointees

New presidents were defined as those hired since January 2004. Fourteen percent of all presidents included in the study met this criterion. This group of new hires suggests ways in which the characteristics of college and university

Figure 17

Mean Number of Years in Current Presidency: Selected Years, 1986 to 2006



presidents might be changing. Between 10 and 20 percent of the presidents at most types of institutions were hired between 2004 and 2006.

When the responses of new hires in 2006 are compared with those from earlier surveys, some important changes in career path are apparent (see **Table 24** on page 51). The proportion of

Table 23
Mean Number of Years in Current Presidency, by Control, Type, and Demographic Characteristics: 2006 and 1986

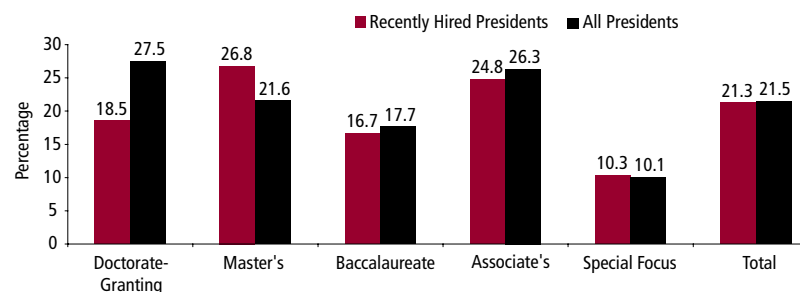
Category	Public	Private	Total
2006			
Doctorate-granting	7.4	8.3	7.6
Master's	8.1	9.9	9.0
Baccalaureate	6.9	8.2	8.1
Associate's	8.4	10.8	8.5
Special Focus	6.7	9.8	9.4
Men	8.5	9.1	8.8
Women	6.9	9.4	7.7
African American	8.2	10.1	8.8
Asian American	3.9	9.2	5.3
White	8.2	9.1	8.6
Hispanic/Latino	7.0	8.5	7.3
American Indian	7.8	14.8	9.8
Total	8.1	9.1	8.5
1986			
Doctorate-granting	5.1	8.2	6.1
Master's	5.7	7.6	6.5
Baccalaureate	5.1	6.3	6.2
Associate's	6.5	7.7	6.7
Special Focus	4.6	5.3	5.2
Men	6.3	6.7	6.5
Women	2.6	6.2	4.9
African American	4.4	5.1	4.6
Asian American	*	*	5.1
White	6.3	6.7	6.5
Hispanic/Latino	2.4	4.6	3.3
American Indian	*	*	4.2
Total	6.1	6.6	6.3

* Too few cases to provide a valid mean.

recently hired presidents who served as presidents in their previous positions decreased between 1998 and 2006, from 29 percent to 21 percent. The percentage of recent presidential appointees who had been promoted from CAO/provost positions increased considerably during that period—from 17 percent of new presidents in 1998 to 37 percent in 2006, suggesting that senior executive positions in academic affairs are increasingly the most common path to the presidency.

There also were some important differences between recently hired presidents and all presidents within specific types of institutions (see **Figure 18**). Doctorate-granting universities were most likely to have presidents with immediate prior presidential experience, but they have been less likely to hire from the presidential ranks in recent years. Nineteen percent of new presidents at doctorate-granting institutions had been presidents in their immediate prior position, compared with 28 percent of all presidents at these institutions. Recently hired presidents at master's institutions were most likely to come from another presidency, followed by recently hired presidents at associate's colleges (27 percent and 25 percent, respectively).

Figure 18
Percentage of Presidents with Prior Presidential Experience, by Institutional Type: 2006



The vast majority of college and university presidents continued to gain most of their professional experience within higher education. Ten percent of recently hired presidents and 13 percent of all presidents came to their position from outside higher education. However, over the course of their careers, 67 percent of recently hired presidents, and 63 percent of all presidents, reported having spent some time working outside higher education. On average, newly hired presidents had spent 6.7 years outside academe, compared with six years for all presidents.

Not surprisingly, recently hired presidents in the 2006 survey were younger, on average, than all presidents. Newly hired presidents at master's colleges and universities were the oldest group, with an average age of 58.5 years. The average age of all new presidents was 56.7 years—three years younger than the average age of all presidents. Reflecting the trend among all presidents, the average age of recently hired presidents had risen from 55.1 years in 1998.

Women continue to be hired into the presidency at lower rates than they are represented in the total campus administration and senior faculty population. However, women made up a slightly larger share of newly hired presidents (25 percent) than all presidents (23 percent) in 2006. Women presidents were most highly represented at associate's colleges, where 28 percent of new hires were women. In contrast, the percentage of women hired by doctorate-granting institutions was 18 percent, although this is higher than the overall percentage of women (14 percent) currently leading these

Table 24

Characteristics of Recently Hired Presidents: 2006, 2001, and 1998

	2006 Percent	2001 Percent	1998 Percent
Demographics			
Women	24.6	23.9	24.5
Minority	12.9	14.4	13.2
Currently married	85.9	82.3	82.9
Has children	85.4	85.1	NA
Education			
Has PhD or EdD	72.2	74.8	81.2
Has formal religious training	11.3	14.3	15.3
Presidents' top three fields of study:			
Education or higher education	42.3	Education or higher education 41.4	Education 36.8
Social sciences	16.8	Social sciences 16.0	Other 15.7
Humanities/ Fine arts	12.3	Humanities/ Fine arts 13.4	Social sciences 13.9
Career History			
Prior position			
President/CEO	21.3	18.5	28.6
CAO/Provost	37.1	32.9	17.4
Senior executive in academic affairs	12.6	8.7	NA
Outside higher education	10.2	19.5	5.8
Never been a faculty member	30.1	30.6	28.8
Ever worked outside higher education	67.2	63.9	51.0
	Average	Average	Average
Age (in years)	56.7	54.7	55.1
Years in prior position	7.1	6.5	6.0
Years as full-time faculty	9.8	8.3	8.9

NA: Data was not collected in the 1998 survey.

institutions (see **Figure 19**). Unfortunately, the share of new appointees who are women has not changed since these data were first collected in 1998, staying steady at 25 percent (see Table 24).

Unlike women, minorities are being hired at slightly lower rates than their

total representation in the campus presidency. Thirteen percent of recently hired presidents were minorities, compared with 14 percent of all presidents in the study. Further, the share of new appointees who are minorities has not changed appreciably since 1998 (see Table 24). The percentage of newly hired presidents who were minorities varied, but did not exceed 20 percent at any institutional type. Baccalaureate colleges, which hired new minority presidents at the highest rate of 18 percent, were the only institutions where the percentage of minorities among new hires was greater than the total minority percentage. Doctorate-granting universities were the least likely to hire a minority president. In 2006, 11 percent of all presidents at doctorate-granting institutions were members of a minority group, compared with 7 percent of new presidents at those institutions (see **Figure 20**). If current hiring rates for minority presidents continue, minority representation among all presidents is unlikely to increase significantly.

Figure 19
Percentage of Recently Hired Presidents and All Presidents Who Were Women, by Institutional Type: 2006

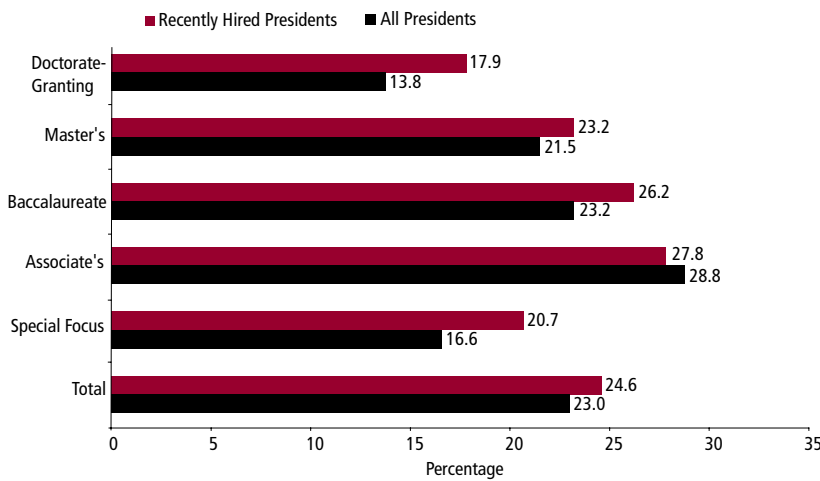
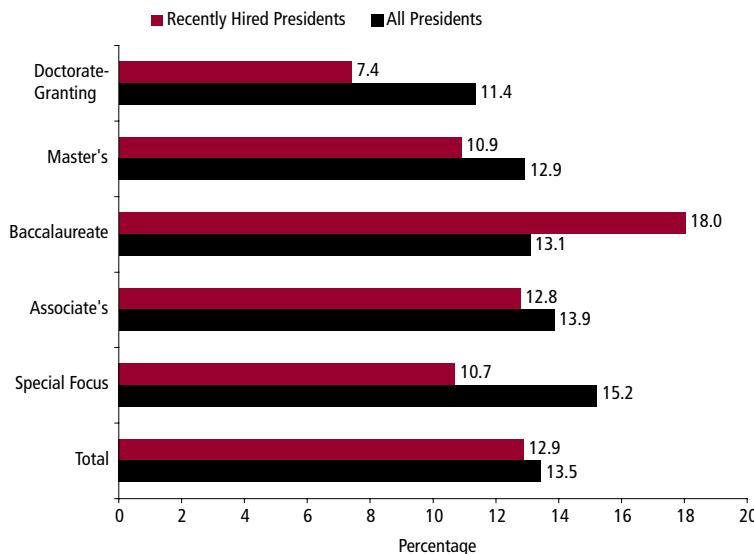


Figure 20
Percentage of Recently Hired Presidents and All Presidents Who Were Minorities, by Institutional Type: 2006



Chapter 8

Presidential Search and Selection

Presidential hiring is a complex process that requires an open exchange of information between the individual candidates and the hiring institution. The exchange of information during the search process often is the key element in determining the success or failure of a college presidency. Detailing a variety of challenges presidents typically face upon assuming a new job, the 2000 edition reported that a significant minority of presidents had not been informed about many critical campus issues prior to accepting the position.¹⁹ This 2007 edition updates key information on presidential search and selection.

Characteristics of the Search Process

Search consultants have become common participants in the hiring process. Overall, 49 percent of 2006 presidents were recruited with the assistance of a search consultant. In 1998, the first time this study asked about the presidential search process, 38 percent of presidents reported the use of a consultant in their hiring process.

Overall, doctorate-granting universities were most likely to use search consultants. Sixty-six percent of public doctorate-granting institutions used

consultants, as did 64 percent of private doctorate-granting institutions. Special focus institutions were the least likely to use search consultants, with less than one-third of institutions employing such assistance (see **Figure 21** on page 54).

The use of search consultants in presidential recruitment has increased steadily over time. Among presidents recruited prior to 1984, only 12 percent reported the use of a consultant. In contrast, 52 percent of recently hired presidents (2004–2006) reported the use of a search consultant in their hiring process (see **Table 25**).

Table 25

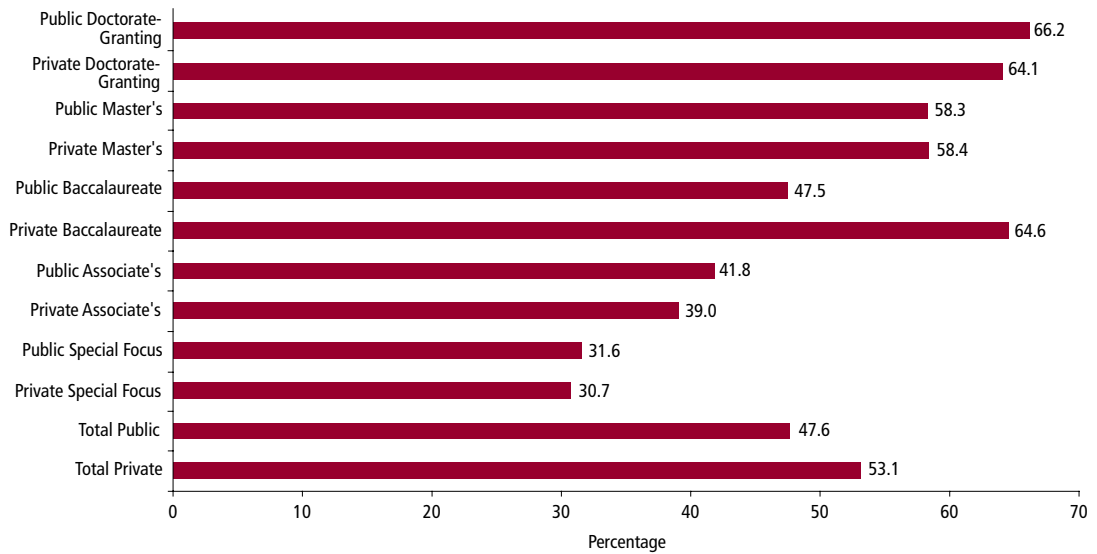
Percentage of Presidential Searches that Used a Search Consultant: 2006

Year Assumed Presidency	Used a Search Consultant
1969–1983	12.1
1984–1988	22.3
1989–1993	41.6
1994–1998	49.3
1999–2003	56.2
2004–2006	52.4

¹⁹ Ross, M., & Green, M. (2000). *The American college president: 2000 edition*. Washington, DC: American Council on Education, 42.

Figure 21

Percentage of Institutions that Used a Search Consultant, by Institutional Control and Type: 2006



Institutional Disclosure

Information sharing and disclosure have been identified as key components of a successful presidential search.²⁰ With the exception of disclosure of the spouse or domestic partner's role, more than three-quarters of presidents reported that they knew about the institution's conditions and the expectations of the president's role. However, one-quarter of presidents indicated that they had not received a full and accurate disclosure of the institution's financial condition. One in five reported that they did not receive a realistic assessment of the institution's status during the search process. One-quarter of presidents in 2006 indicated that they did not clearly understand their spouse's role upon accepting the job. Presidents also reported not clearly

understanding the institution's expectations (20 percent) or board's expectations (19 percent).

Presidents of private institutions experienced the most difficulty obtaining information about their institutions prior to accepting the job. Nearly one-third of presidents at private institutions reported that they had not received a full and accurate disclosure of the institution's financial condition, compared with 20 percent of presidents of public institutions. Twenty-four percent of presidents at private colleges and universities indicated that they had not received a realistic assessment of the institution's current status, compared with 17 percent of presidents at public institutions.

20 Atwell, R. H., Green, M., & Ross, M. (2001). *The well-informed candidate: A brief guide for candidates for college and university presidencies*. Washington, DC: American Council on Education.

Negotiations and Contracts

Forty-one percent of presidents reported that they had sought negotiating advice from someone prior to accepting the offer of employment. More than 40 percent of these presidents had sought advice from colleagues in or outside the field of higher education. Thirty-nine percent had sought the advice of an attorney.

In 2006, 72 percent of all presidents indicated they had received a written contract with their job offer. The most common contract length reported in 2006 was three years (33 percent). Twenty-five percent reported receiving a contract of five years or longer, and 18 percent reported receiving a one-year contract. The proportion of presidents receiving a written contract has hovered near 70 percent since 1989 (see **Table 26**).

At least half of the presidents reported the following conditions of employment: consulting opportunities, health insurance, pension or retirement benefits, automobile, and life insurance. More than one-third reported the following additional conditions: a formal evaluation, membership dues for professional associations, an entertainment budget, club membership fees, merit-based salary increases, and relocation expenses.

Presidents of private colleges are more likely than presidents of public institutions to receive some types of benefits. Private institution presidents are more likely than their public institution colleagues to receive a presidential house, club memberships, and tuition assistance for family members. Presidents of public institutions are more likely to receive retiree health insurance.

The American College President Study also asks about the relationship of a president's spouse/domestic partner to the institution. The survey asked presidents to select the arrangement that best describes their spouse or partner's situation. Most spouses/partners either participate in campus activities without monetary compensation (34 percent) or are employed outside the institution (27 percent). Only 10 percent of spouses/partners are employed by their partners' institutions, and only 3 percent of spouses/partners are compensated for their role as host/fund raiser. Most spouses do not receive benefits apart from those shared with the presidents. The most typical separate benefit for spouses is a travel budget, and only 11 percent of presidents reported that their spouses/partners receive this benefit.

Table 26

Percentage of Presidents Who Received a Written Contract: 2006

Year Assumed Presidency	Received a Written Contract
1969–1983	56.9
1984–1988	65.7
1989–1993	67.3
1994–1998	72.2
1999–2003	74.4
2004–2006	72.4

Chapter 9

Summary and Conclusions

The most sobering conclusion to be drawn from the data reported here is that the demographic makeup of higher education leaders has changed very slowly during the past 20 years. Women and members of minority groups continue to increase their representation within the ranks of college and university presidents, but at slow rates. Despite some shifts, the profile of the typical college president has changed little since ACE began this series in 1986. The typical president in 2006 was a married, white male who had earned a doctorate and had served as president at his institution for an average of nine years. More than 80 percent of respondents identified themselves as either Protestant or Catholic. Most had served as faculty members, and many had served as a president or senior executive in higher education prior to accepting their current position.

One demographic characteristic of presidents *did* change dramatically during the last 20 years: Presidents became older. In 1986, 42 percent of presidents were aged 50 or younger and 14 percent were 61 or older. Twenty years later, only 8 percent are aged 50 or younger and 49 percent are 61 or older. This demographic shift suggests that there will be significant turnover in presidential leadership

due to retirements in the near term, presenting an opportunity to further diversify the academic presidency.

The most common road to the presidency is increasingly through the traditional route of academic affairs: 50 percent of recently hired presidents had been a CAO or other senior executive in academic affairs in their most recent prior position. Despite a number of high-profile examples, the share of college and university presidents who have come to the presidency from outside higher education is only 13 percent. Presidents continue to come from the ranks of their own or similar institutions at significant rates, but more than 60 percent reported some past employment outside higher education.

The perspectives of long-serving presidents captured in the survey and roundtables illustrate how complex and challenging the academic presidency has become in the last 20 years. Presidents manage myriad tasks while leading and answering to a diverse set of both internal and, increasingly, external constituencies. Presidents consistently cite relations with faculty, legislators, and policy makers as their greatest challenges. In addition, fund raising and budgeting continue to occupy a significant portion of presidential time. Fortunately, some of the activities that take up the largest share of presidential

time—such as fund raising and community relations—also are among those they enjoy the most. Further, some of the groups that they find the most challenging, such as faculty, also are among those they find the most rewarding.

Future Prospects

The imperative of rapidly changing economic, demographic, and political conditions suggests the need for adaptability and diversity in education institutions and their leaders. The challenges of growing enrollments, increasing fiscal pressures, and added government oversight may alter further the character and chief responsibilities of the American college president. Students continue to become more racially and socioeconomically diverse. The increasing use of technology-mediated course delivery will change long-held patterns of college attendance. Increasing needs for remediation and student support will pressure institutions to expand their services and missions.

As students, faculty, and staff become more diverse, developing a more diverse pool of senior leaders will be increasingly important. The data reported here suggest that the growing complexity of the presidential role may have actually impeded diversification. Because the job is so challenging, institutions may prefer to tap older leaders with significant prior experience in the most senior leadership positions within higher education. This preference likely works to the disadvan-

tage of younger leaders, women, and minorities. The likely wave of impending retirements among presidents presents a unique opportunity to further diversify the leadership of American higher education. This will require both that a diverse pool of talented leaders are ready and willing to ascend to the presidency and that institutions become more willing to select leaders that do not fit the traditional profile.

ACE's leadership development programs, such as the ACE Fellows Program, Institute for New Chief Academic Officers, Advancing to the Presidency workshops, Office of Women in Higher Education leadership forums, and programs for administrators of color, will continue to contribute to the ongoing development of a more diverse pool of future institutional leaders. In addition, ACE plans to study this issue further, determining who is in the pipeline to the presidency and devising means to identify and assist women and people of color who have the potential to become college presidents. Working with its association colleagues, ACE will continue to look for additional ways to help higher education weather the impending turnover in presidential leadership and—at the same time—increase the number of women and minorities ascending to the presidency.

Appendix A

Long-Serving President Roundtables Attendees: 2006

Daniel M. Asquino
President
Mount Waschusetz Community College

Patricia A. McGuire
President
Trinity University

Carol A. Cartwright
President Emeritus
Kent State University

Eduardo Padrón
President
Miami-Dade College

Jonathan M. Daube
President
Manchester Community College

Constantine Papadakis
President
Drexel University

Sandra G. Featherman
President Emeritus
University of New England

Betty L. Siegel
President Emeritus
Kennesaw State University

B. Jean Floten
President
Bellevue Community College

Arnold Speert
President
William Paterson University of New Jersey

Freeman Hrabowski
President
University of Maryland Baltimore County

Patricia A. Sullivan
Chancellor
University of North Carolina at Greensboro

Jessica Kozloff
President
Bloomsburg University of Pennsylvania

Julianne Still Thrift
President Emeritus
Salem College

Wright Lassiter
Chancellor
Dallas County Community College District

Judith K. Winn
President
Bergen Community College

Dorothy L. Lord
President
Coastal Georgia Community College



CHIEF EXECUTIVE OFFICER (CEO) IDENTIFYING INFORMATION

1. Name: _____
2. Position title:
 - (1) _____ President/CEO/chancellor
 - (2) _____ Senior executive/provost/dean
 - (3) _____ Other: _____
3. Phone: _____
 - a. Fax: _____
 - b. E-mail: _____

YOUR CURRENT POSITION

4. As CEO, to whom do you report?
 - (1) _____ System head
 - (2) _____ Governing board
 - (3) _____ State commissioner/superintendent/church official/other
5. Date appointed to current CEO position (mm/yy): _____
6. Is the position an interim appointment?
 - (1) _____ Yes
 - (2) _____ No
7. Do you hold a tenured faculty position at this time?
 - (1) _____ Yes
 - (2) _____ No

PRIOR POSITIONS

8. How many college or university CEO positions have you held prior to your current position? _____
9. Position held immediately prior to assuming current CEO assignment:
 - (1) _____ President/CEO/chancellor
 - (2) _____ Chief academic officer or provost
 - (3) _____ Other senior executive in Academic Affairs (including deans)
 - (4) _____ Senior executive in Development
 - (5) _____ Senior executive in External Affairs (e.g., government relations)
 - (6) _____ Senior executive in Student Affairs
 - (7) _____ Senior executive in Finance and/or Administration

- (8) _____ Chair/faculty
- (9) _____ K–12 administrator/educator
- (10) _____ Business/industry
- (11) _____ Religious counselor/member of religious order
- (12) _____ Elected or appointed government official
- (13) _____ Legal professional
- (14) _____ Military personnel
- (15) _____ Medical professional (e.g., doctor or hospital administrator)
- (16) _____ Nonprofit sector (e.g., foundation, museum, or association)
- (17) _____ Other: _____

a. Institution of position held immediately prior to assuming current CEO assignment:

- (1) _____ Same institution as current job
- (2) _____ Different institution from current job
- (3) _____ Not applicable (e.g., worked in business, government)

b. For how many years did you hold that position? _____

c. Did you have tenured faculty status at that time?

- (1) _____ Yes
- (2) _____ No
- (3) _____ Not applicable

10. Position held prior to the position described in item 9:

- (1) _____ President/CEO/chancellor
- (2) _____ Chief academic officer or provost
- (3) _____ Other senior executive in Academic Affairs (including deans)
- (4) _____ Senior executive in Development
- (5) _____ Senior executive in External Affairs (e.g., government relations)
- (6) _____ Senior executive in Student Affairs
- (7) _____ Senior executive in Finance, and/or Administration
- (8) _____ Chair/faculty
- (9) _____ K–12 administrator/educator
- (10) _____ Business/industry
- (11) _____ Religious counselor/member of religious order
- (12) _____ Elected or appointed government official
- (13) _____ Legal professional
- (14) _____ Military personnel
- (15) _____ Medical professional (e.g., doctor or hospital administrator)
- (16) _____ Nonprofit sector (e.g., foundation, museum, or association)
- (17) _____ Other: _____

a. Institution of position held prior to the position described in item 9:

- (1) _____ Same institution as current job
- (2) _____ Same institution as prior job described in item 9
- (3) _____ Different institution from both current and prior job described in item 9
- (4) _____ Not applicable (e.g., previously not employed in higher education)

- b. For how many years did you hold that position? _____
- c. Did you have tenured faculty status at that time?
(1) _____ Yes (2) _____ No (3) _____ Not applicable

CAREER HISTORY

11. Have you ever altered your job circumstances to care for a dependent or spouse?
(1) _____ Yes, left the job market
(2) _____ Yes, worked part time/reduced schedule
(3) _____ Yes, other
(4) _____ No
- a. If yes, how many years did you alter your job circumstances? _____
12. Over the course of your professional career, how many years were you employed full time outside higher education?

13. How many years have you served as a full-time faculty member at a college or university? _____
14. Before your first presidency, in how many presidential searches were you invited for an interview? _____

YOUR EDUCATION

15. Please check all the degrees you have earned:
(1) _____ Associate
(2) _____ Bachelor's
(3) _____ Master's
(4) _____ PhD
(5) _____ EdD
(6) _____ MD
(7) _____ Other health degree (e.g., DDS, DVM)
(8) _____ Law (e.g., JD, LLB, LLD, JSD)
(9) _____ Other (e.g., theology, doctor of ministry, master of divinity). Please specify: _____
16. Indicate major field of study for your highest earned degree:
(1) _____ Agriculture/natural resources
(2) _____ Biological sciences
(3) _____ Business
(4) _____ Education or higher education
(5) _____ Engineering
(6) _____ Health professions
(7) _____ Humanities/fine arts
(8) _____ Law
(9) _____ Mathematics
(10) _____ Medicine

- (11) _____ Physical/natural sciences
- (12) _____ Religion/theology
- (13) _____ Social sciences

17. If you earned a bachelor's degree, did you receive it from a single-sex college?
(1) _____ Yes (2) _____ No
18. Have you ever taken formal training or been certified as a religious professional?
(1) _____ Yes (2) _____ No

YOUR BACKGROUND

19. Gender:
(1) _____ Male
(2) _____ Female
20. Year of birth: 19_____
21. Are you Hispanic or Latino(a)?
(1) _____ Yes (2) _____ No
22. What is your race/ethnicity? (Check all that apply).
(1) _____ White
(2) _____ African American
(3) _____ Asian/Pacific Islander
(4) _____ American Indian/Alaskan Native
(5) _____ Other (please specify): _____
23. Are you a citizen of the United States of America?
(1) _____ Yes, born in the United States
(2) _____ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
(3) _____ Yes, born abroad of American parent or parents
(4) _____ Yes, a U.S. citizen by naturalization
(5) _____ No, not a citizen of the United States
24. Marital status:
(1) _____ Never married (member of religious order)
(2) _____ Never married
(3) _____ Married
(4) _____ Domestic partner
(5) _____ Separated
(6) _____ Divorced
(7) _____ Widower/widow

25. Do you have children?
 (1) Yes (2) No
- a. If yes, do you have children under the age of 18?
 (1) Yes (2) No
26. Please indicate your religious preference:
 (1) Buddhist
 (2) Christian (Protestant)
 (3) Christian (Roman Catholic)
 (4) Jewish
 (5) Muslim
 (6) Other (please specify): _____
 (7) None
27. Besides English, can you speak any languages at least somewhat?
 (1) Yes (2) No

THE SEARCH AND ACCEPTANCE PROCESS

28. Was a search consultant used in the search that resulted in your selection for this presidency?
 (1) Yes (2) No
29. Before accepting the position, did you seek advice in negotiating the terms of employment?
 (1) Yes (2) No
- a. If yes, whom did you consult for advice? (Check all that apply.)
 (1) Attorney
 (2) Colleagues in the field of higher education
 (3) Colleagues outside of higher education
 (4) Financial planner/accountant/other financial expert
 (5) Other (please specify): _____
30. Do you have a written contract?
 (1) Yes (2) No
- a. If yes, what is the length of this contract? _____
31. Do you feel that the search process disclosed to you:
- a. A realistic assessment of the current status of the institution?
 (1) Yes (2) No
- b. A full and accurate disclosure of the institution's financial condition?
 (1) Yes (2) No

c. A clear understanding of the CEO's role?

(1) ____ Yes (2) ____ No

d. A clear understanding of your spouse or domestic partner's role, if applicable?

(1) ____ Yes (2) ____ No (3) ____ Not applicable

e. A clear understanding of the board's expectations?

(1) ____ Yes (2) ____ No

f. A clear understanding of the institution's expectations?

(1) ____ Yes (2) ____ No

32. Which of the following are parts of your agreed-upon conditions of employment? (Check all that apply.)

(1) ____ Automobile (without a driver)

(2) ____ Driver and automobile

(3) ____ Parking

(4) ____ Consulting opportunities

(5) ____ Paid corporate directorships

(6) ____ Deferred compensation

(7) ____ Pension/retirement contributions

(8) ____ Performance-based bonuses

(9) ____ Salary increase based on merit

(10) ____ Loan at no or low interest

(11) ____ Presidential house

(12) ____ Housing allowance

(13) ____ House manager

(14) ____ Housekeeper

(15) ____ Entertainment budget

(16) ____ Life insurance

(17) ____ Health insurance (currently)

(18) ____ Health insurance (retiree)

(19) ____ Professional financial planning assistance

(20) ____ Membership fees for clubs

(21) ____ Membership dues for professional associations

(22) ____ Evaluation (expectations for performance, when and how evaluation will occur)

(23) ____ Executive coaching

(24) ____ Involuntary separation agreement

(25) ____ Relocation (moving expenses for self and family)

(26) ____ Retention (time-based) bonuses

(27) ____ Sabbaticals

(28) ____ Tuition assistance for family members

33. Please describe the employment status of your spouse or domestic partner. (Check all that apply.)
- (1) Compensated by institution for role as host, fund raiser, and/or spouse or domestic partner
 - (2) Employed at your institution, in capacity not related to president
 - (3) Unpaid participant in campus activities
 - (4) Employed outside of your institution
 - (5) Not applicable, no spouse or domestic partner
34. Which of the following are parts of your agreed-upon conditions of employment for your spouse or domestic partner, **separate from your benefits**? (Check all that apply.)
- (1) Assigned staff person(s)
 - (2) Automobile (without a driver)
 - (3) Driver and automobile
 - (4) Parking
 - (5) Pension/retirement contributions
 - (6) Life insurance
 - (7) Membership fees to clubs
 - (8) Travel budget
 - (9) Not applicable, no spouse or domestic partner
35. In which of the following areas did you feel insufficiently prepared for your first presidency? (Check all that apply.)
- (1) Academic issues (e.g., curriculum changes)
 - (2) Accountability/assessment of student learning
 - (3) Athletics
 - (4) Budget/financial management
 - (5) Capital improvement projects
 - (6) Community relations
 - (7) Crisis management
 - (8) Enrollment management
 - (9) Entrepreneurial ventures
 - (10) Faculty issues
 - (11) Fund raising
 - (12) Governing board relations
 - (13) Government relations
 - (14) Media/public relations
 - (15) Personnel issues (excluding faculty)
 - (16) Risk management/legal issues
 - (17) Strategic planning

YOUR DUTIES AND INSTITUTION

36. Select the top **three** areas that you enjoy working in the most as a college president.
- (1) Academic issues (e.g., curriculum changes)
 - (2) Accountability/assessment of student learning
 - (3) Athletics

- (4) _____ Budget/financial management
- (5) _____ Capital improvement projects
- (6) _____ Community relations
- (7) _____ Crisis management
- (8) _____ Enrollment management
- (9) _____ Entrepreneurial ventures
- (10) _____ Faculty issues
- (11) _____ Fund raising
- (12) _____ Governing board relations
- (13) _____ Government relations
- (14) _____ Media/public relations
- (15) _____ Personnel issues (excluding faculty)
- (16) _____ Risk management/legal issues
- (17) _____ Strategic planning
- (18) _____ Student life/conduct issues
- (19) _____ Technology planning

37. Select the top **three** areas that occupy most of your time.

- (1) _____ Academic issues (e.g., curriculum changes)
- (2) _____ Accountability/assessment of student learning
- (3) _____ Athletics
- (4) _____ Budget/financial management
- (5) _____ Capital improvement projects
- (6) _____ Community relations
- (7) _____ Crisis management
- (8) _____ Enrollment management
- (9) _____ Entrepreneurial ventures
- (10) _____ Faculty issues
- (11) _____ Fund raising
- (12) _____ Governing board relations
- (13) _____ Government relations
- (14) _____ Media/public relations
- (15) _____ Personnel issues (excluding faculty)
- (16) _____ Risk management/legal issues
- (17) _____ Strategic planning
- (18) _____ Student life/conduct issues
- (19) _____ Technology planning

38. Select the top **three** constituent groups that provide the greatest reward to you as president.

- (1) _____ Administration and staff
- (2) _____ Alumni/ae
- (3) _____ Community residents/leaders
- (4) _____ Donors/benefactors
- (5) _____ Faculty

- (6) _____ Governing board
- (7) _____ Legislators and policy makers
- (8) _____ Media
- (9) _____ Parents
- (10) _____ Students
- (11) _____ System office or state coordinating board

39. Select the top **three** constituent groups that present the greatest challenge to you as president.

- (1) _____ Administration and staff
- (2) _____ Alumni/ae
- (3) _____ Community residents/leaders
- (4) _____ Donors/benefactors
- (5) _____ Faculty
- (6) _____ Governing board
- (7) _____ Legislators and policy makers
- (8) _____ Media
- (9) _____ Parents
- (10) _____ Students
- (11) _____ System office or state coordinating board

40. Since becoming president, do you perform any of the following regularly? (Check all that apply.)

- (1) _____ Conduct research in your academic discipline
- (2) _____ Teach a course by yourself
- (3) _____ Team teach a course
- (4) _____ Write for scholarly publication in your academic discipline

41. Do you currently serve on any external boards?

- (1) _____ Yes
- (2) _____ No

a. If yes, how many of these boards are (please specify number):

- (1) _____ Corporate
- (2) _____ College or university
- (3) _____ Other nonprofit organizations

42. Since the passage of the Sarbanes-Oxley Act, have you or your board instituted new fiscal management oversight procedures?

- (1) _____ Yes
- (2) _____ No

43. How important are the following faculty issues to your institution?

a. Recruiting new faculty

- (1) _____ Very important
- (2) _____ Somewhat important
- (3) _____ Not important

- b. Retaining existing faculty
 - (1) _____ Very important
 - (2) _____ Somewhat important
 - (3) _____ Not important

- c. Retiring older faculty
 - (1) _____ Very important
 - (2) _____ Somewhat important
 - (3) _____ Not important

44. Has your institution introduced any incentives to encourage older faculty to retire?

- (1) _____ Yes, a phased retirement program
- (2) _____ Yes, an early retirement program
- (3) _____ Yes, other programs/policies
- (4) _____ No
- (5) _____ Unsure

a. If yes, has the program been effective in increasing retirement rates?

- (1) _____ Yes
- (2) _____ No
- (3) _____ Too early to determine
- (4) _____ Unsure

45. Has your institution introduced any initiatives to attract female and/or minority faculty?

- (1) _____ Yes, initiatives to attract female faculty
- (2) _____ Yes, initiatives to attract minority faculty
- (3) _____ Yes, initiatives to attract both female and minority faculty
- (4) _____ No
- (5) _____ Unsure

46. In the next **five years**, do you expect the percentage of your institution's total revenue from each of the sources listed below to increase, decrease, or stay the same?

- | | | | | |
|---|--------------|----------|--------------|--------|
| a. Local government | ___ Increase | ___ Same | ___ Decrease | ___ NA |
| b. State government | ___ Increase | ___ Same | ___ Decrease | ___ NA |
| c. Federal government | ___ Increase | ___ Same | ___ Decrease | ___ NA |
| d. Tuition and fees | ___ Increase | ___ Same | ___ Decrease | ___ NA |
| e. Private gifts, grants, and contracts
(incl. corporate training) | ___ Increase | ___ Same | ___ Decrease | ___ NA |
| f. Endowment income | ___ Increase | ___ Same | ___ Decrease | ___ NA |
| g. Sales and service | ___ Increase | ___ Same | ___ Decrease | ___ NA |

47. In the next five years, do you expect the enrollment at your institution to increase, decrease, or remain the same?
__Increase __Same __Decrease __NA

48. Did you begin your very first presidency prior to December 31, 1995?
(1) ____Yes (2) ____No

a. If **yes**, please continue to the special focus section on the next page. If no, you have completed the survey, **thank you**.

SPECIAL FOCUS SECTION: THE CHANGING ROLE OF A COLLEGE PRESIDENT

49. Select the top **three** areas that have increased in their level of importance since you first became a college president.

- (1) ____Academic issues (e.g., curriculum changes)
- (2) ____Accountability/assessment of student learning
- (3) ____Athletics
- (4) ____Budget/financial management
- (5) ____Capital improvement projects
- (6) ____Community relations
- (7) ____Crisis management
- (8) ____Diversity
- (9) ____Enrollment management
- (10) ____Entrepreneurship
- (11) ____Faculty issues
- (12) ____Fund raising
- (13) ____Governing board relations
- (14) ____Government relations
- (15) ____Media/public relations
- (16) ____Operating costs (e.g., health-care, energy)
- (17) ____Personnel issues (excluding faculty)
- (18) ____Risk management/legal issues
- (19) ____Strategic planning
- (20) ____Student life/conduct issues
- (21) ____Technology planning

50. Select the top **three** trends/reasons listed below that best explain why the role of the college president has changed in the past 10 years.

- (1) ____Decline in state funding
- (2) ____Demographic shifts and increasing racial/ethnic diversity of students and employees
- (3) ____Erosion of public trust and confidence
- (4) ____Increased competition among institutions
- (5) ____Increased expectation of entrepreneurship
- (6) ____Increased focus on private benefit of higher education in place of common good of higher education
- (7) ____Increasing litigiousness of American society
- (8) ____Political polarization of American society
- (9) ____Technological advancements

(10) _____ Twenty-four hour news cycle

(11) _____ Other

51. Which broad constituent group did you spend the majority of your time interacting with when you first became a college president?

(1) _____ Internal audience (your institution)

(2) _____ External audience

(3) _____ Spent equal time on both internal and external

52. **Today**, which broad constituent group do you spend the majority of your time interacting with as a college president?

(1) _____ Internal audience (your institution)

(2) _____ External audience

(3) _____ Spend equal time on both internal and external

53. Would you say you spend more time, less time, or the same amount of time on the following issues today than you did when you first became a college president?

Academic issues (e.g., curriculum changes)	__ More	__ Same	__ Less	__ NA
Accountability/assessment of student learning	__ More	__ Same	__ Less	__ NA
Athletics	__ More	__ Same	__ Less	__ NA
Budget/financial management	__ More	__ Same	__ Less	__ NA
Capital improvement projects	__ More	__ Same	__ Less	__ NA
Community relations	__ More	__ Same	__ Less	__ NA
Crisis management	__ More	__ Same	__ Less	__ NA
Diversity	__ More	__ Same	__ Less	__ NA
Enrollment management	__ More	__ Same	__ Less	__ NA
Entrepreneurship	__ More	__ Same	__ Less	__ NA
Faculty issues	__ More	__ Same	__ Less	__ NA
Fund raising	__ More	__ Same	__ Less	__ NA
Governing board relations	__ More	__ Same	__ Less	__ NA
Government relations	__ More	__ Same	__ Less	__ NA
Media/public relations	__ More	__ Same	__ Less	__ NA
Operating costs (e.g., health-care, energy)	__ More	__ Same	__ Less	__ NA
Personnel issues (excluding faculty)	__ More	__ Same	__ Less	__ NA
Risk management/legal issues	__ More	__ Same	__ Less	__ NA
Strategic planning	__ More	__ Same	__ Less	__ NA
Student life/conduct issues	__ More	__ Same	__ Less	__ NA
Technology planning	__ More	__ Same	__ Less	__ NA

Thank you for completing this survey.

Please fold survey, staple closed, and drop in the mail.

Appendix C

Characteristics of Presidents, by Gender and Race/Ethnicity: 2006 and 1986 (in percentages)

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
A. Background and Demographics									
Gender									
Men	–	–	78.0	68.0	65.2	73.7	67.4	77.0	90.5
Women	–	–	22.0	32.0	34.8	26.3	32.6	23.0	9.5
Total %	–	–	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Race/ethnicity									
White	88.0	81.1	–	–	–	–	–	86.4	91.9
African American	5.3	8.1	–	–	–	–	–	5.9	5.0
Hispanic	3.8	6.6	–	–	–	–	–	4.6	2.2
Asian American	0.9	1.0	–	–	–	–	–	0.9	0.4
American Indian	0.5	1.5	–	–	–	–	–	0.7	0.5
Other–multiple race	1.5	1.7	–	–	–	–	–	1.5	*
Total %	100.0	100.0	–	–	–	–	–	100.0	100.0
Age									
31–40	0.6	0.6	0.5	1.6	2.2	0.0	2.2	0.6	4.6
41–50	7.4	7.7	8.2	2.5	7.6	21.1	2.2	7.5	37.0
51–60	41.0	49.1	41.9	52.5	52.2	52.6	54.4	42.6	44.4
61–70	44.5	37.5	44.4	36.9	31.5	21.1	34.8	42.6	13.5
71 or older	6.5	5.1	5.1	6.6	6.5	5.3	6.5	6.7	0.4
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	60.0	60.0	60.0	60.0	59.0	56.0	59.5	60.0	52.0
Mean	60.1	59.3	59.9	60.1	58.3	57.5	60.3	59.9	52.3
Marital status									
Never married	2.6	9.9	4.0	6.7	2.2	10.5	2.2	4.2	10.2
Never married–religious	2.6	5.8	3.8	0.8	0.0	0.0	6.7	3.3	*
Married	89.3	62.6	83.8	78.3	82.4	79.0	71.1	83.2	85.0
Domestic partner	0.6	2.7	1.0	0.0	3.3	0.0	4.4	1.1	*
Separated	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.2	0.7
Divorced	3.8	13.8	5.5	11.7	11.0	10.5	11.1	6.1	3.4
Widower/widow	0.9	5.2	1.8	2.5	1.1	0.0	4.4	1.8	0.7
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Children									
Yes	91.1	68.3	85.1	89.5	88.8	89.5	85.7	85.7	*
No	8.9	31.8	14.9	10.5	11.2	10.5	14.3	14.3	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Children's age									
Under the age of 18	18.6	11.5	17.2	18.4	20.9	15.4	9.7	17.0	*
18 and older	81.4	88.5	82.8	81.6	79.1	84.6	90.3	83.0	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Religious preference									
Buddhist	0.9	0.9	0.8	0.9	2.2	5.3	0.0	0.9	*
Protestant	56.2	47.6	55.3	76.5	14.3	31.6	47.5	54.2	58.4
Roman Catholic	24.9	32.1	25.3	13.0	72.5	10.5	25.0	26.6	24.5
Jewish	5.1	5.1	5.7	0.9	0.0	0.0	5.0	5.1	3.0
Muslim	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	*
Other	3.8	2.5	2.7	6.1	1.1	21.1	12.5	3.6	14.1
None	9.1	11.8	10.3	2.6	9.9	31.6	10.0	9.7	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
U.S. citizenship									
Born in the United States	94.8	93.7	97.3	96.5	56.9	35.7	86.1	94.6	*
Born in U.S. territory	1.0	1.8	0.1	0.0	25.0	0.0	0.0	1.2	*
Born abroad to U.S. citizen parent	0.8	0.8	0.7	1.2	1.4	7.1	2.8	0.8	*
U.S. naturalization	3.0	3.2	1.6	2.3	16.7	50.0	11.1	3.0	*
Not a U.S. citizen	0.3	0.5	0.4	0.0	0.0	7.1	0.0	0.4	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Languages									
Speaks English and other language(s)	52.1	60.6	51.8	44.1	95.5	89.5	74.4	54.1	*
English-speaking only	47.9	39.4	48.3	55.9	4.6	10.5	25.6	45.9	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
B. Career History									
Current position									
President/CEO/chancellor	97.9	97.7	97.8	98.4	100.0	100.0	100.0	97.8	*
Senior executive/provost/dean	1.2	1.7	1.3	0.8	0.0	0.0	0.0	1.3	*
Other	0.9	0.6	0.9	0.8	0.0	0.0	0.0	0.9	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Interim position									
Yes	2.5	3.1	2.6	1.7	4.4	5.3	2.2	2.8	*
No	97.5	96.9	97.4	98.3	95.7	94.7	97.8	97.2	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Reports to:									
System head	19.5	27.2	19.1	36.7	46.7	47.4	15.2	21.4	21.7
Governing board	76.7	67.3	76.9	60.8	51.1	47.4	78.3	74.5	75.1
State commissioner/superintendent/church official/other	2.8	4.3	2.7	2.5	2.2	5.3	6.5	3.2	3.2
System head & governing board	0.9	1.2	1.1	0.0	0.0	0.0	0.0	0.9	*
Governing board & other	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Data were not collected or were collected differently in 1986.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
<i>Years in current position</i>									
<1	2.5	3.0	2.4	2.8	5.2	11.8	0.0	2.8	12.7
1	7.9	7.2	8.1	7.6	5.2	5.9	2.5	7.7	10.4
2	6.4	7.7	6.6	8.5	6.5	11.8	2.5	6.6	9.5
3	6.1	7.0	6.3	4.7	6.5	11.8	5.0	6.3	8.6
4	6.4	7.2	6.3	3.8	11.7	11.8	15.0	6.6	7.5
5	7.9	7.2	7.9	7.6	9.1	5.9	7.5	7.8	7.0
6–10	30.6	34.0	30.9	31.1	33.8	23.5	42.5	31.2	23.5
11–15	17.5	18.4	17.9	22.6	14.3	17.7	10.0	17.7	11.6
16–20	9.0	4.7	8.4	4.7	3.9	0.0	7.5	8.0	6.1
>20	5.8	3.5	5.3	6.6	3.9	0.0	7.5	5.2	3.1
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	7.0	7.0	7.0	8.0	6.0	4.0	7.0	7.0	5.0
Mean	8.8	7.7	8.6	8.8	7.3	5.3	9.1	8.5	6.3
<i>Tenured in current position</i>									
Yes	30.4	26.2	28.3	35.3	37.8	26.3	31.1	29.4	38.8
No	69.6	73.8	71.7	64.7	62.2	73.7	68.9	70.7	61.2
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of prior CEO positions held</i>									
None	72.2	73.1	71.7	70.5	73.9	73.7	67.4	72.4	*
1–2	24.0	23.2	24.5	25.4	20.7	26.3	23.9	23.8	*
3–4	3.3	2.9	3.3	1.6	4.4	0.0	8.7	3.2	*
>4	0.6	0.8	0.5	2.5	1.1	0.0	0.0	0.6	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
<i>Last prior position</i>									
<i>Within higher education</i>									
President/CEO/chancellor	22.4	18.2	21.4	22.5	22.0	31.6	24.4	21.4	17.3
CAO/provost	28.7	39.8	31.8	31.7	30.8	26.3	17.8	31.4	22.5
Senior executive in academic affairs	12.2	12.8	12.6	9.2	12.1	5.3	8.9	12.4	18.4
Senior executive in development	3.9	3.4	4.2	1.7	2.2	5.3	2.2	3.8	*
Senior executive in external affairs	0.7	0.4	0.7	0.8	0.0	0.0	0.0	0.6	*
Senior executive in student affairs	3.6	5.5	3.4	11.7	7.7	15.8	2.2	4.1	*
Senior executive in finance/administration	8.1	5.5	7.3	9.2	2.2	0.0	17.8	7.5	*
Senior executive (unspecified)	1.4	1.1	1.4	1.7	0.0	0.0	2.2	1.3	*
Mid-level campus administration	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	*
Assistant to president	0.4	0.6	0.5	0.8	0.0	0.0	0.0	0.5	*
Chair/faculty	4.1	4.2	3.8	0.8	8.8	5.3	4.4	4.1	15.6
<i>Outside higher education</i>									
K–12 administration	1.7	1.3	1.5	0.8	3.3	0.0	6.7	1.6	*
Business/industry	2.7	0.8	2.4	1.7	3.3	0.0	0.0	2.3	*
Religious	2.3	0.6	2.1	0.8	1.1	0.0	4.4	1.9	*
Government	1.5	1.9	1.6	3.3	2.2	0.0	0.0	1.6	*
Legal professional	0.7	0.6	0.8	0.0	0.0	0.0	0.0	0.7	*
Military	0.4	0.0	0.4	0.0	0.0	0.0	0.0	0.3	*
Medical professional	0.4	0.6	0.5	0.0	0.0	5.3	0.0	0.4	*
Nonprofit sector	1.6	1.3	1.5	0.8	1.1	0.0	4.4	1.5	*
Retired	0.1	0.2	0.1	0.8	0.0	0.0	0.0	0.1	*
Other	3.0	1.3	2.2	1.7	3.3	5.3	4.4	2.6	10.1
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
<i>Place of prior position</i>									
Same institution	27.7	28.7	28.6	17.4	32.6	16.7	20.0	27.9	27.0
Different institution	63.0	66.5	63.1	75.2	60.9	72.2	71.1	63.9	73.0
NA	9.3	4.8	8.3	7.4	6.5	11.1	8.9	8.3	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Years in prior position</i>									
<6	48.7	56.5	49.9	54.6	51.6	27.8	62.2	50.5	61.7
6–10	35.2	36.0	35.6	36.1	36.3	55.6	24.4	35.4	23.7
11–15	9.4	4.6	8.7	3.4	5.5	11.1	6.7	8.3	6.7
16–20	4.0	1.5	3.6	3.4	3.3	0.0	4.4	3.4	2.3
>20	2.7	1.5	2.3	2.5	3.3	5.6	2.2	2.4	1.1
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Median	6.0	5.0	6.0	5.0	5.0	8.0	5.0	5.0	5.0
Mean	7.0	5.9	6.8	6.1	6.8	8.2	6.3	6.7	5.6
<i>Tenured in prior position</i>									
Yes	35.9	33.5	34.8	43.0	39.1	42.1	28.3	35.3	38.8
No	55.3	57.3	56.1	47.9	54.4	47.4	56.5	55.8	61.2
NA	8.8	9.2	9.1	9.1	6.5	10.5	15.2	8.9	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Second prior position</i>									
<i>Within higher education</i>									
President/CEO/chancellor	8.6	6.8	7.6	13.5	8.0	10.5	15.6	8.2	5.9
CAO/provost	15.1	18.1	15.9	12.6	26.1	15.8	11.1	15.8	10.3
Senior executive in academic affairs	24.2	28.9	25.2	29.7	18.2	31.6	20.0	25.3	11.9
Senior executive in development	2.9	3.2	3.4	0.9	1.1	0.0	0.0	2.9	*
Senior executive in external affairs	0.6	0.4	0.7	0.0	0.0	0.0	0.0	0.5	*
Senior executive in student affairs	6.0	5.7	5.8	12.6	5.7	15.8	0.0	6.0	*
Senior executive in finance/administration	6.6	3.4	5.6	9.0	1.1	0.0	13.3	5.8	*
Senior executive (unspecified)	0.3	0.4	0.2	0.0	2.3	0.0	0.0	0.3	*
Mid-level campus administration	0.5	0.6	0.5	0.0	1.1	0.0	2.2	0.5	*
Assistant to president	0.8	1.7	1.0	0.9	2.3	0.0	0.0	1.0	*
Chair/faculty	14.3	16.4	15.5	8.1	14.8	10.5	13.3	14.8	*
<i>Outside higher education</i>									
K–12 administration	2.4	3.2	2.4	2.7	3.4	0.0	8.9	2.6	*
Business/industry	3.8	1.7	3.4	2.7	4.6	0.0	0.0	3.3	*
Religious	3.0	1.1	2.9	0.9	0.0	0.0	2.2	2.5	*
Government	2.6	2.1	2.7	0.9	2.3	0.0	2.2	2.5	*
Legal professional	0.6	0.6	0.5	0.0	1.1	0.0	2.2	0.6	*
Military	1.4	0.0	1.2	0.0	0.0	0.0	0.0	1.0	*
Medical professional	0.5	0.6	0.5	0.9	0.0	5.3	0.0	0.5	*
Nonprofit sector	1.4	1.3	1.5	0.0	2.3	0.0	0.0	1.4	*
Retired	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	*
Other	4.7	3.8	3.5	4.5	5.7	10.5	8.9	4.5	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*

* Data were not collected or were collected differently in 1986.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Place of second prior position									
Same as current institution	16.6	16.4	16.1	16.0	23.7	25.0	14.3	16.5	*
Same as prior institution	17.5	20.0	17.5	28.0	14.5	31.3	20.0	18.1	*
Different institution	54.0	54.2	54.9	51.0	55.3	37.5	51.4	54.1	*
NA	11.9	9.4	11.4	5.0	6.6	6.3	14.3	11.3	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Years in second prior position									
<6	54.5	62.3	55.3	61.9	62.5	87.5	55.8	7.8	69.1
6–10	30.6	27.9	30.6	25.4	26.1	0.0	32.6	3.5	23.7
11–15	8.2	6.0	8.1	8.5	5.7	6.3	4.7	2.5	4.7
16–20	3.6	3.0	3.4	3.4	4.6	6.3	2.3	30.0	1.8
>20	3.0	0.9	2.7	0.9	1.1	0.0	4.7	56.3	0.7
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	5.0	5.0	5.0	5.0	5.0	3.0	5.0	5.0	4.0
Mean	6.7	5.8	6.5	5.8	6.1	4.8	6.5	6.5	4.9
Tenured in second prior position									
Yes	36.8	39.1	37.0	41.7	40.5	52.6	28.9	37.3	40.6
No	53.0	50.6	52.4	48.3	53.9	36.8	55.6	52.5	59.4
NA	10.3	10.3	10.7	10.0	5.6	10.5	15.6	10.3	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Altered job for dependent or spouse									
Yes, left the job market	0.3	5.4	1.5	0.0	4.2	0.0	0.0	1.5	*
Yes, worked part time/ reduced schedule	1.6	4.6	2.2	2.4	2.8	0.0	2.9	2.3	*
Yes, other	3.4	5.4	3.7	3.5	2.8	14.3	8.8	3.8	*
No	94.8	84.7	92.6	94.1	90.3	85.7	88.2	92.4	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Years altered job for family									
<1	9.6	0.0	3.5	0.0	33.3	0.0	0.0	4.9	*
1	17.3	21.6	19.5	25.0	16.7	50.0	0.0	19.4	*
2	32.7	19.6	25.3	25.0	33.3	50.0	0.0	26.2	*
3–5	25.0	21.6	23.0	25.0	16.7	0.0	66.7	23.3	*
>5	15.4	37.3	28.7	25.0	0.0	0.0	33.3	26.2	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Median	2.0	3.0	2.0	2.0	1.5	1.5	4.0	2.0	*
Mean	2.8	5.0	4.1	2.6	1.4	1.5	4.5	3.8	*

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Years employed outside higher education									
Never	37.5	35.3	37.4	41.1	33.7	44.4	20.9	37.0	*
1	4.2	5.5	4.5	4.5	5.6	0.0	7.0	4.5	*
2	7.0	11.4	7.6	7.1	11.2	16.7	20.9	8.0	*
3	7.0	6.3	6.6	6.3	9.0	5.6	7.0	6.9	*
4	5.1	4.9	4.8	8.0	5.6	0.0	4.7	5.0	*
5	4.5	5.3	4.6	5.4	3.4	0.0	4.7	4.7	*
6–10	14.4	13.7	14.6	9.8	13.5	16.7	11.6	14.3	*
11–15	6.7	9.7	7.1	7.1	10.1	11.1	9.3	7.4	*
16–20	4.2	4.4	4.2	5.4	4.5	5.6	7.0	4.3	*
>20	9.4	3.4	8.6	5.4	3.4	0.0	7.0	8.0	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Median	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	*
Mean	6.3	5.1	6.1	5.1	5.2	4.5	6.6	6.0	*

Years as full-time faculty									
Never been a faculty member	31.8	28.5	31.6	33.0	24.4	23.5	33.3	31.1	25.0
1	1.8	0.9	1.5	2.6	1.1	0.0	2.2	1.6	*
2	3.8	3.0	3.4	3.5	4.4	5.9	4.4	3.6	*
3	5.1	3.6	4.5	5.2	5.6	0.0	11.1	4.8	*
4	3.7	3.6	3.7	2.6	4.4	0.0	4.4	3.7	*
5	5.0	4.3	5.0	4.4	5.6	0.0	2.2	4.8	25.8**
6–10	19.2	25.7	20.6	18.3	24.4	23.5	22.2	20.7	27.6
11–15	10.1	13.6	10.5	16.5	11.1	5.9	6.7	10.9	13.1
16–20	8.4	8.9	8.7	6.1	6.7	11.8	6.7	8.5	6.2
>20	11.2	8.1	10.7	7.8	12.2	29.4	6.7	10.4	2.3
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	74.2
Median	5.0	7.0	6.0	5.0	6.0	8.0	3.0	6.0	5.0
Mean	8.2	8.1	8.2	7.4	8.9	13.4	6.5	8.2	6.4

C. Education

Highest degree earned									
Associate degree	0.1	0.2	0.2	0.0	0.0	0.0	0.0	0.1	*
Bachelor's degree	2.0	1.7	2.0	0.0	0.0	0.0	6.5	1.9	1.4
Master's degree	9.9	8.3	9.3	7.4	16.3	10.5	10.9	9.5	12.4
PhD	54.0	55.5	54.6	55.7	48.9	47.4	52.2	54.3	53.7
EdD	19.1	25.5	19.9	27.9	25.0	26.3	21.7	20.7	22.9
MD	1.5	0.4	1.1	0.8	4.4	5.3	2.2	1.3	1.8
Other health degree	1.3	1.2	1.4	0.0	2.2	0.0	0.0	1.3	0.3
Law degree	6.2	4.1	6.0	4.9	1.1	5.3	2.2	5.7	2.7
Other degree	5.9	3.1	5.5	3.3	2.2	5.3	4.4	5.2	4.8
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Data were not collected or were collected differently in 1986.

** For 1986, includes 1–5 years of full-time faculty employment.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Major field of study for highest degree earned									
Agriculture/natural resources	0.9	0.0	0.9	0.0	0.0	0.0	0.0	0.7	0.7
Biological sciences	2.5	2.3	2.7	1.7	1.1	5.3	0.0	2.5	2.2
Business	5.4	3.0	4.9	5.0	6.6	5.3	4.7	4.9	*
Education or higher education	39.7	53.9	42.0	52.9	52.8	31.6	48.8	43.0	43.9
Engineering	2.7	0.0	2.0	1.7	2.2	5.3	4.7	2.1	2.0
Health professions	1.8	3.8	2.3	1.7	2.2	5.3	2.3	2.2	0.3
Humanities/fine arts	12.5	17.6	13.9	9.2	8.8	15.8	11.6	13.7	16.5
Law	5.3	2.5	4.7	4.2	1.1	5.3	2.3	4.7	2.9
Mathematics	1.1	0.6	1.0	1.7	0.0	0.0	0.0	1.0	*
Medicine	1.8	1.1	1.5	0.8	4.4	5.3	0.0	1.6	2.2
Physical/natural sciences	3.4	1.7	2.9	4.2	3.3	10.5	0.0	3.0	4.8
Religion/theology	8.4	2.1	7.5	3.4	2.2	0.0	14.0	7.0	8.1
Social sciences	14.5	11.4	13.9	13.5	15.4	10.5	11.6	13.8	11.7
Other (professional fields)	***	***	***	***	***	***	***	***	4.7
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Attended a single-sex college									
Yes	11.0	17.4	13.2	9.8	3.3	15.8	6.5	12.5	*
No	89.0	82.6	86.8	90.2	96.7	84.2	93.5	87.5	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Formal religious training									
Yes	19.6	9.7	18.7	6.8	3.4	5.3	25.0	17.3	31.3
No	80.4	90.3	81.3	93.2	96.6	94.7	75.0	82.7	68.7
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
D. The Search and Acceptance Process									
Presidential search interviews									
None	45.9	45.7	46.8	33.9	37.5	43.8	53.7	45.8	*
1–2	29.0	26.9	27.8	38.3	35.2	25.0	22.0	28.5	*
3–4	14.9	16.6	15.1	19.1	13.6	12.5	17.1	15.3	*
>4	10.3	10.8	10.3	8.7	13.6	18.8	7.3	10.4	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Median	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	*
Mean	1.7	1.7	1.7	1.9	1.8	1.9	1.3	1.7	*
Search consultant was used									
Yes	47.4	52.8	48.2	59.5	44.4	57.9	42.2	48.7	*
No	52.6	47.2	51.8	40.5	55.6	42.1	57.8	51.3	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Sought advice in negotiations									
Yes	37.8	50.7	39.9	55.6	41.1	47.4	41.3	40.9	*
No	62.2	49.3	60.1	44.4	58.9	52.6	58.7	59.1	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Whom did you consult for advice?									
Attorney	38.3	40.9	40.8	34.0	42.9	37.5	41.9	39.1	*
Colleagues in the field	48.8	52.1	50.6	47.7	44.4	36.8	48.7	49.9	*
Colleagues outside the field	42.9	47.5	44.0	46.2	44.4	57.9	37.8	44.1	*
Financial planner	13.7	10.7	13.2	12.3	11.1	15.8	8.1	13.0	*
Other	6.6	4.1	6.5	3.1	0.0	5.3	2.7	5.8	*

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Written contract									
Yes	71.3	71.5	71.1	67.5	70.3	79.0	90.9	71.5	*
No	28.7	28.5	28.9	32.5	29.7	21.1	9.1	28.5	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Length of written contract									
1	19.1	15.1	18.4	13.0	24.1	0.0	18.8	18.1	*
2	8.0	6.1	8.0	1.5	5.2	23.1	0.0	7.7	*
3	31.8	35.1	32.5	26.1	41.4	38.5	37.5	32.6	*
4	9.8	8.7	9.2	14.5	8.6	0.0	12.5	9.5	*
Between 1–5 yrs/rolling	4.6	6.8	5.0	5.8	6.9	7.7	3.1	5.1	*
5 or more	24.5	24.8	24.1	37.7	12.1	30.8	28.1	24.6	*
At will/indefinite	2.2	3.5	2.8	1.5	1.7	0.0	0.0	2.5	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
The search process disclosed the institution's current status									
Yes	81.2	75.9	81.3	71.1	74.2	77.8	68.2	79.9	*
No	18.8	24.1	18.7	29.0	25.8	22.2	31.8	20.1	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
The search process disclosed the institution's financial condition									
Yes	75.9	73.7	77.1	75.9	61.8	61.1	51.2	75.4	*
No	24.1	26.3	22.9	24.1	38.2	38.9	48.8	24.6	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
The search process disclosed the CEO's role									
Yes	88.7	85.6	88.5	88.6	79.8	84.2	81.8	87.9	*
No	11.4	14.4	11.5	11.4	20.2	15.8	18.2	12.1	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
The search process disclosed the spouse or domestic partner's role									
Yes	59.1	38.0	56.0	54.2	38.0	37.5	44.1	54.5	*
No	26.0	19.3	24.0	21.9	32.9	37.5	29.4	24.5	*
NA	14.9	42.7	20.0	24.0	29.1	25.0	26.5	20.9	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
The search process disclosed the board's expectations									
Yes	82.7	76.5	81.9	75.4	79.3	73.7	79.6	81.2	*
No	17.3	23.5	18.2	24.6	20.7	26.3	20.5	18.8	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
The search process disclosed the institution's expectations									
Yes	81.3	75.8	80.8	71.7	77.5	72.2	81.8	80.0	*
No	18.7	24.2	19.2	28.3	22.5	27.8	18.2	20.0	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*

* Data were not collected or were collected differently in 1986.

*** Data were not collected or were collected differently in 2006.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Agreed-upon conditions of employment									
Automobile (without a driver)	53.1	45.8	53.9	50.0	43.5	26.3	47.8	51.3	*
Driver and auto	2.6	5.7	2.3	9.8	15.2	10.5	2.2	3.3	*
Parking	28.2	31.0	28.8	34.4	41.3	15.8	32.6	28.7	*
Consulting opportunities	70.2	69.2	68.8	80.8	92.3	60.0	60.0	70.1	*
Paid corporate directorships	6.2	10.4	7.1	11.5	4.4	10.5	13.0	7.1	*
Deferred compensation	24.1	23.0	24.9	22.1	28.3	10.5	17.4	24.0	*
Pension	58.8	61.1	61.6	59.0	56.5	26.3	63.0	59.3	*
Performance-based bonuses	13.8	13.4	14.3	15.6	15.2	5.3	6.5	13.8	*
Salary increase based on merit	34.4	33.0	35.0	39.3	33.7	26.3	21.7	34.0	*
Loan at no or low interest	1.7	0.2	1.5	1.6	0.0	0.0	0.0	1.4	*
Presidential house	28.9	24.0	29.1	33.6	18.5	10.5	17.4	27.6	*
Housing allowance	20.2	19.6	20.2	20.5	23.9	36.8	26.1	20.2	*
House manager	3.4	4.5	4.0	4.1	3.3	0.0	0.0	3.6	*
Housekeeper	17.6	17.5	17.6	28.7	10.9	10.5	17.4	17.5	*
Entertainment budget	35.6	33.6	36.5	31.2	33.7	31.6	39.1	35.0	*
Life insurance	49.7	49.1	51.4	49.2	47.8	31.6	52.2	49.5	*
Health insurance (currently)	62.9	64.6	65.7	59.0	64.1	57.9	60.9	63.3	*
Health insurance (retiree)	12.7	15.1	13.3	18.0	15.2	5.3	13.0	13.2	*
Professional financial planning	4.5	4.7	5.0	4.9	1.1	0.0	2.2	4.6	*
Membership fees for clubs	35.7	30.1	36.6	32.8	21.7	10.5	30.4	34.5	*
Membership dues for professional associations	34.7	37.5	36.5	40.2	33.7	21.1	28.3	35.3	*
Evaluation	44.3	50.3	47.5	45.1	41.3	42.1	39.1	45.7	*
Executive coaching	2.2	3.7	2.9	0.0	0.0	15.8	0.0	2.5	*
Involuntary separation agreement	15.4	15.1	15.9	16.4	10.9	10.5	17.4	15.3	*
Relocation	33.4	35.9	34.6	41.8	26.1	36.8	43.5	34.0	*
Retention bonuses	5.2	6.1	5.7	4.1	7.6	0.0	2.2	5.4	*
Sabbaticals	14.0	16.9	15.3	18.0	10.9	5.3	8.7	14.8	*
Tuition assistance for family	30.5	24.6	31.4	18.0	21.7	15.8	19.6	29.1	*
Employment status of spouse or domestic partner									
Compensated by institution as spouse	4.3	0.6	3.8	1.6	1.1	0.0	4.4	3.4	*
Otherwise employed at institution	6.9	4.3	6.4	4.1	8.7	15.8	6.5	6.2	*
Unpaid participant	38.4	21.8	36.5	24.6	30.4	21.1	37.0	34.4	*
Employed outside of institution	25.8	29.1	26.8	32.8	31.5	31.6	23.9	26.8	*
NA (no spouse or partner)	4.8	20.2	8.5	9.0	12.0	0.0	10.9	8.3	*
Agreed-upon conditions of employment for spouse or domestic partner									
Assigned staff	2.8	1.0	2.3	2.5	3.3	0.0	8.7	2.4	*
Automobile (without a driver)	1.1	1.0	1.2	0.0	1.1	5.3	0.0	1.1	*
Driver and auto	0.1	0.2	0.1	0.8	1.1	0.0	0.0	0.1	*
Parking	4.8	3.3	4.3	5.7	6.5	5.3	8.7	4.5	*
Pension	3.7	1.2	3.3	3.3	2.2	0.0	4.4	3.2	*
Life insurance	3.5	1.8	3.3	2.5	3.3	5.3	4.4	3.2	*
Membership fees for clubs	1.6	1.8	1.8	0.8	1.1	0.0	2.2	1.6	*
Travel budget	11.6	7.7	11.1	12.3	7.6	5.3	8.7	10.8	*
NA (no spouse or partner)	7.4	19.8	10.3	10.7	17.4	5.3	10.9	10.1	*

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Areas insufficiently prepared for first presidency									
Academic issues	8.9	9.0	9.1	8.2	14.1	5.3	10.9	8.9	*
Accountability	9.7	11.4	9.7	11.5	20.7	10.5	10.9	10.1	*
Athletics	10.5	17.5	12.2	5.7	23.9	15.8	17.4	12.1	*
Budget	13.9	17.5	15.2	12.3	19.6	10.5	13.0	14.7	*
Capital improvement	13.6	21.0	15.3	13.1	25.0	21.1	13.0	15.3	*
Community relations	5.4	7.1	6.0	3.3	7.6	10.5	6.5	5.7	*
Crisis management	11.7	13.4	13.1	6.6	10.9	5.3	8.7	12.2	*
Enrollment management	10.6	10.0	11.3	2.5	13.0	0.0	13.0	10.5	*
Entrepreneurial ventures	13.6	17.9	14.5	18.9	22.8	10.5	10.9	14.6	*
Faculty issues	8.5	8.8	9.1	4.9	12.0	0.0	10.9	8.7	*
Fund raising	22.0	25.9	23.5	18.0	32.6	21.1	23.9	22.8	*
Governing board relations	12.0	13.2	12.6	9.0	15.2	15.8	19.6	12.3	*
Government relations	10.1	13.2	11.3	5.7	16.3	10.5	8.7	10.8	*
Media/public relations	8.6	9.8	9.1	2.5	18.5	10.5	6.5	8.8	*
Personnel issues	7.0	9.4	8.0	4.1	8.7	0.0	6.5	7.6	*
Risk management	16.4	21.0	17.7	14.8	25.0	15.8	19.6	17.4	*
Strategic planning	10.5	11.0	10.5	11.5	16.3	5.3	13.0	10.6	*

E. Duties and Institution

Areas that are enjoyed the most

Academic issues	26.0	29.3	25.9	33.6	42.4	36.8	32.6	26.9	*
Accountability of student learning	4.8	5.7	4.8	11.5	3.3	5.3	2.2	5.1	*
Athletics	4.0	2.4	3.9	0.0	4.4	5.3	4.4	3.6	*
Budget/financial management	15.1	14.5	14.9	13.1	19.6	10.5	30.4	14.9	*
Capital improvement projects	22.4	18.1	22.2	20.5	21.7	5.3	21.7	21.5	*
Community relations	29.6	37.1	32.5	26.2	41.3	47.4	26.1	31.4	*
Crisis management	1.8	2.9	1.9	4.9	1.1	0.0	2.2	2.1	*
Enrollment management	10.3	9.4	10.2	11.5	12.0	5.3	13.0	10.1	*
Entrepreneurial ventures	15.0	16.9	16.1	10.7	15.2	26.3	21.7	15.4	*
Faculty issues	5.8	4.9	5.6	7.4	4.4	10.5	2.2	5.6	*
Fund raising	27.2	28.5	29.1	25.4	17.4	10.5	26.1	27.5	*
Governing board relations	14.2	16.1	15.7	12.3	8.7	5.3	19.6	14.7	*
Government relations	9.3	7.5	9.8	5.7	5.4	10.5	0.0	8.9	*
Media/public relations	4.1	5.9	5.0	3.3	3.3	10.5	0.0	4.6	*
Personnel issues	2.5	2.4	2.5	0.8	4.4	0.0	4.4	2.5	*
Risk management/legal issues	0.2	0.6	0.3	0.0	0.0	0.0	0.0	0.3	*
Strategic planning	20.3	22.0	21.8	13.1	23.9	15.8	15.2	20.6	*
Student life/conduct issues	4.7	5.5	4.7	10.7	4.4	5.3	6.5	4.9	*
Technology planning	1.1	1.6	1.2	0.0	2.2	10.5	2.2	1.2	*

* Data were not collected or were collected differently in 1986.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Areas that occupy most time									
Academic issues	9.7	11.6	9.7	12.3	18.5	15.8	13.0	10.2	*
Accountability of student learning	2.4	3.5	2.4	4.1	3.3	5.3	8.7	2.6	*
Athletics	2.4	2.0	2.5	2.5	0.0	5.3	2.2	2.3	*
Budget/financial management	35.0	34.0	35.4	40.2	37.0	15.8	34.8	34.8	*
Capital improvement projects	11.4	11.2	11.4	12.3	9.8	10.5	19.6	11.4	*
Community relations	19.3	25.7	21.7	16.4	25.0	15.8	21.7	20.9	*
Crisis management	6.0	5.3	5.4	10.7	10.9	10.5	6.5	5.9	*
Enrollment management	10.6	10.8	10.6	11.5	16.3	10.5	10.9	10.6	*
Entrepreneurial ventures	4.1	3.3	4.2	1.6	4.4	5.3	2.2	3.9	*
Faculty issues	10.3	12.4	11.1	10.7	10.9	21.1	8.7	10.8	*
Fund raising	38.1	36.7	40.3	31.2	22.8	21.1	34.8	37.7	*
Governing board relations	16.6	16.1	17.3	12.3	17.4	15.8	19.6	16.5	*
Government relations	9.1	9.4	9.2	6.6	17.4	5.3	8.7	9.2	*
Media/public relations	3.7	3.7	3.9	4.9	4.4	0.0	0.0	3.7	*
Personnel issues	13.4	16.1	14.8	6.6	16.3	10.5	17.4	13.9	*
Risk management/legal issues	1.6	2.7	1.9	2.5	1.1	0.0	2.2	1.9	*
Strategic planning	20.4	22.0	21.8	18.0	14.1	36.8	21.7	20.9	*
Student life/conduct issues	2.8	2.0	2.5	4.9	4.4	5.3	0.0	2.6	*
Technology planning	1.2	2.0	1.3	2.5	3.3	0.0	0.0	1.4	*
Constituents that provide the greatest reward									
Administration/staff	42.5	43.6	43.9	38.5	42.4	57.9	50.0	42.8	*
Alumni/ae	13.6	13.4	13.6	20.5	13.0	5.3	8.7	13.5	*
Community residents	23.9	31.6	25.5	23.0	40.2	42.1	32.6	25.7	*
Donors/benefactors	22.6	23.0	24.2	16.4	15.2	15.8	19.6	22.5	*
Faculty	29.9	29.9	31.1	27.9	35.9	15.8	26.1	30.1	*
Governing board	25.2	24.6	26.7	14.8	16.3	26.3	37.0	25.1	*
Legislators/policy makers	4.4	3.5	4.3	4.9	4.4	0.0	4.4	4.1	*
Media	0.4	0.4	0.4	0.8	0.0	5.3	0.0	0.4	*
Parents	2.3	0.4	2.3	0.0	0.0	0.0	0.0	1.9	*
Students	52.6	57.2	54.2	60.7	68.5	47.4	56.5	53.5	*
System office/state coordinating board	0.9	0.6	0.9	0.0	2.2	0.0	0.0	0.9	*
Constituents that present the greatest challenge									
Administration/staff	16.4	17.3	16.9	18.9	25.0	15.8	8.7	16.7	*
Alumni/ae	11.9	14.1	12.3	19.7	10.9	10.5	17.4	12.4	*
Community residents	12.3	12.4	12.6	13.1	10.9	15.8	13.0	12.4	*
Donors/benefactors	18.9	16.9	19.1	13.9	23.9	21.1	21.7	18.5	*
Faculty	39.5	39.9	40.6	36.1	51.1	42.1	34.8	39.6	*
Governing board	23.8	18.5	23.9	21.3	16.3	21.1	21.7	22.6	*
Legislators/policy makers	29.5	36.7	31.8	27.9	40.2	31.6	34.8	31.0	*
Media	14.8	13.7	14.7	19.7	13.0	5.3	15.2	14.5	*
Parents	9.3	9.0	10.0	4.9	7.6	0.0	8.7	9.2	*
Students	9.8	9.0	9.9	9.8	12.0	5.3	8.7	9.7	*
System office/state coordinating board	16.5	22.4	18.7	12.3	19.6	26.3	21.7	17.9	*
Academic activities outside of presidency									
Conduct research in academic field	11.7	9.6	11.3	10.7	13.0	21.1	21.7	11.2	*
Teach a course by yourself	22.3	13.0	21.2	11.5	20.7	26.3	23.9	20.1	*
Team teach a course	14.6	13.7	14.6	10.7	12.0	21.1	34.8	14.3	*
Write for scholarly publications	17.8	14.5	16.5	24.6	14.1	31.6	37.0	16.9	*

Category	Men	Women	White	African American	Hispanic	Asian American	Other–Multiple Race	2006 Total	1986 Total
Service on external boards									
Yes	84.1	90.5	85.2	91.8	84.6	84.2	84.4	85.6	35.6
No	15.9	9.5	14.8	8.2	15.4	15.8	15.6	14.4	64.4
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of corporate boards									
1	57.7	59.9	60.0	49.1	44.4	50.0	66.7	58.3	*
2	15.9	19.7	17.1	12.3	18.5	50.0	22.2	16.8	*
3	8.7	5.3	7.5	8.8	11.1	0.0	11.1	7.7	*
>3	6.3	4.6	5.3	10.5	7.4	0.0	0.0	5.8	*
Unspecified	11.5	10.5	10.0	19.3	18.5	0.0	0.0	11.4	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Median	1.0	1.0	1.0	1.0	1.0	1.5	1.0	1.0	*
Mean	1.6	1.5	1.6	1.8	1.8	1.5	1.4	1.6	*
Number of college/university boards									
1	47.5	58.1	54.4	56.3	27.8	0.0	28.6	50.3	*
2	23.7	23.7	22.8	31.3	11.1	100.0	21.4	23.5	*
3	5.1	3.2	4.0	6.3	11.1	0.0	0.0	4.5	*
>3	8.1	3.2	6.3	0.0	16.7	0.0	14.3	6.6	*
Unspecified	15.7	11.8	12.5	6.3	33.3	0.0	35.7	15.1	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Median	1.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	*
Mean	1.8	1.5	1.7	1.5	2.5	2.0	2.1	1.7	*
Number of nonprofit boards									
1	10.7	9.0	10.4	6.1	15.5	13.3	8.3	10.4	*
2	15.9	14.3	15.9	12.2	12.7	13.3	16.7	15.6	*
3	16.7	21.1	17.7	19.4	14.1	26.7	19.4	17.7	*
>3	29.3	33.1	30.2	36.7	29.6	6.7	27.8	30.2	*
Unspecified	27.4	22.6	25.9	25.5	28.2	40.0	27.8	26.2	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Median	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	*
Mean	3.5	3.6	3.5	3.9	3.6	2.4	3.3	3.5	*
Instituted new fiscal management oversight procedures (Sarbanes-Oxley Act)									
Yes	77.7	80.1	77.8	84.5	75.7	61.5	84.9	78.3	*
No	22.3	20.0	22.2	15.5	24.3	38.5	15.2	21.7	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Began first presidency									
Prior to Dec. 31, 1995	39.6	33.5	38.2	41.4	30.1	35.7	47.2	38.0	*
After Dec. 31, 1995	60.4	66.5	61.8	58.6	69.9	64.3	52.8	62.0	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*

* Data were not collected or were collected differently in 1986.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Appendix D

Characteristics of Presidents, by Institutional Type: 2006 and 1986 (in percentages)

Category	Institutional Type											
	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
A. Background and Demographics												
Gender												
Men	86.2	96.2	78.5	90.0	76.8	83.9	71.2	92.1	83.4	93.4	77.0	90.5
Women	13.8	3.8	21.5	10.0	23.2	16.1	28.8	7.9	16.6	6.6	23.0	9.5
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Race/ethnicity												
White	88.7	97.6	87.1	87.2	86.9	93.6	86.1	91.4	84.8	94.9	86.5	91.9
African American	6.2	1.9	6.7	9.3	8.3	5.2	4.9	3.9	2.9	1.8	5.8	5.0
Hispanic	2.6	0.5	4.3	2.6	3.4	0.8	6.1	3.1	4.0	2.6	4.6	2.2
Asian American	0.5	0.0	0.7	0.5	0.2	0.2	1.0	0.6	2.2	0.0	0.9	0.4
American Indian	0.0	*	0.2	*	0.0	*	0.4	*	4.0	*	0.7	*
Other—multiple race	2.1	0.0	1.0	0.2	1.2	0.2	1.5	1.0	2.2	0.7	1.5	0.5
Total %	100.0	100.0	100.0	99.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Age												
31–40	1.0	1.5	0.5	3.4	0.5	4.9	0.4	5.0	0.7	7.8	0.5	4.6
41–50	2.0	23.2	3.8	35.5	8.5	36.1	9.2	41.8	11.3	35.9	7.5	37.0
51–60	35.8	53.1	39.5	44.2	43.4	47.6	46.9	41.8	39.0	40.6	42.5	44.4
61–70	55.9	22.2	49.3	16.1	41.9	11.2	37.3	11.3	39.7	13.7	42.9	13.5
71 or older	5.4	0.0	6.9	0.8	5.7	0.2	6.3	0.1	9.3	2.0	6.6	0.5
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	62.0	54.9	61.0	53.0	60.0	52.0	60.0	51.0	60.0	53.0	60.0	52.0
Mean	61.8	55.0	61.1	53.1	59.7	52.0	59.1	51.4	59.6	52.2	60.0	52.3
Marital status												
Never married	4.0	6.7	5.8	14.4	3.1	15.8	3.7	4.3	5.2	15.2	4.3	10.2
Never married—religious	4.0	*	9.0	*	3.1	*	0.3	*	2.4	*	3.4	*
Married	85.5	90.4	78.5	82.2	86.7	79.0	83.2	89.5	84.8	81.5	83.3	85.0
Domestic partner	0.5	*	0.2	*	0.5	*	1.8	*	1.7	*	1.1	*
Separated	0.0	0.5	0.0	0.6	0.0	0.6	0.1	0.7	1.0	1.1	0.2	0.7
Divorced	5.5	1.9	4.7	1.9	4.1	3.4	9.0	4.9	3.5	2.2	6.0	3.4
Widower/widow	0.5	0.5	1.8	0.9	2.6	1.2	1.9	0.6	1.4	0.0	1.8	0.7
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Children												
Yes	87.6	*	79.2	*	86.4	*	86.8	*	89.0	*	85.5	*
No	12.4	*	20.8	*	13.6	*	13.2	*	11.0	*	14.5	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Children's age												
Under the age of 18	12.5	*	11.1	*	19.7	*	17.8	*	20.7	*	16.7	*
18 and older	87.5	*	88.9	*	80.3	*	82.2	*	79.3	*	83.3	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
Religious preference												
Buddhist	0.0	*	0.5	*	0.2	*	1.3	*	2.1	*	0.9	*
Protestant	47.2	59.6	46.0	53.3	65.9	56.1	56.0	63.3	49.7	50.5	54.1	57.9
Roman Catholic	24.6	18.2	36.1	32.1	19.6	23.9	27.7	20.9	22.7	27.3	26.9	24.5
Jewish	10.3	6.7	5.2	2.4	4.6	2.1	2.9	2.1	7.0	6.6	5.0	3.0
Muslim	0.0	*	0.0	*	0.0	*	0.0	*	0.0	*	0.0	*
Other	3.1	15.5	2.7	12.2	2.9	17.9	2.7	13.7	7.7	15.6	3.5	14.6
None	14.9	*	9.5	*	6.8	*	9.4	*	10.8	*	9.6	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
U.S. citizenship												
Born in the United States	94.4	*	95.5	*	94.1	*	96.0	*	91.0	*	94.7	*
Born in U.S. territory	0.6	*	1.2	*	1.8	*	0.7	*	2.1	*	1.2	*
Born abroad to U.S. citizen parent	0.6	*	0.9	*	1.2	*	0.4	*	1.1	*	0.8	*
U.S. naturalization	3.1	*	2.4	*	2.4	*	2.6	*	5.8	*	2.9	*
Not a U.S. citizen	1.3	*	0.0	*	0.6	*	0.4	*	0.0	*	0.4	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Languages												
Speaks English and other language(s)	60.9	*	59.5	*	56.7	*	44.9	*	61.6	*	54.2	*
English-speaking only	39.1	*	40.5	*	43.3	*	55.1	*	38.4	*	45.8	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
B. Career History												
Current position												
President/CEO/chancellor	98.5	*	99.3	*	99.5	*	96.2	*	97.1	*	97.9	*
Senior executive/provost/dean	1.0	*	0.5	*	0.2	*	2.5	*	1.1	*	1.3	*
Other	0.5	*	0.2	*	0.2	*	1.4	*	1.8	*	0.9	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Interim position												
Yes	3.6	*	2.8	*	1.5	*	3.6	*	2.5	*	2.8	*
No	96.5	*	97.2	*	98.5	*	96.4	*	97.5	*	97.2	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Reports to:												
System head	29.9	24.4	28.6	29.1	10.3	4.6	25.2	28.6	11.1	13.0	21.5	21.7
Governing board	65.7	72.7	69.4	68.6	88.8	94.8	68.2	66.5	85.1	83.0	74.6	75.1
State commissioner/superintendent/church official/other	2.5	2.9	1.4	2.3	0.7	0.6	5.4	4.9	2.4	4.0	2.9	3.2
System head & governing board	2.0	*	0.7	*	0.2	*	1.1	*	1.0	*	0.9	*
Governing board & other	0.0	*	0.0	*	0.0	*	0.1	*	0.4	*	0.1	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Data were not collected or were collected differently in 1986.

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
<i>Years in current position</i>												
<1	1.8	10.9	1.9	12.2	2.2	10.3	4.2	13.1	2.1	18.4	2.8	12.7
1	7.1	12.4	7.2	10.0	6.8	9.3	9.1	10.8	6.3	10.7	7.7	10.4
2	7.7	11.4	5.9	9.1	7.6	9.9	7.1	9.0	3.8	9.6	6.6	9.5
3	6.5	4.3	4.3	8.0	7.9	9.7	6.7	9.1	5.0	9.6	6.2	8.6
4	8.2	10.0	5.6	5.6	6.8	8.5	5.8	7.1	6.7	8.8	6.3	7.5
5	10.0	9.1	8.0	6.7	8.4	7.5	7.7	6.2	6.3	7.7	8.0	7.0
6–10	31.8	24.3	32.0	26.1	31.7	25.6	28.9	21.7	37.0	20.1	31.4	23.5
11–15	17.7	9.5	21.6	13.0	20.1	11.5	14.9	11.8	16.4	9.9	17.8	11.6
16–20	8.8	4.8	8.3	6.9	5.4	5.9	8.8	6.8	9.2	3.7	8.1	6.1
>20	0.6	3.3	5.3	2.4	3.3	1.8	6.9	4.4	7.1	1.5	5.3	3.1
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	6.0	5.0	8.0	5.0	7.0	5.0	7.0	5.0	8.0	4.0	7.0	5.0
Mean	7.6	6.1	9.0	6.5	8.1	6.2	8.5	6.7	9.4	5.2	8.6	6.3
<i>Tenured in current position</i>												
Yes	80.7	77.8	45.5	45.5	27.7	25.0	10.3	20.3	21.3	35.5	29.6	33.3
No	19.3	22.2	54.5	54.5	72.3	75.0	89.7	79.7	78.7	64.5	70.4	66.7
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of prior CEO positions held</i>												
None	70.1	*	73.7	*	75.4	*	65.8	*	83.6	*	72.3	*
1–2	27.9	*	24.1	*	21.3	*	28.3	*	13.4	*	23.9	*
3–4	1.5	*	2.2	*	2.8	*	4.7	*	2.7	*	3.2	*
>4	0.5	*	0.0	*	0.5	*	1.2	*	0.3	*	0.6	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
<i>Last prior position</i>												
<i>Within higher education</i>												
President/CEO/chancellor	27.5	29.6	21.6	19.3	17.7	13.4	26.3	17.6	10.1	10.0	21.4	17.3
CAO/provost	33.5	22.0	34.6	25.8	31.1	19.4	34.2	25.9	19.1	9.7	31.4	22.5
Senior executive in academic affairs	21.0	*	10.0	*	13.4	*	9.2	*	16.7	*	12.4	*
Senior executive in development	1.5	*	4.2	*	7.7	*	2.6	*	2.8	*	3.8	*
Senior executive in external affairs	1.5	*	0.7	*	0.8	*	0.3	*	0.4	*	0.6	*
Senior executive in student affairs	0.0	*	3.5	*	4.0	*	5.7	*	3.5	*	4.1	*
Senior executive in finance/administration	2.5	*	8.4	*	8.0	*	8.8	*	5.2	*	7.5	*
Senior executive (unspecified)	1.0	*	1.6	*	1.5	*	1.5	*	0.7	*	1.3	*
Mid-level campus administration	0.0	*	0.0	*	0.0	*	0.0	*	0.0	*	0.0	*
Assistant to president	0.5	*	0.5	*	0.8	*	0.4	*	0.4	*	0.5	*
Chair/faculty	4.0	*	3.9	*	3.7	*	1.6	*	11.1	*	4.1	*
<i>Outside higher education</i>												
K–12 administration	0.0	*	1.2	*	0.5	*	2.4	*	2.1	*	1.6	*
Business/industry	1.0	*	1.2	*	3.0	*	2.0	*	4.5	*	2.3	*
Religious	0.5	*	0.7	*	2.5	*	0.0	*	8.0	*	1.9	*

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
Government	3.0	*	2.3	*	1.0	*	1.1	*	1.7	*	1.6	*
Legal professional	1.0	*	0.7	*	1.2	*	0.1	*	1.0	*	0.7	*
Military	0.0	*	0.2	*	0.3	*	0.1	*	1.4	*	0.3	*
Medical professional	0.0	*	0.0	*	0.0	*	0.3	*	2.4	*	0.4	*
Nonprofit sector	0.5	*	1.6	*	2.2	*	1.0	*	2.4	*	1.5	*
Retired	0.5	*	0.0	*	0.3	*	0.1	*	0.0	*	0.1	*
Other	0.5	*	3.3	*	0.5	*	2.2	*	6.6	*	2.6	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

Place of prior position

Same institution	26.0	30.1	23.2	28.3	22.1	23.8	31.8	26.3	32.6	30.9	27.6	27.0
Different institution	66.3	69.9	70.1	71.7	68.0	76.2	64.1	73.7	48.2	69.1	64.2	73.0
NA	7.7	*	6.6	*	10.0	*	4.2	*	19.2	*	8.3	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Years in prior position

<6	50.0	64.1	50.0	64.2	48.2	59.1	52.7	63.3	47.9	54.7	50.3	61.7
6–10	36.0	30.6	38.9	27.3	37.4	28.7	35.2	27.7	28.9	29.2	35.6	28.2
11–15	9.5	3.8	8.0	6.0	8.4	7.4	6.8	6.5	11.4	9.4	8.3	6.7
16–20	2.5	0.5	1.6	1.7	3.1	3.8	3.8	2.0	6.1	3.0	3.4	2.3
>20	2.0	1.0	1.6	0.8	2.9	1.0	1.5	0.5	5.7	3.7	2.4	1.1
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	5.5	5.0	5.5	4.0	6.0	5.0	5.0	4.0	6.0	5.0	5.0	5.0
Mean	6.6	4.0	6.4	5.2	6.8	5.9	6.5	5.4	7.9	6.6	6.7	5.6

Tenured in prior position

Yes	80.6	74.1	49.1	51.0	37.8	37.3	17.2	26.0	27.9	34.0	35.6	38.8
No	13.9	25.9	47.3	49.0	56.7	62.7	74.0	74.0	49.5	66.0	55.7	61.2
NA	5.5	*	3.6	*	5.5	*	8.8	*	22.7	*	8.6	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Second prior position

Within higher education

President/CEO/chancellor	9.3	8.2	8.6	5.5	6.3	3.8	10.3	7.0	4.1	5.1	8.2	5.9
CAO/provost	13.4	8.2	13.8	13.8	14.1	7.0	21.5	12.4	9.4	4.3	16.0	10.3
Senior executive in academic affairs	38.1	*	33.3	*	21.4	*	23.3	*	15.4	*	25.4	*
Senior executive in development	2.6	*	2.1	*	6.3	*	2.7	*	0.4	*	3.0	*
Senior executive in external affairs	0.0	*	1.0	*	0.8	*	0.6	*	0.0	*	0.6	*
Senior executive in student affairs	0.5	*	5.7	*	5.3	*	8.3	*	4.9	*	5.9	*
Senior executive in finance/administration	3.1	*	7.1	*	5.8	*	7.4	*	1.9	*	5.9	*
Senior executive (unspecified)	0.0	*	0.2	*	0.3	*	0.6	*	0.0	*	0.3	*
Mid-level campus administration	0.0	*	0.5	*	0.0	*	1.0	*	0.8	*	0.6	*
Assistant to president	0.0	*	2.1	*	1.5	*	0.6	*	0.4	*	1.0	*
Chair/faculty	20.1	*	11.2	*	19.1	*	8.9	*	24.8	*	14.6	*

* Data were not collected or were collected differently in 1986.

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
<i>Outside higher education</i>												
K-12 administration	0.5	*	2.6	*	2.0	*	3.4	*	2.6	*	2.6	*
Business/industry	2.1	*	2.1	*	2.8	*	2.7	*	7.1	*	3.1	*
Religious	0.5	*	2.1	*	3.0	*	0.3	*	9.8	*	2.5	*
Government	4.6	*	2.4	*	2.5	*	2.3	*	1.5	*	2.5	*
Legal professional	0.5	*	0.5	*	1.3	*	0.3	*	0.4	*	0.6	*
Military	0.0	*	0.2	*	1.3	*	1.1	*	2.3	*	1.0	*
Medical professional	0.5	*	0.2	*	0.3	*	0.0	*	2.6	*	0.5	*
Nonprofit sector	0.5	*	1.2	*	2.8	*	0.3	*	3.0	*	1.4	*
Retired	0.0	*	0.0	*	0.0	*	0.0	*	0.0	*	0.0	*
Other	3.6	*	2.9	*	3.3	*	4.8	*	8.7	*	4.5	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

<i>Place of second prior position</i>												
Same as current institution	16.9	*	15.2	*	13.2	*	19.4	*	14.0	*	16.3	*
Same as prior institution	16.3	*	19.8	*	18.5	*	18.6	*	14.5	*	18.1	*
Different institution	57.8	*	54.1	*	57.9	*	53.9	*	47.0	*	54.4	*
NA	9.0	*	10.9	*	10.5	*	8.1	*	24.5	*	11.2	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

<i>Years in second prior position</i>												
<6	51.3	68.9	56.0	72.8	53.1	63.2	60.9	72.0	51.7	61.9	56.1	69.1
6-10	34.4	23.3	32.0	21.8	31.4	27.3	27.1	22.2	30.7	27.3	30.2	23.7
11-15	7.2	3.9	8.7	4.0	6.7	7.1	7.1	3.7	10.0	5.6	7.7	4.7
16-20	4.6	2.9	1.9	0.6	4.9	1.8	3.5	1.9	3.1	3.2	3.5	1.8
>20	2.6	1.0	1.4	0.8	4.0	0.6	1.5	0.2	4.6	2.0	2.5	0.7
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	5.0	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0	5.0	5.0	4.0
Mean	6.7	5.2	6.1	4.6	7.1	5.3	6.0	4.5	7.1	4.6	6.5	4.9

<i>Tenured in second prior position</i>												
Yes	77.3	78.1	49.7	53.4	41.3	40.0	22.7	27.9	24.5	31.7	37.6	40.6
No	18.7	21.9	43.7	46.6	51.8	60.0	67.5	72.1	51.4	68.3	52.5	59.4
NA	4.0	*	6.7	*	7.0	*	9.8	*	24.1	*	9.9	*
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

<i>Altered job for dependent or spouse</i>												
Yes, left the job market	0.0	*	1.6	*	1.5	*	1.9	*	1.7	*	1.5	*
Yes, worked part time/ reduced schedule	0.6	*	1.2	*	3.0	*	3.1	*	1.1	*	2.2	*
Yes, other	4.5	*	5.3	*	3.9	*	2.8	*	3.9	*	3.8	*
No	94.9	*	91.9	*	91.6	*	92.3	*	93.4	*	92.5	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
Years altered job for family												
<1	0.0	*	0.0	*	8.7	*	7.7	*	0.0	*	18.0	*
1	25.0	*	16.7	*	13.0	*	20.5	*	20.0	*	27.0	*
2	50.0	*	20.8	*	39.1	*	23.1	*	20.0	*	24.0	*
3–5	25.0	*	25.0	*	26.1	*	20.5	*	30.0	*	5.0	*
>5	0.0	*	37.5	*	13.0	*	28.2	*	30.0	*	26.0	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Median	2.0	*	4.5	*	2.0	*	2.0	*	2.0	*	2.0	*
Mean	2.0	*	5.3	*	2.7	*	4.0	*	3.7	*	3.9	*
Years employed outside higher education												
Never	50.0	*	45.4	*	41.9	*	33.0	*	20.9	*	37.4	*
1	4.5	*	5.0	*	4.7	*	5.2	*	2.2	*	4.5	*
2	7.9	*	6.9	*	8.1	*	8.5	*	8.7	*	8.1	*
3	7.4	*	6.2	*	4.7	*	9.1	*	5.4	*	6.9	*
4	3.0	*	3.6	*	5.9	*	6.6	*	2.9	*	4.9	*
5	2.5	*	4.0	*	3.4	*	6.0	*	4.7	*	4.5	*
6–10	13.4	*	13.0	*	12.3	*	15.9	*	14.8	*	14.2	*
11–15	4.0	*	6.6	*	6.4	*	6.8	*	13.0	*	7.3	*
16–20	1.0	*	4.7	*	3.9	*	3.6	*	7.9	*	4.2	*
>20	6.4	*	4.7	*	8.8	*	5.3	*	19.5	*	8.0	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Median	0.5	*	1.0	*	2.0	*	3.0	*	7.0	*	3.0	*
Mean	4.2	*	4.7	*	5.8	*	5.4	*	10.7	*	5.9	*
Years as full-time faculty												
Never been a faculty member	12.1	11.0	26.3	23.4	32.2	33.1	37.7	21.4	32.0	37.5	30.9	25.0
1	1.5	–	0.9	–	1.9	–	2.2	–	0.4	–	1.6	–
2	2.0	–	3.0	–	3.1	–	5.0	–	2.5	–	3.6	–
3	1.5	–	4.4	–	3.6	–	6.8	–	4.3	–	4.8	–
4	4.0	–	3.3	–	3.1	–	4.0	–	4.3	–	3.7	–
5	3.5	–	3.5	25.5**	3.1	17.5**	6.5	34.7**	6.1	15.7**	4.9	25.8**
6–10	17.2	33.3	22.6	26.0	18.5	23.3	22.3	30.4	18.9	24.0	20.6	27.6
11–15	9.6	19.0	15.2	15.3	13.0	15.9	8.8	9.3	8.9	11.6	11.1	13.1
16–20	11.1	10.5	12.1	7.2	9.9	7.6	4.3	3.2	9.6	8.6	8.5	6.2
>20	37.4	6.7	8.6	2.6	11.5	2.6	2.4	1.0	13.2	2.6	10.4	2.3
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median	14.5	8.0	7.0	6.0	6.0	5.0	3.0	5.0	6.0	5.0	6.0	5.0
Mean	16.3	9.4	8.8	6.8	8.5	6.5	5.1	5.5	9.0	6.1	8.2	6.4

* Data were not collected or were collected differently in 1986.

** For 1986, includes 1–5 years of full-time faculty employment.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
C. Education												
Highest degree earned												
Associate degree	0.0	*	0.0	*	0.0	*	0.4	*	0.0	*	0.2	*
Bachelor's degree	1.5	0.0	0.0	0.9	1.0	1.6	2.2	1.2	4.6	3.7	1.8	1.4
Master's degree	2.0	3.3	3.8	5.6	7.3	11.5	13.0	17.9	17.1	15.6	9.4	12.4
PhD	71.6	77.6	71.5	71.2	65.1	64.1	41.2	38.0	35.6	35.9	54.5	53.7
EdD	6.1	4.3	15.3	15.8	13.3	12.9	37.5	40.4	7.8	10.4	20.9	22.9
MD	4.1	4.3	0.2	0.2	0.0	0.4	0.0	0.2	6.1	11.1	1.3	1.8
Other health degree	0.5	1.4	0.5	0.0	0.2	0.0	0.7	0.0	6.4	1.8	1.3	0.3
Law degree	11.2	6.2	5.9	2.4	7.0	3.4	2.9	0.8	6.4	5.6	5.6	2.7
Other degree	3.1	2.9	2.8	3.9	6.1	6.1	2.2	1.5	16.0	15.9	5.1	5.1
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.3
Major field of study for highest degree earned												
Agriculture/natural resources	4.6	2.9	0.0	0.8	0.5	0.0	0.4	0.4	0.0	0.7	0.7	0.7
Biological sciences	5.1	4.8	2.8	2.9	3.6	2.4	1.7	1.7	0.7	0.0	2.5	2.5
Business	4.1	*	3.8	*	4.9	*	4.8	*	5.7	*	4.7	*
Education or higher education	11.2	10.6	36.8	33.9	30.8	28.0	70.0	73.2	23.5	18.9	43.1	42.4
Engineering	10.7	6.7	1.2	2.1	1.5	0.6	0.7	1.2	1.8	3.4	2.1	2.1
Health professions	0.5	1.0	1.4	0.4	1.5	0.2	1.4	0.0	7.5	1.1	2.2	0.8
Humanities/fine arts	12.8	17.8	18.7	22.2	22.6	26.3	5.9	8.7	14.6	13.2	13.8	17.3
Law	9.7	6.7	4.7	2.5	6.1	3.8	2.5	0.8	4.6	6.8	4.7	3.2
Mathematics	1.5	*	1.2	*	1.2	*	0.8	*	0.4	*	1.0	*
Medicine	4.1	4.8	0.5	0.4	0.2	0.4	0.1	0.2	7.5	14.0	1.6	1.5
Physical/natural sciences	6.1	13.9	4.7	6.5	2.9	5.2	1.5	1.9	2.5	3.4	3.0	5.2
Religion/theology	4.1	2.9	5.4	6.1	8.5	15.0	0.6	1.9	24.2	24.5	6.8	7.0
Social sciences	25.5	22.6	19.0	17.2	15.8	14.1	9.5	6.4	7.1	5.7	14.0	11.7
Other (professional fields)	***	5.3	***	5.0	***	4.0	***	3.6	***	8.3	***	5.6
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Attended a single-sex college												
Yes	12.8	*	16.0	*	15.9	*	6.5	*	16.8	*	12.4	*
No	87.2	*	84.0	*	84.1	*	93.5	*	83.2	*	87.6	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Formal religious training												
Yes	10.3	*	23.5	*	20.4	*	5.7	*	37.6	*	17.2	*
No	89.7	*	76.5	*	79.6	*	94.3	*	62.5	*	82.8	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
D. The Search and Acceptance Process												
Presidential search interviews												
None	41.1	*	37.9	*	43.4	*	44.6	*	65.0	*	45.5	*
1–2	24.3	*	31.9	*	32.2	*	28.0	*	22.9	*	28.6	*
3–4	21.6	*	17.5	*	15.2	*	14.9	*	9.4	*	15.4	*
>4	13.0	*	12.7	*	9.2	*	12.5	*	2.6	*	10.6	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Median	1.0	*	1.0	*	1.0	*	1.0	*	0.0	*	1.0	*
Mean	2.0	*	1.9	*	1.6	*	1.9	*	0.8	*	1.7	*
Search consultant was used												
Yes	65.1	*	57.9	*	61.4	*	39.7	*	29.8	*	48.9	*
No	34.9	*	42.1	*	38.7	*	60.3	*	70.2	*	51.1	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Sought advice in negotiations												
Yes	44.0	*	40.4	*	44.6	*	41.7	*	33.0	*	41.0	*
No	56.0	*	59.6	*	55.5	*	58.3	*	67.0	*	59.0	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Whom did you consult for advice?												
Attorney	52.4	*	38.9	*	39.6	*	33.7	*	42.2	*	38.9	*
Colleagues in the field	44.1	*	51.5	*	52.7	*	53.3	*	34.4	*	49.8	*
Colleagues outside the field	35.7	*	45.6	*	43.5	*	45.7	*	45.2	*	44.1	*
Financial planner	14.3	*	13.0	*	13.0	*	9.3	*	22.6	*	12.9	*
Other	4.8	*	5.9	*	4.9	*	3.0	*	15.1	*	5.5	*
Written contract												
Yes	66.2	*	68.3	*	77.1	*	74.4	*	65.1	*	71.6	*
No	33.9	*	31.7	*	22.9	*	25.6	*	34.9	*	28.4	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Length of written contract												
1	18.1	*	16.1	*	14.4	*	17.9	*	26.8	*	17.9	*
2	4.3	*	5.1	*	4.7	*	11.4	*	8.5	*	7.7	*
3	18.1	*	27.6	*	31.1	*	42.3	*	22.2	*	32.4	*
4	8.6	*	9.8	*	10.1	*	11.6	*	2.6	*	9.6	*
Between 1–5 yrs/ rolling	0.9	*	6.3	*	4.3	*	6.9	*	2.0	*	5.1	*
5 or more	44.8	*	29.5	*	32.9	*	9.6	*	35.3	*	24.7	*
At will/indefinite	5.2	*	5.5	*	2.5	*	0.4	*	2.6	*	2.6	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
The search process disclosed the institution's current status												
Yes	84.2	*	78.2	*	79.1	*	81.9	*	76.0	*	80.0	*
No	15.8	*	21.8	*	20.9	*	18.1	*	24.0	*	20.0	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

* Data were not collected or were collected differently in 1986.

*** Data were not collected or were collected differently in 2006.

Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
The search process disclosed the institution's financial condition												
Yes	82.5	*	71.2	*	71.1	*	80.0	*	72.3	*	75.5	*
No	17.5	*	28.8	*	28.9	*	20.0	*	27.7	*	24.5	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
The search process disclosed the CEO's role												
Yes	88.4	*	87.3	*	92.1	*	88.4	*	80.6	*	87.9	*
No	11.6	*	12.7	*	7.9	*	11.6	*	19.4	*	12.1	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
The search process disclosed the spouse or domestic partner's role												
Yes	64.4	*	54.7	*	61.9	*	49.0	*	48.3	*	54.5	*
No	24.7	*	25.1	*	27.6	*	21.6	*	28.0	*	24.8	*
NA	10.9	*	20.3	*	10.5	*	29.4	*	23.7	*	20.7	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
The search process disclosed the board's expectations												
Yes	84.1	*	82.0	*	82.8	*	80.8	*	77.7	*	81.3	*
No	15.9	*	18.1	*	17.2	*	19.2	*	22.3	*	18.7	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
The search process disclosed the institution's expectations												
Yes	81.0	*	77.2	*	83.7	*	79.9	*	77.6	*	79.9	*
No	19.1	*	22.8	*	16.3	*	20.1	*	22.4	*	20.1	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Agreed-upon conditions of employment												
Automobile (without a driver)	59.8	*	63.6	*	68.0	*	41.5	*	29.5	*	51.6	*
Driver and auto	11.8	*	3.8	*	4.3	*	0.9	*	0.7	*	3.2	*
Parking	40.2	*	35.9	*	28.0	*	22.6	*	27.1	*	28.8	*
Consulting opportunities	77.5	*	78.9	*	62.8	*	67.3	*	73.5	*	70.4	*
Paid corporate directorships	20.6	*	9.2	*	6.9	*	3.7	*	4.5	*	7.2	*
Deferred compensation	41.7	*	24.8	*	28.2	*	19.9	*	14.0	*	23.9	*
Pension	67.7	*	58.5	*	67.1	*	56.3	*	52.1	*	59.4	*
Performance-based bonuses	16.2	*	14.3	*	14.5	*	11.1	*	16.4	*	13.7	*
Salary increase based on merit	56.4	*	38.6	*	37.0	*	26.7	*	24.3	*	33.8	*
Loan at no or low interest	1.0	*	1.8	*	1.7	*	0.7	*	2.4	*	1.4	*
Presidential house	56.9	*	38.4	*	54.3	*	5.2	*	11.3	*	27.9	*
Housing allowance	17.7	*	28.4	*	18.7	*	17.0	*	20.2	*	20.2	*
House manager	18.1	*	4.2	*	4.0	*	0.3	*	0.7	*	3.6	*
Housekeeper	39.2	*	25.9	*	34.4	*	2.3	*	5.1	*	17.6	*
Entertainment budget	49.0	*	44.9	*	46.5	*	23.4	*	24.7	*	35.2	*
Life insurance	50.0	*	50.0	*	58.5	*	48.2	*	39.0	*	49.6	*
Health insurance (currently)	68.1	*	61.4	*	71.1	*	61.7	*	55.8	*	63.3	*
Health insurance (retiree)	19.6	*	14.5	*	9.7	*	15.1	*	6.9	*	13.2	*

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
Professional financial planning	6.4	*	6.0	*	7.6	*	1.9	*	3.4	*	4.5	*
Membership fees for clubs	47.1	*	43.8	*	49.5	*	22.0	*	22.3	*	34.6	*
Membership dues for professional associations	32.8	*	38.8	*	38.9	*	32.7	*	32.2	*	35.2	*
Evaluation	43.1	*	48.7	*	51.4	*	45.3	*	35.6	*	45.7	*
Executive coaching	2.9	*	2.9	*	3.1	*	1.5	*	3.1	*	2.5	*
Involuntary separation agreement	18.6	*	14.3	*	22.5	*	13.0	*	10.3	*	15.3	*
Relocation	46.6	*	35.5	*	41.0	*	30.4	*	23.3	*	34.2	*
Retention bonuses	13.2	*	5.4	*	5.2	*	4.8	*	2.4	*	5.5	*
Sabbaticals	19.6	*	19.0	*	21.6	*	9.4	*	10.6	*	15.0	*
Tuition assistance for family	27.5	*	30.1	*	40.3	*	25.2	*	21.9	*	29.0	*

Employment status of spouse or domestic partner

Compensated by institution as spouse	4.9	*	3.8	*	8.3	*	0.4	*	2.7	*	3.5	*
Otherwise employed at institution	11.3	*	5.1	*	8.3	*	3.6	*	8.2	*	6.2	*
Unpaid participant	44.6	*	39.7	*	41.2	*	27.6	*	26.7	*	34.4	*
Employed outside of institution	15.7	*	17.4	*	23.7	*	37.8	*	24.3	*	26.7	*
NA (no spouse or partner)	5.4	*	11.6	*	6.9	*	8.5	*	5.8	*	8.2	*

Agreed-upon conditions of employment for spouse or domestic partner

Assigned staff	11.3	*	2.2	*	2.1	*	0.5	*	1.7	*	2.4	*
Automobile (without a driver)	5.4	*	0.2	*	0.7	*	0.5	*	1.0	*	1.0	*
Driver and auto	0.0	*	0.0	*	0.5	*	0.1	*	0.0	*	0.1	*
Parking	13.2	*	6.9	*	4.3	*	1.5	*	2.7	*	4.5	*
Pension	5.9	*	2.9	*	5.9	*	1.3	*	2.4	*	3.2	*
Life insurance	3.4	*	2.2	*	4.0	*	2.8	*	4.5	*	3.2	*
Membership fees for clubs	1.5	*	3.4	*	1.2	*	0.9	*	1.7	*	1.7	*
Travel budget	21.6	*	12.5	*	16.8	*	4.4	*	9.3	*	10.9	*
NA (no spouse or partner)	6.9	*	10.3	*	8.3	*	12.7	*	7.5	*	10.0	*

Areas insufficiently prepared for first presidency

Academic issues	7.4	*	8.9	*	12.3	*	6.7	*	11.6	*	9.0	*
Accountability	8.8	*	10.9	*	10.9	*	9.2	*	11.0	*	10.1	*
Athletics	24.0	*	14.7	*	13.3	*	10.3	*	3.4	*	12.2	*
Budget	9.8	*	14.3	*	16.1	*	14.8	*	16.1	*	14.7	*
Capital improvement	11.3	*	17.4	*	13.0	*	17.9	*	11.6	*	15.3	*
Community relations	4.9	*	5.4	*	6.2	*	5.9	*	5.1	*	5.6	*
Crisis management	13.7	*	10.9	*	12.3	*	13.4	*	8.9	*	12.1	*
Enrollment management	13.2	*	7.6	*	13.7	*	8.1	*	13.7	*	10.4	*
Entrepreneurial ventures	11.3	*	15.6	*	19.4	*	13.8	*	11.3	*	14.7	*

* Data were not collected or were collected differently in 1986.

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
Faculty issues	7.8	*	7.8	*	12.1	*	8.1	*	7.2	*	8.7	*
Fund raising	12.8	*	21.4	*	20.4	*	27.6	*	22.6	*	22.7	*
Governing board relations	15.2	*	9.2	*	13.3	*	13.2	*	11.3	*	12.3	*
Government relations	11.8	*	13.2	*	12.6	*	9.6	*	7.5	*	10.9	*
Media/public relations	10.3	*	6.9	*	9.5	*	8.8	*	8.9	*	8.7	*
Personnel issues	8.8	*	8.5	*	7.1	*	7.6	*	6.2	*	7.6	*
Risk management	16.7	*	18.1	*	19.7	*	17.6	*	13.0	*	17.4	*
Strategic planning	9.8	*	8.7	*	10.9	*	10.4	*	13.0	*	10.5	*

E. Duties and Institution

Areas that are enjoyed the most

Academic issues	28.4	*	24.3	*	29.2	*	25.4	*	27.7	*	26.5	*
Accountability of student learning	2.5	*	2.2	*	3.3	*	7.9	*	6.2	*	5.0	*
Athletics	5.4	*	6.3	*	3.6	*	2.4	*	1.7	*	3.6	*
Budget/financial management	18.1	*	11.4	*	15.4	*	15.4	*	15.4	*	14.8	*
Capital improvement projects	20.6	*	24.8	*	21.3	*	21.4	*	18.2	*	21.6	*
Community relations	24.0	*	31.0	*	25.1	*	42.6	*	18.2	*	31.5	*
Crisis management	2.0	*	2.0	*	2.4	*	1.6	*	2.7	*	2.0	*
Enrollment management	2.5	*	8.3	*	15.4	*	10.3	*	10.3	*	10.1	*
Entrepreneurial ventures	17.7	*	16.3	*	12.1	*	18.0	*	11.0	*	15.5	*
Faculty issues	11.3	*	4.2	*	4.3	*	5.2	*	6.2	*	5.5	*
Fund raising	39.7	*	32.6	*	40.8	*	15.9	*	21.6	*	27.5	*
Governing board relations	11.8	*	13.4	*	19.9	*	12.4	*	17.1	*	14.7	*
Government relations	14.7	*	8.0	*	4.0	*	12.8	*	3.1	*	8.9	*
Media/public relations	7.4	*	5.1	*	5.7	*	3.6	*	2.7	*	4.6	*
Personnel issues	1.0	*	1.3	*	2.8	*	3.5	*	2.4	*	2.5	*
Risk management/legal issues	0.0	*	0.2	*	0.2	*	0.3	*	0.3	*	0.2	*
Strategic planning	24.0	*	22.3	*	25.4	*	16.4	*	20.9	*	20.8	*
Student life/conduct issues	4.9	*	6.0	*	6.2	*	3.2	*	4.8	*	4.8	*
Technology planning	0.0	*	0.5	*	0.7	*	2.0	*	1.7	*	1.2	*

Areas that occupy most time

Academic issues	11.8	*	7.1	*	11.6	*	8.1	*	14.4	*	9.8	*
Accountability of student learning	1.0	*	2.2	*	1.7	*	3.9	*	2.4	*	2.6	*
Athletics	8.8	*	2.7	*	3.3	*	0.8	*	0.0	*	2.4	*
Budget/financial management	35.3	*	35.5	*	37.7	*	34.3	*	30.5	*	34.8	*
Capital improvement projects	5.4	*	11.8	*	9.5	*	14.3	*	10.3	*	11.4	*
Community relations	16.7	*	20.3	*	14.9	*	31.1	*	8.6	*	21.1	*
Crisis management	7.8	*	5.8	*	5.0	*	6.0	*	5.1	*	5.8	*
Enrollment management	2.9	*	12.5	*	13.7	*	10.3	*	9.9	*	10.7	*

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
Entrepreneurial ventures	4.4	*	4.9	*	2.6	*	4.1	*	3.4	*	3.9	*
Faculty issues	10.3	*	9.4	*	12.6	*	12.3	*	6.5	*	10.7	*
Fund raising	54.9	*	43.3	*	56.4	*	19.9	*	36.0	*	37.7	*
Governing board relations	20.1	*	16.5	*	16.1	*	16.4	*	15.4	*	16.6	*
Government relations	18.1	*	7.4	*	4.5	*	13.4	*	2.1	*	9.2	*
Media/public relations	8.3	*	4.2	*	2.1	*	2.9	*	3.8	*	3.7	*
Personnel issues	8.3	*	10.7	*	12.1	*	19.0	*	11.3	*	13.8	*
Risk management/legal issues	2.0	*	1.6	*	1.0	*	2.5	*	2.1	*	1.9	*
Strategic planning	16.2	*	20.5	*	28.0	*	16.7	*	24.3	*	20.8	*
Student life/conduct issues	2.9	*	1.8	*	4.0	*	1.5	*	3.8	*	2.5	*
Technology planning	1.0	*	0.7	*	1.7	*	1.1	*	2.4	*	1.3	*

Constituents that provide the greatest reward

Administration/staff	31.9	*	38.4	*	39.1	*	49.3	*	44.5	*	42.6	*
Alumni/ae	24.5	*	16.3	*	22.3	*	4.5	*	11.3	*	13.4	*
Community residents	17.7	*	22.1	*	14.7	*	43.0	*	9.3	*	25.8	*
Donors/benefactors	28.9	*	30.1	*	28.7	*	12.6	*	22.9	*	22.5	*
Faculty	42.2	*	26.6	*	29.6	*	29.9	*	28.4	*	30.1	*
Governing board	21.6	*	24.1	*	36.3	*	19.5	*	27.4	*	25.1	*
Legislators/policy makers	5.4	*	3.4	*	1.4	*	6.8	*	1.4	*	4.1	*
Media	1.0	*	0.2	*	0.5	*	0.1	*	0.7	*	0.4	*
Parents	4.9	*	1.3	*	3.3	*	1.1	*	1.0	*	1.9	*
Students	57.8	*	55.4	*	60.7	*	50.9	*	44.2	*	53.5	*
System office/state coordinating board	0.0	*	0.2	*	0.2	*	2.0	*	0.3	*	0.9	*

Constituents that present the greatest challenge

Administration/staff	10.8	*	15.4	*	16.8	*	19.0	*	16.1	*	16.6	*
Alumni/ae	8.3	*	13.8	*	18.5	*	5.5	*	21.2	*	12.3	*
Community residents	18.1	*	14.7	*	15.9	*	8.7	*	9.6	*	12.4	*
Donors/benefactors	14.2	*	17.4	*	21.8	*	16.3	*	24.0	*	18.5	*
Faculty	27.9	*	40.0	*	46.7	*	41.0	*	33.2	*	39.6	*
Governing board	29.9	*	21.2	*	21.1	*	22.7	*	21.2	*	22.6	*
Legislators/policy makers	42.7	*	28.8	*	25.6	*	38.9	*	14.7	*	31.1	*
Media	29.4	*	15.9	*	14.5	*	12.3	*	7.5	*	14.5	*
Parents	4.4	*	8.9	*	18.0	*	6.9	*	6.2	*	9.2	*
Students	6.9	*	7.6	*	11.1	*	9.5	*	11.6	*	9.5	*
System office/state coordinating board	26.0	*	18.3	*	5.9	*	26.3	*	8.2	*	18.0	*

Academic activities outside of presidency

Conduct research in academic field	17.2	*	11.6	*	10.2	*	7.1	*	18.2	*	11.2	*
Teach a course by yourself	17.7	*	16.5	*	21.3	*	15.6	*	33.9	*	19.7	*
Team teach a course	19.1	*	14.5	*	14.5	*	9.4	*	23.3	*	14.3	*
Write for scholarly publications	27.5	*	18.3	*	13.0	*	10.0	*	28.4	*	16.6	*

* Data were not collected or were collected differently in 1986.

Category	Doctorate-Granting		Master's		Baccalaureate		Associate's		Special Focus		Total	
	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986	2006	1986
Service on external boards												
Yes	88.8	*	89.6	*	85.0	*	88.1	*	74.1	*	85.9	*
No	11.2	*	10.4	*	15.0	*	11.9	*	25.9	*	14.1	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Number of corporate boards												
1	42.2	*	56.9	*	68.6	*	58.5	*	68.9	*	58.2	*
2	20.0	*	24.1	*	11.4	*	14.4	*	11.1	*	16.8	*
3	17.8	*	5.8	*	4.8	*	6.4	*	6.7	*	7.8	*
>3	11.1	*	2.2	*	3.8	*	6.9	*	6.7	*	5.8	*
Unspecified	8.9	*	11.0	*	11.4	*	13.8	*	6.7	*	11.3	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Median	2.0	*	1.0	*	1.0	*	1.0	*	1.0	*	1.0	*
Mean	2.0	*	1.5	*	1.4	*	1.7	*	1.5	*	1.6	*
Number of college/university boards												
1	43.8	*	42.7	*	65.7	*	46.4	*	52.6	*	50.2	*
2	21.9	*	33.3	*	14.3	*	25.9	*	15.8	*	23.6	*
3	3.1	*	5.3	*	5.7	*	4.5	*	2.6	*	4.6	*
>3	18.8	*	2.7	*	1.4	*	9.8	*	5.3	*	6.7	*
Unspecified	12.5	*	16.0	*	12.9	*	13.4	*	23.7	*	15.0	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Median	1.5	*	1.0	*	1.0	*	1.0	*	1.0	*	1.0	*
Mean	2.3	*	1.6	*	1.4	*	1.9	*	1.5	*	1.7	*
Number of nonprofit boards												
1	9.3	*	10.3	*	10.5	*	9.1	*	15.7	*	10.5	*
2	14.3	*	12.9	*	15.5	*	14.4	*	24.6	*	15.5	*
3	18.0	*	15.6	*	21.1	*	18.3	*	13.1	*	17.6	*
>3	41.6	*	36.2	*	24.2	*	31.8	*	16.2	*	30.3	*
Unspecified	16.8	*	25.0	*	28.8	*	26.4	*	30.4	*	26.1	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Median	3.5	*	3.0	*	3.0	*	3.0	*	2.0	*	3.0	*
Mean	4.1	*	3.8	*	3.2	*	3.5	*	2.7	*	3.5	*
Instituted new fiscal management oversight procedures (Sarbanes-Oxley Act)												
Yes	91.3	*	86.7	*	80.6	*	71.0	*	70.6	*	78.5	*
No	8.7	*	13.4	*	19.4	*	29.1	*	29.4	*	21.6	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*
Began first presidency												
Prior to Dec. 31, 1995	36.2	*	42.3	*	33.8	*	39.2	*	38.0	*	38.3	*
After Dec. 31, 1995	63.8	*	57.7	*	66.2	*	60.8	*	62.0	*	61.8	*
Total %	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*	100.0	*

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Note: Totals may not sum to 100.0 because of rounding. Variance in percentage totals may occur because of differing numbers of respondents for each appendix.

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