This study provides comprehensive data profiling the chief executive officers of higher education institutions in the United States who were in office in either 1986 or 1990 and is based on a survey administered by the American Council on Education in those years. The 1990 profile of presidents, which is the focus of this report, incorporates the responses of 2,423 presidents in office in 1990, approximately three out of four chief executive officers of campuses and system offices. It also compares this group to 2,638 presidents who responded to the 1986 survey, and separately examines data on 883 presidents who assumed office during the period January 1, 1987 to December 31, 1990. Briefly, the typical U.S. college or university president in 1990 was white, male, 54 years old, married, with an earned doctorate, from an institution similar to the one he is now heading, and had served previously as president or chief academic officer of another institution. Most presidents had taught full time, but two-thirds did not hold tenure as a faculty member while serving as president. The average length of service for presidents was 7 years. The 1990 profile is almost identical to that of 1986. Appendices, comprising half the report, presents data on the presidents' characteristics including sex, race/ethnicity, type of institution, and control of institution. The survey instrument is also appended. (Contains 16 references.) (GLR)
THE AMERICAN COLLEGE PRESIDENT:
A 1993 EDITION

MARLENE ROSS
MADELEINE F. GREEN
CATHY HENDERSON

AMERICAN COUNCIL ON EDUCATION
CENTER FOR LEADERSHIP DEVELOPMENT

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Center for Leadership Development, American Council on Education
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And to the many college and university presidents who have provided the answers to our questions.
While there is a significant body of literature on the American college and university presidency, there are few quantitative studies that illuminate the backgrounds and career paths of these higher education leaders; none tracks this information over time. This study provides comprehensive data profiling the chief executive officers of higher education institutions in the United States who were in office between 1986 and 1990.

The report describes the personal characteristics and career preparation of college and university presidents who responded to surveys administered by the American Council on Education (ACE). The 1990 profile of presidents, which is the focus of this report, incorporates the responses of 2,423 presidents who were in office in 1990, approximately three out of four chief executive officers of campuses and system offices.

While the report focuses on the profile of presidents in office in 1990, it also compares this group to 2,638 presidents in office in 1986 who responded to the ACE survey. It examines separately data on 883 presidents who assumed office during the period January 1, 1987–December 31, 1990. The report presents information on the educational preparation of presidents, their career paths, length of service in office, and personal information such as age, marital status, and religious affiliation. Most data are presented by institutional type and by sex and race.

Briefly, the typical U.S. college or university president in 1990 was white, male and 54 years old, married, with an earned doctorate, having come from an institution similar to the one he is now heading, and having served previously as president or chief academic officer. Most presidents had taught full time, but two-thirds did not hold tenure as a faculty member while serving as president. The average length of service for presidents was nearly seven years although more than half of all presidents served five years or fewer. This is nearly the same profile as in 1986.
CHAPTER I

Introduction and Methodology

As chief executive officers, college and university presidents are living symbols of the institutions they serve. Not only are they responsible to students, their families, and taxpayers for the educational programs offered, but also for providing intellectual leadership, envisioning and fostering excellence, and shaping policy for the future growth and development of the institutions. These officers must be spokespersons for the institutions to students, parents, legislators, benefactors, and the general public. They must also understand the available resources and plan for future sources of support.

As the demands on colleges and universities grow, the search for answers to questions about the factors and strategies that contribute to successful leadership intensifies. Many observers of higher education have speculated that terms of presidential service are decreasing as the pressures mount. Other concerns about the state of higher education are reflected in questions about the characteristics of its leaders. As higher education strives to achieve greater diversity among students, faculty, and administrators, the representation of women and people of color in leadership positions becomes an important measure of progress. Thus, a systematic study of who leads higher education institutions has much to tell us not only about these individuals, but also about the state of higher education.

This report describes the personal characteristics and career preparation of a national cross-section of college presidents who responded to surveys administered by the American Council on Education (ACE) during 1986–90. The 1990 profile of presidents, which is the focus of this report, incorporates the responses of 2,423 presidents who were in office in 1990, approximately three out of four chief executive officers of campuses and system offices. All types of institutions are included—research and doctorate-granting universities, comprehensive universities, baccalaureate colleges, two-year institutions, and specialized schools; the composition of each of these groups is elaborated below.

Some of the questions that this report addresses include:

- What academic backgrounds do presidents bring to their positions?
- What type of previous experience do they have?
- How long have they served in their current positions?
- How well represented are women and members of racial and ethnic minority groups?
- How are the personal characteristics of women presidents different from those of male presidents?
- How are the personal characteristics of minority presidents different from those of majority presidents?
- What distinctions are there among presidents of different types of institutions?
• How have the characteristics of college presidents changed between 1986 and 1990?
• What do current trends suggest about the future?

Many audiences should find this report useful: governing boards selecting new leaders and evaluating their peers’ backgrounds and career paths, scholars and researchers concerned with academic leadership, policy makers, and the public. Moreover, what should be of interest to all observers of higher education are the changes that the report suggests are occurring in institutional values and norms as expressed by the characteristics of these leaders.

**Methodology**

In 1986, the American Council on Education’s Center for Leadership Development established a research program to develop and maintain a database on college and university presidents. The components of the program include:

1. a collection of 1986 baseline information on presidents of regionally accredited higher education institutions and system offices,
2. an update of the database by removing names of presidents who leave office,
3. an annual update on newly appointed presidents.

In June 1986, ACE sent out the first series of annual questionnaires to the chief executive officers of 2,822 regionally accredited institutions and system offices. In 1988, ACE published *The American College President: A Contemporary Profile*, which analyzed data from the 2,105 presidents who responded to the 1986 survey.¹

**Revising the 1986 Baseline Data**

The baseline data, a snapshot of the presidents in office in 1986, have been revised since the original data collection and 1988 publication of the results. In all, 533 additional respondents were added to the original 1986 database, expanding the respondent population from 2,105 to 2,638. The differences in the data sets can be accounted for not only by the inclusion of a number of presidents of system offices who were not in the original 1986 universe, but also by those presidents in office in 1986 whose responses were received too late to be included in the first analysis. Although the 1986 universe has been enlarged and the baseline data have been revised, the findings are not substantially different and the profile of the 1986 cohort presented in the current report is essentially the same as that presented in the 1988 publication.

**Updating the Database**

To update the baseline data, annual surveys were sent in 1987, 1988, 1989, and 1990 to between 300 and 400 newly appointed presidents who assumed office in each of those years. A total of 1,416 surveys were sent to presidents in this four-year cohort; 883 responded to the survey.

**The Current Report**

Based on data compiled from the 1986 survey, the enlargement of the original database, and surveys of presidents appointed in 1987, 1988, 1989, and 1990, three presidential profiles appear in the current report:

1. Respondents who were in office through the end of 1986; total: 2,638 (1986 cohort).²
3. Respondents who were in office as of December 31, 1990; total: 2,423 (1990 cohort).

This report concentrates on the 1990 population; however, it also compares...
the 1986 group not only with the 1990 cohort, but also with the new appointees. Although four years is a relatively short period in which to see changes in the college presidency, the report does highlight some differences. It is particularly revealing to study the new appointees separately. Isolating the new appointee group makes changes more visible, and comparing the newly appointed presidents with the 1986 group may suggest future trends.

Table 1-1 lists the number and percentage of higher education institutions in the universe and in the 1990 sample. The categories used to describe the institutions have been adapted from the classification system developed by the Carnegie Foundation for the Advancement of Teaching. The Carnegie system groups institutions into categories on the basis of the level of degrees offered and the nature of the institutional mission.

In this analysis, all research and doctorate-granting universities have been combined into a single category called doctorate-granting. This group of institutions includes universities categorized in the Carnegie classification as Research Universities I and II and Doctorate-Granting Universities I and II. The research universities award at least 50 Ph.Ds each year and receive more than $12.5 million in federal support for research and development. The doctorate-granting universities award at least ten or more Ph.D. degrees in three or more disciplines.

TABLE 1-1
Number, Distribution, and Response Rates of Universe and Sample: 1990

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Public</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate-Granting</td>
<td>167</td>
<td>9.5</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>351</td>
<td>20.0</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>42</td>
<td>2.4</td>
</tr>
<tr>
<td>Two-Year</td>
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<td>63.9</td>
</tr>
<tr>
<td>Specialized</td>
<td>73</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Independent</strong></td>
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<tr>
<td>Doctorate-Granting</td>
<td>77</td>
<td>5.5</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>260</td>
<td>18.5</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>535</td>
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<tr>
<td>Two-Year</td>
<td>179</td>
<td>12.8</td>
</tr>
<tr>
<td>Specialized</td>
<td>353</td>
<td>25.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,404</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<tr>
<td>Doctorate-Granting</td>
<td>244</td>
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</tr>
<tr>
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<tr>
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<td>Two-Year</td>
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<td>Specialized</td>
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<td>13.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,158</td>
<td>100.0</td>
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</tbody>
</table>

Center for Leadership Development, American Council on Education
The comprehensive category includes the Carnegie groups of Comprehensive Universities and Colleges I and II. These institutions enroll more than 1,500 students and offer baccalaureate programs and graduate education through the master's degree. More than half of their baccalaureate degrees are awarded in two or more occupational or professional disciplines.

Baccalaureate colleges combine the Carnegie groups of Liberal Arts Colleges I and II. These colleges focus on undergraduate education; a significant proportion of their baccalaureate degrees are awarded in arts and sciences.

Two-year colleges include community, junior, and technical colleges that offer certificates and Associate of Arts degrees.

Specialized schools offer degrees ranging from the bachelor's to the doctorate and award at least half of the degrees each year in a single specialized field. For this report, the following schools have been collapsed into a single specialized category: theological seminaries and bible colleges (comprising 35 percent of schools in this category); medical schools and centers (22 percent); art, music, and design schools (10 percent); other health profession schools (8 percent); business/management schools (8 percent); schools of engineering or technology (6 percent); law schools (2 percent); teachers colleges (1 percent); corporate institutes (1 percent); and other schools (7 percent). The distribution of the 1986 sample was similar.

As Table 1-1 indicates, the overall response rate is very high (77 percent), as is the rate for each of the categories of institutions (69 to 86 percent). Further, the distribution of the institutions in the 1990 cohort is very similar to that of the 3,158 institutions and system offices surveyed.

The questionnaire requested information that generally could be found on a curriculum vitae. Indeed, to maximize the response rate, the covering letter that accompanied the questionnaire indicated that an individual on the president's staff could complete it without having to consult the president. It is interesting to note, however, that most presidents chose to complete the questionnaire personally. (Samples of the questionnaire and accompanying letter are included in the Appendix.)

1 Prior to the publication of the 1988 ACE report, there had been no comprehensive surveys conducted to produce a national contemporary profile of college presidents. A study by Carbone (1981) had examined 1,406 former presidents of all institutional types. Other researchers had reported on specific groups of presidents: Heidrick and Struggles (1987) reported on leaders of 329 four-year colleges and universities with enrollments of 1,000 or more; Vaughan (1986) surveyed 838 community college presidents; and Moore's sample (1985) included 156 four-year and 193 two-year college presidents. Generally, the 1990 profile presented in this report, as well as the findings of the 1988 study, agree with the results found by these other researchers.

2 All 1986 figures used in this report represent the expanded 1986 respondent population and are referred to as the 1986 cohort.


REFERENCES


CHAPTER II

Summary Profile of Presidents: 1990

The typical U.S. college president is white, male, and 54 years old, nearly the same profile as in 1986. This study confirms much of the anecdotal evidence about presidents' backgrounds and the paths to the presidency. Typically, the college president holds a doctoral degree, has served either as a president or vice president in his or her previous position, and was selected from another institution. The average length of service for all presidents is nearly seven years; more than half of all presidents have served five years or fewer. Most presidents have had experience as faculty members, but one-fourth have never taught full-time. Although there are significant variations by institutional type, only one-third of all presidents hold tenure as faculty members.

Personal Characteristics

Sex, race, and ethnicity

Twelve percent of college presidents in 1990 were women. They ranged from a high of 23 percent of independent two-year college presidents to a low of 3 percent at independent doctorate-granting universities.

Slightly more than 9 percent of the 1990 presidents were members of minority groups. African-American presidents constituted 5.5 percent; Hispanic, 2.6 percent; Asian-American, 0.4 percent; and Native American, 0.8 percent; presidents who did not respond to the question were 0.3 percent of the 1990 cohort. (See Table 2-1.) Most Asian-American, Hispanic and Native American presidents served at two-year institutions, while African-American presidents were found most frequently at comprehensive and two-year institutions. (See Figure 2-A and Table 2-2.)

Age

The median age of presidents in 1990 was 54 years; the mean was 53.7 years. The great majority of presidents (81 percent) were 41 to 60 years of age. Whereas 43 percent of the women were less than 51, this was true of only 33 percent of the men. Only 2 percent of the men and 6 percent of the women were 40 or younger. Seventeen

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percent of the men and 13 percent of the women were more than 60 years old.

Although the number of Hispanic presidents was small, compared with other groups, they had the highest percentage under 40 (8 percent) and under 50 (52 percent). Comparable figures for African-Americans were 1 percent and 39 percent, respectively, and for Caucasians, 2 percent and 31 percent, respectively. (Since there were very few Asian-American and Native American presidents, the available data were not reliable for comparative purposes.)

A review of the presidents' ages by institutional type found that presidents at doctorate-granting institutions were older than their counterparts. The smallest percentage of presidents under 51 were at doctorate-granting institutions, while the largest percentage of presidents over 60 were at doctorate-granting institutions (23 percent at doctorate-granting institutions compared with 31 percent at comprehensive institutions, 36 percent at baccalaureate institutions, 39 percent at two-year institutions, and 33 percent at specialized institutions). Similarly, the largest percentage of presidents over 60 were at doctorate-granting institutions (22 percent compared with 18 percent at comprehensive universities, 14 percent at baccalaureate institutions, 14 percent at two-year institutions, and 22 percent at specialized institutions).

Marital Status
More than four in five presidents were married. Ninety-one percent of the men were married, compared with 49 percent of the women. Nine percent of the presidents were single, including those who were divorced, separated, widowed, or had never married. Another 6 percent were single because they were members of religious orders. Two percent of the men were divorced as were 13 percent of the women. Two percent of the lay male presidents were never married compared with 15 percent of the women.

Spousal Employment
Among presidents who were married, there was a one-in-two chance that the spouse was employed. Forty-eight percent of the married male presidents had spouses who were employed; 86 percent of the married female presidents had working spouses. A spouse was more likely to be working off-campus at either another educational insti-
<table>
<thead>
<tr>
<th>Category</th>
<th>1990</th>
<th>New Appointees</th>
<th>1986</th>
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</thead>
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<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>African-American</td>
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<tr>
<td>Doctorate-Granting</td>
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<td>Baccalaureate</td>
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Presidents by Race/Ethnicity and Institutional Type: 1990, New Appointees, and 1986

...
Religion
Over half (56 percent) of the presidents identified themselves as Baptist, Episcopal, Methodist, Presbyterian or other type of Protestant; one in four was Catholic; another 3 percent were Jewish, and less than 1 percent listed themselves as Eastern Orthodox. (See Figure 2-B.) In 1990, approximately one in seven presidents was a member of a religious order, a decrease of 1 percent from 15 percent in 1986 to 15 percent in 1990. Almost half (48 percent) of those presidents who were members of a religious order in 1990 were ordained ministers. The next largest groups were Catholic priests (24 percent) and sisters (19 percent).

Academic Background
About two in five presidents in 1990 had received their terminal degree in the field of education. Humanities/fine arts (17 percent) and the social sciences (11 percent) were the next most frequent fields of study. (See Figure 2-C.) Although education was the presidents' most frequent choice, this varied considerably by institutional type from 11 percent at independent doctorate-granting institutions to 74 percent at public two-year institutions. (See Table 6-2 for information on presidents' field of study by institutional type.)

Slightly more than three out of four presidents had earned a doctorate as their highest degree; 56 percent had received a Ph.D., and 22 percent had been awarded an Ed.D. (See Figure 2-D.) At doctorate-granting institutions, 76 percent of the presidents had earned a Ph.D; at comprehensives, it was 72 percent; at baccalaureate institutions, 67 percent; at two-year colleges, 40 percent. Almost 11 percent of presidents of independent doctorate-granting institutions had a J.D. degree, more than double the figure at any other institutional type. Slightly more than one in
ten presidents (12 percent) had earned a master’s as their highest degree. (See Table 2-3.)

**Career Path to the Presidency**

College presidents have held a variety of prior positions. Eighteen percent were in their second presidency; 7 percent were in their third. The largest group had been vice presidents for academic affairs/chief academic officers (24 percent) in the position immediately preceding their presidency. One in ten had been an executive vice president and 10 percent had been another type of vice president on a campus. Fifteen percent had served as dean or their associates before being named to the presidency. Another 12.5 percent had held other posi-
FIGURE 2-D
Presidents' Highest Earned Degree: 1990 (n=2,423)

Law 3%
M.D. 2%
Religious Degree 4%
Master's 12%
Ed.D. 22%
Ph.D. 56%

FIGURE 2-E
Position Held Prior to Assuming Presidency: 1990 (n=2,423)

Other 23%
President 18%
Dean or Their Associates 15%
Vice President for Academic Affairs 24%
Other Vice Presidents 20%

FIGURE 2-F
Years as Full-Time Faculty Prior to Assuming Presidency: 1990 (n=2,423)

11 or more years 24%
0 years 25%
6-10 years 26%
1-5 years 25%

FIGURE 2-G
Average Years as President: 1990 (n=2,423)

11 or more years 22%
0 years 12%
6-10 years 26%
1-5 years 40%
tions in higher education, while 9.6 percent worked outside higher education in the position they had just prior to assuming the presidency. (See Figure 2-E.)

Mobility between institutions was high. More than seven in ten presidents (72 percent) had come from other academic institutions rather than having been promoted from within. In addition, 60 percent of the presidents had spent five years or fewer in their former jobs. Almost two in five (39 percent) of the presidents had held tenured faculty appointments in their most recent positions.

Although one in three chief executive officers held tenure as a faculty member while serving in the current presidency, not all presidents had come up through the faculty ranks. In fact, one in four had never taught a full year. This was true of 12 percent of presidents at doctorate-granting institutions, 21 percent at comprehensive institutions, 29 percent at baccalaureate institutions, 23 percent at two-year colleges, and 38 percent at specialized institutions. Almost a quarter (24 percent) of the presidents had served more than ten years as full-time faculty members. (See Figure 2-F.)

Regarding the second prior position to the presidency, only 7 percent were moving on to their third consecutive presidency. In their positions two jobs before the presidency, 13 percent were vice presidents for academic affairs/Chief Academic Officers and 22 percent were deans or their associates. Most presidents (68 percent) had been in their second prior position for five years or fewer.

**Current Position**

**Length of Tenure**

Twelve percent of all presidents in 1990 were new to their positions, having served less than a full year (11 percent of men; 15 percent of women). About half of the sitting presidents (53 percent) were in office five years or fewer (51 percent of the men, 62 percent of the women, 65 percent of African-Americans, 50 percent of Caucasians, and 78 percent of Hispanics3). Presidents in office five years or fewer ranged from 43 percent at independent comprehensive to 74 percent of presidents at public baccalaureate institutions. Almost two-thirds of the incumbent presidents had served between one and ten years. Only 22 percent had remained president for more
than ten years. The average number of years presidents had served in 1990 was just under seven; the median was five years. (See Figure 2-G. For additional information on length of presidential service, see Chapter 8 and Tables 8-1 and 8-2.)

Relationship to the Governing Board
Almost three in four presidents (74 percent) reported directly to the governing board. Another 22 percent were responsible to a chancellor. About 4 percent reported to a state commissioner, church representative, or other official.

Not all presidents who reported to the board held voting privileges. In 1990 only about two in five of the presidents who were members of the board had voting rights. This is clearly a function of the control of the institution: in doctorate-granting institutions, 16 percent of the presidents of public institutions had voting rights compared with 75 percent of those at independent universities; at comprehensive institutions, 9 percent at publics compared with 66 percent at independents; at baccalaureates, 8 percent at publics compared with 61 percent at independents; at two-year colleges, 9 percent at publics compared with 47 percent at independents; at specialized institutions, no president had voting rights at public institutions compared with 57 percent at independents. Twenty-seven percent of the presidents were nonvoting ex officio members, and about one in five were not members at all.

External Activities
Many presidents reported that they were members of external advisory boards. In 1990 the most frequent groups mentioned were boards involving community services (67 percent), educational organizations (53 percent), corporations (31 percent), and other colleges or universities (18 percent). Twenty-five percent served on elected government boards. A few presidents also served on primary/secondary school boards (6 percent) or boards of other types of organizations (10 percent). (See Figure 2-H.) There were some differences in participation in external boards by institutional type as seen in Table 2-4.

1 The number of Asian-American and Native American presidents is too small to present valid percentages.

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CHAPTER III

The Presidents Compared:
New Appointees, 1990, and 1986

During the period January 1, 1987, through December 31, 1990, 883 presidents who were new to their positions answered the ACE questionnaire. It is useful to analyze these new appointees separately to observe the changes that are occurring more clearly and to see future trends. The changes that are noticeable in the new appointee group are less apparent when only the 1986 and the 1990 cohorts are compared with each other. For example, although the percentage of women presidents increased from 9.5 percent in 1986 to 11.8 percent in 1990, 14 percent of the new appointees were women. Similarly, 8 percent of the 1986 group were members of minority groups, compared with slightly more than 9 percent in 1990, but 12 percent of the new appointees were people of color. The following sections profile the new appointees.

Personal Characteristics

Sex

The most noticeable changes in the cohort of new appointees concerned women presidents. The percentage of newly appointed presidents who were women was considerably higher than the percentage had been for the 1986 cohort (14 versus 9.5 percent). (See Figure 3-A.)

FIGURE 3-A
Women and Minority Presidents as a Percentage of Total Presidents: 1986, New Appointees, and 1990
Age
The median age of this group was slightly younger (50 years) than it had been in 1986 (52 years).¹

Marital Status
There were noticeable shifts in the marital status and religious affiliation of women presidents. In 1986 only about one in three women presidents was married. Among the women who were appointed between 1986 and 1990, that proportion grew to about two in three. (See Figure 3-B.) In comparison, the percentage of men presidents who were married remained about nine in ten in 1986 and 1990. The rise in the proportion of women presidents who were married was accompanied by a drop in the percentage of women presidents who were members of religious orders, 35 percent in 1986 to 8 percent of new appointees.

Religion
In general, fewer presidents who were new appointees were members of religious orders. Compared with the 1986 group, the percentage of new appointees who were members of religious orders dropped from 16 to 10 percent. The decline for women presidents was from 35 to 8 percent and for men presidents from 14 to 11 percent. There was a large drop in the percentage of new appointees who were women and described themselves as Catholic (51 to 32 percent). The proportion for Catholic men remained about the same (22 versus 25 percent).

Race
Presidents of color showed gains as a percentage of all presidents. Among the new appointees, 12 percent were African-American, Asian-American, Hispanic, and Native American compared with 8 percent of the 1986 cohort. (See Figure 3-A and Table 3-1.)
TABLE 3-1  
Presidents by Sex and Race/Ethnicity: 1990, New Appointees, and 1986

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Institutional Type  
**Distribution of Women Presidents**  
The new appointments showed some redistribution of women presidents among different types of institutions. A greater percentage (44 percent) of women presidents who were newly appointed were in charge of two-year colleges than was the case among the 1986 cohort of women presidents (32 percent). More than a third (36 percent) of the new appointments were at public two-year institutions with another 8 percent at independent two-year colleges. Also, a smaller share of women who were recently appointed were at baccalaureate colleges (23 percent), compared with the 1986 cohort (35 percent). Yet one out of five of the new women appointees were at independent baccalaureate colleges. On balance, the distribution of newly appointed women presidents more closely resembled the distribution of men presidents in the 1986 cohort. (See Table 3-2.)  
Among women presidents in the 1986 cohort, about one in three (35 percent) was the head of a public institution. However, a much larger share of the newly appointed women presidents (59 percent) was selected to be in charge of public institutions. By contrast, approximately the
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</tr>
<tr>
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<td>96</td>
<td>10.9</td>
<td>230</td>
<td>9.3</td>
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<td><strong>Total</strong></td>
<td><strong>2,423</strong></td>
<td><strong>100.0</strong></td>
<td><strong>883</strong></td>
<td><strong>100.0</strong></td>
<td><strong>2,464</strong></td>
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</table>
same proportions of men presidents in 1986 and of those newly appointed (57 and 54 percent respectively) were serving at public institutions. (See Table 3-3 and Figure 3-C.)

**Distribution of Presidents of Color**
The distribution of newly appointed presidents of color by institutional type showed minor changes from 1986. (See Table 2-2.) The new appointee group of African-American presidents showed a decline in the proportion at comprehensive institutions, from 41 percent in 1986 to 28 percent in the new appointee group; the proportion of these presidents heading baccalaureate institutions increased from 21 percent in 1986 to 30 percent in the new appointee group. By 1990, more Hispanic presidents were at comprehensive institutions, 35 percent compared with 26 percent in 1986. Although the increase was small, the number of Native Americans serving as college presidents in 1990 rose: 19 respondents compared with 13 in 1986; however, their distribution was uneven—79 percent of the Native American presidents were at two-year colleges in 1990.

It is important to note that, despite the number of new appointees, the net increase in the number of minority presidents from 1986 to 1990 is relatively small for each group and, in the case of the Asian Americans, nonexistent.

---

1 The response rate to the age question by newly appointed presidents was lower (83 percent) than for most other questions (95 percent+).
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<td>Percent</td>
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<tr>
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<tr>
<td>Public</td>
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<td>53.6</td>
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<td>352</td>
<td>46.4</td>
<td>973</td>
<td>43.5</td>
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CHAPTER IV

Profile of Women Presidents: New Appointees and 1990

Women are severely underrepresented in the ranks of senior faculty and in positions of administrative leadership. Data on their personal characteristics, educational backgrounds, and career paths may shed some light on factors influencing their advancement. Are there noticeable differences in the profiles of men and women presidents? Are the characteristics and backgrounds of newly appointed women presidents different from those of women in office in 1986? Are there differences in the profiles of women who head women's institutions and those who head coeducational colleges and universities?

When the characteristics of men and women presidents are examined, certain differences are visible. However, because of the relatively small number of women presidents (287) compared with men (2,136), the following observations should be interpreted with caution. In 1990, women, in comparison with men, were more likely to:

- be single (51 versus 9 percent) (see Figure 4-A);
- be African-American, Asian-American, Hispanic, or Native American (14 versus 9 percent);
- be younger (52 versus 54 years);
- be Catholic (45 versus 24 percent);
- be a member of a religious order (25 versus 13 percent);
- have a spouse who was employed (86 versus 48 percent);

![Figure 4-A: Marital Status of Women and Men Presidents: 1990](image-url)
have chosen humanities/fine arts as a major (28 versus 16 percent);
• have earned a Ph.D. (63 versus 55 percent) and not an Ed.D. degree (15 versus 23 percent) (see Figure 4-B);
• have been an internal candidate (36 versus 27 percent);
• have spent five years or less in the most recent position before becoming president (70 versus 59 percent);
• be working at an independent baccalaureate (29 versus 18 percent) or independent two-year institution (10 versus 5 percent) (see Table 4-1);
• not have moved into a second (12 versus 19 percent) or third consecutive presidency (4 versus 7 percent) (see Figure 4-C).

Women Presidents at Women’s and Coeducational Institutions: 1990
Traditionally, women’s colleges have afforded women the greatest opportunities to attain presidencies. As leadership positions in coeducational institutions have gradually opened to women, the percentage of women presidents who head women’s colleges has decreased. In 1986, of the 235 women respondents, 35 percent (82) headed women’s colleges. In 1990, 28 percent (81) of the 287 women respondents were CEOs at women’s colleges. Moreover, only 16 percent of the 124 women who were new appointees were selected to lead women’s colleges. (See Table 4-2.)

Compared with women presidents elsewhere, women who headed women’s colleges in 1990 were more likely to:

• be Caucasian (98 versus 81 percent);
• be slightly older (54 versus 51 years);
• be single (74 versus 42 percent);
• be Catholic (67 versus 36 percent);
• be members of a religious order (54 versus 14 percent);

• have majored in humanities/fine arts (41 versus 23 percent) rather than education (24 versus 48 percent);
• have stayed in their most recent jobs for six years or more (41 versus 26 percent);
• have been in untenured positions in their most recent jobs prior to their presidency (70 versus 60 percent);
• have been deans or their associates (28 versus 15 percent) in their most prior positions;
• have been promoted from within (45 versus 32 percent);
• be working in an independent baccalaureate college (72 versus 12 percent);
• report to a governing board (99 versus 62 percent);
• enjoy full voting privileges as a member of the governing board (62 versus 25 percent).

New Appointees
As noted in Chapter 3, some of the most striking differences between the 1986 group and the new appointees were among the women presidents. Although the represen-
TABLE 4-1
Distribution of Women and Men Presidents by Institutional Type: 1990

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<thead>
<tr>
<th>Institutional Type</th>
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<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Public Doctorate-Granting</td>
<td>9</td>
<td>3.1</td>
<td>121</td>
<td>5.7</td>
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<tr>
<td>Independent</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Doctorate-Granting</td>
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<td>.8</td>
<td>65</td>
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<td>Public Comprehensive</td>
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<td>11.2</td>
<td>267</td>
<td>12.5</td>
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<tr>
<td>Independent Comprehensive</td>
<td>30</td>
<td>10.4</td>
<td>188</td>
<td>8.8</td>
</tr>
<tr>
<td>Public Baccalaureate</td>
<td>4</td>
<td>1.4</td>
<td>30</td>
<td>1.4</td>
</tr>
<tr>
<td>Independent Baccalaurete</td>
<td>83</td>
<td>28.9</td>
<td>379</td>
<td>17.7</td>
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<tr>
<td>Public Two-Year</td>
<td>74</td>
<td>25.8</td>
<td>716</td>
<td>33.5</td>
</tr>
<tr>
<td>Independent Two-Year</td>
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<td>3.0</td>
<td>100</td>
<td>4.7</td>
</tr>
<tr>
<td>Public Specialized</td>
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<td>232</td>
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<td><strong>Total</strong></td>
<td>287</td>
<td>100.0</td>
<td>2,136</td>
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FIGURE 4-C
Men and Women Who Had Entered Their Second and Third Consecutive Presidencies: 1990

<table>
<thead>
<tr>
<th></th>
<th>Second Presidency</th>
<th>Third Presidency</th>
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<tr>
<td>Women</td>
<td>3.9%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Men</td>
<td>6.9%</td>
<td>18.8%</td>
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TABLE 4-2
Women Presidents of Coeducational and Women’s Colleges: 1990, New Appointees, and 1986

<table>
<thead>
<tr>
<th>Category</th>
<th>1990</th>
<th>New Appointees</th>
<th>1986</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Coeducational Institutions</td>
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<td>71.8</td>
<td>104</td>
</tr>
<tr>
<td>Women’s Colleges</td>
<td>81</td>
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<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td>287</td>
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<td>124</td>
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</table>

The representation of women presidents in the total group remained small, increasing from 9.5 percent of the 1986 group to 11.8 percent of the 1990 group, some changes were evident. Women presidents comprised 14 percent of the new appointee group. They were more likely to be married than the 1986 group, less likely to be members of religious orders (8 percent compared with 35 percent in 1986), and more likely to head public institutions. Nearly 60 percent of the newly appointed women were selected to head public institutions; in 1986 only one out of three led public colleges and universities. The group of new appointees breaks the pattern of the typical woman president as unmarried, with a one-in-three chance of being a member of a religious order, and heading a private baccalaureate or two-year institution.

*Women’s colleges are defined in this report as those institutions that classified themselves “women’s colleges” in the annual HEGIS questionnaires administered by the National Center for Education Statistics (NCES) in the 1980s. NCES no longer requests that colleges specify if they are single-sex institutions.*

Center for Leadership Development, American Council on Education
Another series of questions that this study was designed to address concerned the representation and profiles of presidents of color. African-American, Asian-American, Hispanic and Native American presidents are underrepresented in all aspects of the academy: as students, faculty, and administrators. The college presidency is no exception to this pattern, and although slight gains were made by some minority groups in attaining the presidency, the gap between the representation of most minority group members in the population and in the college presidency was still vast in 1990. For example, African-Americans constituted 12.1 percent of the U.S. population and 5.5 percent of presidents; Asian-Americans, 2.9 percent of the population and .4 percent of the presidents; Hispanics, 9 percent of the population and 2.6 percent of the presidents; and Native Americans, .9 percent of the population and .8 percent of the presidents. Minority women were even more underrepresented.

**Highlights of African-American Presidents**

Overall, both the number and the percentage of African-American presidents responding to the ACE survey showed slight gains during the period 1986–90. During these four years, the number of African-American women presidents in the ACE survey doubled from nine to 18, while the number of men remained stable (113–115). Women represented a very small percentage of African-American presidents, in spite of an increase from 7.4 percent in 1986 to 13.5 percent in 1990. It should be noted that the small number of African-American women presidents requires that the percentages be interpreted with caution. (See Table 5-1).

Nearly two-thirds (65 percent) of African-American presidents headed public institutions. Of the 18 women, 14 presided at public institutions; nearly half (n = 8) led at public two-year colleges. The 115 men were also most likely to head public institutions: 36 (31 percent) were at public comprehensive institutions and almost an equal percentage (30 percent) were at public two-year colleges. Close to a quarter (24 percent or 28) of the male African-American presi-

<table>
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<td>Percent</td>
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<td>Presidents as % of All Presidents</td>
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<td>4.6</td>
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<tr>
<td>Category</td>
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<td>1990 Percent</td>
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<td>4.1</td>
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<td><strong>122</strong></td>
<td><strong>100.0</strong></td>
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</tbody>
</table>
African-American Presidents at HBCUs and Other Institutions: 1990 and 1986

- Other Institutions 43%
- HBCUs 57%

1986

- Other Institutions 54%
- HBCUs 46%

Note: HBCU denotes Historically Black College or University.

Many of the characteristics of African-American presidents were similar to those of other presidents. The observations presented below should be interpreted with caution, given the relatively small number of African-American presidents (133) compared with the total (2,423). In 1990, African-American presidents, compared with all presidents, were more likely to:

- have earned a doctorate (Ph.D. or Ed.D.) (87 versus 78 percent);
- have earned their highest degree in Education (57 versus 43 percent);
- have been an external candidate (80 versus 72 percent);
- have spent fewer than five years in a prior job before assuming the presidency (66 versus 60 percent);
- have spent less time in their current presidency (5 versus 7 years);
- report to a chancellor (35 versus 22 percent) rather than to a governing board (62 versus 75 percent);
- have identified themselves as Protestant (79 versus 56 percent);
- have spouses who were employed (69 versus 50 percent) and who worked full-time (84 versus 66 percent);
- have participated in the following outside advisory boards: community service (77 versus 67 percent) and educational organizations (65 versus 53 percent).

African-American Presidents of Predominantly White Institutions and of HBCUs

Historically black colleges and universities (HBCUs) were the only college presidencies open to African-Americans for most of U.S. history. Although there is no systematic historical data, anecdotal evidence suggests that African-Americans have made some gains in heading predominantly white institutions in the past two decades. This study shows that the proportion of African-American presidents heading HBCUs has actually increased between 1986 and 1990 from 46 percent to 57 percent. Of the 60 African-Americans appointed between 1987 and 1990, 27 or 45 percent were named to head HBCUs.
In 1990 almost three in five African-American presidents (57 percent) were in charge of an HBCU. A greater percentage of African-American presidents served as presidents of HBCUs in 1990 (57 percent) compared with 1986 (46 percent). (See Figure 5-A.) Generally, the characteristics of African-American presidents at HBCUs in 1990, compared with other types of institutions, were similar. However, compared with their African-American peers who were CEOs elsewhere, African-American presidents at HBCUs were more likely to:

- be men (93 versus 77 percent) (see Table 5-3);
- be members of religious orders (18 versus 4 percent);
- be working at independent baccalaureate colleges (35 versus 5 percent);
- report to a governing board (77 versus 42 percent) rather than to a chancellor (22 versus 53 percent).

**Highlights of Hispanic Presidents: 1990**

Although the number of Hispanic presidents who responded to the ACE surveys increased from 55 in 1986 to 63 by 1990, the percentage of all presidents who were Hispanic remained about the same (2–3 percent). Of the 63 respondents 25 were from institutions in Puerto Rico. During this four-year period, there were gains for both men (from 43 to 46) and women (12 to 17). (See Table 5-4.) The median age for Hispanic presidents was less than that of their colleagues (49 versus 54 years). While 2 percent of all presidents in the 1990 cohort were 40 years or less, 8 percent of the Hispanic presidents were in that age group.

The primary differences in the characteristics of Hispanic presidents and all other presidents are summarized below.

These observations should be interpreted with caution because of the small number of Hispanic presidents compared with the total group (63 compared with 2,423). When compared with non-Hispanic peers, Hispanic presidents in 1990 were more likely to:

- be in their first year as president (21 versus 12 percent);
- have spent less time, on average, in their current presidency (4 versus 7 years);
- be working at public two-year (37 versus 33 percent) or comprehensive institutions (21 versus 12 percent);
- be women (27 versus 12 percent);

---

**TABLE 5-3**

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<tr>
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<tr>
<td>Men</td>
<td>71</td>
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<tr>
<td>Total</td>
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**TABLE 5-4**

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</thead>
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<td>Total</td>
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</table>

Hispanic Presidents as Percent of All Presidents

2.6

2.1

The American College President
<table>
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<th>Category</th>
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**Women**

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**Men**

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<td>10.9</td>
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TABLE 5-5
Hispanic Presidents by Sex and Institutional Type: 1990 and 1986

Center for Leadership Development, American Council on Education
• have a J.D. degree (11 versus 3 percent) or a master’s as their highest degree (22 versus 12 percent), and less likely to have a doctorate (65 versus 78 percent);
• have spent at least one year as a full-time faculty member (90 versus 75 percent);
• be holding a tenured faculty position while serving as president (50 versus 33 percent);
• report to a chancellor (56 versus 22 percent) rather than to a governing board (41 versus 75 percent);
• have a spouse who was working (65 versus 50 percent), and, if employed, working on a full-time basis (78 versus 66 percent);
• be Catholic (81 versus 26 percent).

More than half the Hispanic presidents headed public institutions: (11 of the 17 women and 27 of the 46 men). Nearly half of all the Hispanic presidents (30) headed two-year institutions. (See Tables 5-5, 5-7 and 5-8.)

**Hispanic Presidents of Predominantly White Institutions and of Institutions that are Members of HACU**

Institutions that are members of the Hispanic Association of Colleges and Universities (HACU) have 25 percent or higher Hispanic enrollment. The 1990 data included completed questionnaires from presidents of 79 of the 109 HACU institutions, of whom 35 respondents were Hispanic. More than half of all Hispanic presidents (56 percent) were serving at HACU institutions, the same proportion as in 1986. (See Table 5-6 and Figure 5-B.) Of the 30 new Hispanic appointees, 15 or 50 percent were appointed to the presidency of HACU institutions.

In general, the characteristics of Hispanic presidents were similar whether

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<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
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Note: HACU denotes membership in the Hispanic Association of Colleges and Universities.

**FIGURE 5-B**

Hispanic Presidents at HACU and Other Institutions: 1990 and 1986

1990

HACU Institutions 56%

Other Institutions 44%

1986

HACU Institutions 56%

Other Institutions 44%

Note: HACU denotes membership in the Hispanic Association of Colleges and Universities.
TABLE 5-7  
Caucasian Presidents by Sex and Institutional Type: 1990 and 1986

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TABLE 5-8
Total Presidents by Sex and Institutional Type: 1990 and 1986

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<td>35</td>
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<td><strong>2,464</strong></td>
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</table>
they were presidents of HACU institutions or not. However, when compared with their Hispanic colleagues who were working elsewhere, Hispanic presidents at HACU institutions in 1990 were more likely to:

- be working at independent institutions (54 versus 21 percent);
- be serving in their first, rather than their second, presidency (94 versus 75 percent);
- be holding a tenured faculty position while serving as president (54 versus 44 percent);
- have been an internal candidate for the presidency (35 versus 26 percent);
- report to a chancellor (66 versus 42 percent) rather than to a governing board (31 versus 54 percent);
- not have left a tenured position to become president (54 versus 31 percent).

In 1990 the majority of Native American presidents were likely to be:

- at community colleges (15 of 19);
- responsible to a governing board (14 of 19);
- recipients of either earned doctorates (eight of 19) or master's degrees (eight of 19);
- married (14 of 19);
- external candidates for the presidency (12 of 19);
- not in a second (16 of 19) or third (19 of 19) consecutive presidency;
- not serving in their first year as president (16 of 19);
- not holding a tenured faculty position while serving as president (16 of 19).

**Highlights of Native American Presidents**

The number of Native American presidents responding to the questionnaire increased from 13 to 19 during the period 1986–90. There were four women (up from two in 1986) and 15 men (an increase from 11 in 1986). Native American presidents had spent an average of four years as head of their institutions. The median age of these presidents in 1990 was 48 years, younger than the median age for all presidents (53 years). In 1990, eight of the 19 Native American presidents were at tribal colleges. In 1986, the proportion had been five of 12. Because the overall number of Native American presidents is small, percentage comparisons are misleading. Therefore, the following summary of the characteristics of Native American presidents presents the actual number of presidents in each category.

- at community colleges (nine of ten);
- responsible to a chancellor (seven of ten);
- recipients of earned doctorates (eight of ten);
- married (ten of ten);
- external candidates for the presidency (eight of ten).

**Highlights of Asian-American Presidents**

The total number of Asian-American presidents (ten) who responded to the ACE surveys was the same in 1986 and in 1990. The number of men increased by one (from eight to nine) but women decreased from two to one. The median age in 1990 was 55 years, which was slightly higher than that of all presidents (53 years). The average time spent as a college president was five years.

The following summary, like the one for Native American presidents, will highlight the numbers, not the percentages, of Asian-American presidents by specific characteristics.

In 1990 the majority of Asian-American presidents were likely to be:

- at community colleges (nine of ten);
- responsible to a chancellor (seven of ten);
- recipients of earned doctorates (eight of ten);
- married (ten of ten);
- external candidates for the presidency (eight of ten).
• not in their second (eight of ten) or third (ten of ten) consecutive presidency
• not serving in their first year (seven of ten); and
• not holding a tenured faculty position while serving as president (seven of ten).

---

1 *There are 117 institutions in the federal definition of HBCUs; 76 presidents responded to the survey.*

2 *Tribal colleges are those that meet the federal definition of “tribally controlled community colleges.” They may be either two- or four-year institutions.*
It is widely recognized by scholars and observers of higher education that within the postsecondary education system there are distinct institutional identities, traditions, and cultures. Although there are many different ways to group institutions, the modified Carnegie classification system used in this report captures important features of institutional differentiation. Further analysis of the data gathered for this study might yield insights into leadership patterns in institutions with a particular religious affiliation, or selective liberal arts colleges or urban community colleges. The possibilities are as numerous as the various peer groups of given institutions. This chapter provides one way to look at differences among institutions.

Although there are many commonalities among all presidents, there are also noticeable differences among them associated with the type of institution the president is heading; these are highlighted below. Because the analysis also showed that the characteristics of the 1990 presidents associated with the type of institution they headed were similar to those of the 1986 group, only the 1990 profile is analyzed here. Tables describing the 1986 and 1990 cohorts and the new appointees are located in the Appendix.

**Doctorate-Granting Universities: Summary (n = 197)**

Compared with other institutions, doctorate-granting universities had the low-

---

**FIGURE 6-A**

**Women as Percent of Total Presidents by Institutional Type: 1990**

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Doctorate-Granting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Doctorate-Granting</td>
<td></td>
<td>10.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Comprehensive</td>
<td>13.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Comprehensive</td>
<td></td>
<td>11.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Baccalaureate</td>
<td>18.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Baccalaureate</td>
<td></td>
<td></td>
<td>9.4%</td>
<td></td>
</tr>
<tr>
<td>Public Two-Year</td>
<td></td>
<td></td>
<td></td>
<td>23.1%</td>
</tr>
<tr>
<td>Independent Two-Year</td>
<td>5.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Specialized</td>
<td></td>
<td></td>
<td></td>
<td>8.3%</td>
</tr>
<tr>
<td>Independent Specialized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIGURE 6-B**

**Minority Presidents as Percent of Total Presidents by Institutional Type: 1990**

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Doctorate-Granting</td>
<td></td>
<td></td>
<td></td>
<td>2.3%</td>
</tr>
<tr>
<td>Independent Doctorate-Granting</td>
<td></td>
<td></td>
<td></td>
<td>3.0%</td>
</tr>
<tr>
<td>Public Comprehensive</td>
<td>18.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Comprehensive</td>
<td></td>
<td>6.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Baccalaureate</td>
<td>11.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Baccalaureate</td>
<td></td>
<td></td>
<td>7.3%</td>
<td></td>
</tr>
<tr>
<td>Public Two-Year</td>
<td></td>
<td>10.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Two-Year</td>
<td></td>
<td>10.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Specialized</td>
<td>2.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Specialized</td>
<td></td>
<td></td>
<td>5.6%</td>
<td></td>
</tr>
</tbody>
</table>
The representation of minority presidents (2.5 percent). Presidents of doctorate-granting universities were most likely to be serving in their second presidency and to be in their first year as president. Also, they were far more likely than other presidents to be holding tenure as a faculty member. These presidents were the least likely to hold the Ed.D. degree (6 percent compared with 22 percent for all presidents).

**Public Doctorate-Granting Universities (n = 130)**

**PERSONAL CHARACTERISTICS:**
- Seven percent of the 1990 cohort of presidents of public doctorate-granting universities were women and 2 percent were people of color. (See Figures 6-A and 6-B.)
- The median age was 55 years.
- About nine in ten presidents were married but the majority (almost seven in ten) of the presidents’ spouses were not employed outside the home. (See Table 6-1.)

**ACADEMIC BACKGROUND:**
- These presidents had earned their highest degrees in many fields; the most frequent were social sciences (23 percent), humanities/fine arts (18 percent), education (16 percent), and physical/natural sciences (13 percent). (For a comparison of the presidents’ academic fields by institutional type, see Table 6-2.)
- CEOs of public doctorate-granting universities had earned the highest percentage of Ph.D. degrees (81 percent), relative to their colleagues elsewhere. (See Figure 6-C.)

**CAREER PATHS:**
- The most likely group of CEOs to have moved into their second consecutive presidency were the heads of public doctorate-granting universities. About one-third had come directly from another presidency (see Table 6-3) and one in eight had moved into a third consecutive presidency.

**TABLE 6-1**

Presidents' Spouses' Employment by Institutional Type: 1990 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
</tr>
<tr>
<td>Spouse Is Employed...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Same Institution</td>
<td>10.8</td>
<td>9.1</td>
<td>6.1</td>
<td>5.1</td>
<td>8.8</td>
</tr>
<tr>
<td>At Different Institution</td>
<td>12.5</td>
<td>18.2</td>
<td>25.5</td>
<td>30.3</td>
<td>48.8</td>
</tr>
<tr>
<td>or Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20.6</td>
</tr>
<tr>
<td>Self-Employed</td>
<td>7.5</td>
<td>9.1</td>
<td>9.1</td>
<td>9.1</td>
<td>8.5</td>
</tr>
<tr>
<td>No</td>
<td>69.2</td>
<td>63.6</td>
<td>60.3</td>
<td>54.5</td>
<td>37.6</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>n =</td>
<td>120</td>
<td>55</td>
<td>275</td>
<td>33</td>
<td>726</td>
</tr>
</tbody>
</table>

| Spouse Is Employed...     |                    |                |               |          |              |
| Full-Time                 | 56.3               | 47.1           | 71.1          | 78.6     | 67.6         |
| Part-Time                 | 43.7               | 52.9           | 28.9          | 21.4     | 32.4         |
| Total                     | 100.0              | 100.0          | 100.0         | 100.0    | 100.0        |
| n =                       | 32                 | 17             | 90            | 14       | 404          |
### TABLE 6-2
Presidents' Field of Study by Institutional Type: 1990 (Percentage of Presidents)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3.1</td>
<td>1.5</td>
<td>0.7</td>
<td>0.0</td>
<td>2.9</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>4.7</td>
<td>3.0</td>
<td>4.1</td>
<td>2.4</td>
<td>11.8</td>
</tr>
<tr>
<td>Education</td>
<td>16.4</td>
<td>10.6</td>
<td>31.6</td>
<td>31.2</td>
<td>32.4</td>
</tr>
<tr>
<td>Engineering</td>
<td>6.3</td>
<td>6.1</td>
<td>3.1</td>
<td>2.4</td>
<td>2.9</td>
</tr>
<tr>
<td>Health Professions</td>
<td>0.8</td>
<td>3.0</td>
<td>0.3</td>
<td>0.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Medicine</td>
<td>3.9</td>
<td>4.6</td>
<td>0.7</td>
<td>0.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>18.0</td>
<td>13.6</td>
<td>25.0</td>
<td>20.0</td>
<td>26.5</td>
</tr>
<tr>
<td>Religion/Theology</td>
<td>0.0</td>
<td>10.6</td>
<td>0.3</td>
<td>13.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Physical/Natural Sciences</td>
<td>13.3</td>
<td>10.6</td>
<td>8.6</td>
<td>6.3</td>
<td>8.8</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>22.5</td>
<td>16.7</td>
<td>17.1</td>
<td>13.7</td>
<td>11.8</td>
</tr>
<tr>
<td>Law</td>
<td>6.3</td>
<td>12.1</td>
<td>2.7</td>
<td>4.4</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Professional Fields</td>
<td>4.7</td>
<td>7.6</td>
<td>5.8</td>
<td>4.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>n</td>
<td>128</td>
<td>66</td>
<td>292</td>
<td>205</td>
<td>34</td>
</tr>
</tbody>
</table>

### FIGURE 6-C
Percentage of Presidents with Earned Doctorates by Institutional Type: 1990

![Bar Chart: Percentage of Presidents with Earned Doctorates by Institutional Type: 1990](chart1.png)

### FIGURE 6-D
Percentage of Presidents with Faculty Tenure in Most Recent Prior Position by Institutional Type: 1990

![Bar Chart: Percentage of Presidents with Faculty Tenure in Most Recent Prior Position by Institutional Type: 1990](chart2.png)
### TABLE 6-3
Presidents’ Most Recent Prior Position by Institutional Type: 1990 (Percentage of Presidents)

<table>
<thead>
<tr>
<th>Prior Position</th>
<th>Doctorate-Granting Public</th>
<th>Comprehensive Public</th>
<th>Baccalaureate Public</th>
<th>Two-Year Public</th>
<th>Specialized Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Granting</td>
<td>Independent</td>
<td></td>
<td>Independent</td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>32.3</td>
<td>26.9</td>
<td>21.4</td>
<td>18.0</td>
<td>11.8</td>
</tr>
<tr>
<td>Executive Vice President</td>
<td>13.9</td>
<td>19.4</td>
<td>7.0</td>
<td>14.3</td>
<td>8.8</td>
</tr>
<tr>
<td>Assistant to President</td>
<td>0.0</td>
<td>3.0</td>
<td>2.0</td>
<td>2.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Vice President for Academic Affairs/Chief Academic Officer</td>
<td>26.2</td>
<td>16.4</td>
<td>36.2</td>
<td>17.5</td>
<td>32.3</td>
</tr>
<tr>
<td>All Other Vice Presidents</td>
<td>1.5</td>
<td>3.0</td>
<td>13.7</td>
<td>9.2</td>
<td>8.8</td>
</tr>
<tr>
<td>Deans or Their Associates</td>
<td>11.5</td>
<td>17.9</td>
<td>10.7</td>
<td>11.5</td>
<td>26.5</td>
</tr>
<tr>
<td>All Others</td>
<td>14.6</td>
<td>13.4</td>
<td>9.0</td>
<td>26.7</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>n =</td>
<td>130</td>
<td>67</td>
<td>299</td>
<td>217</td>
<td>34</td>
</tr>
</tbody>
</table>

### TABLE 6-4
Years As Full-Time Faculty Members Prior to Assuming Current Presidency by Institutional Type: 1990 (Percentage of Presidents)

<table>
<thead>
<tr>
<th>Years</th>
<th>Doctorate-Granting Public</th>
<th>Comprehensive Public</th>
<th>Baccalaureate Public</th>
<th>Two-Year Public</th>
<th>Specialized Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Granting</td>
<td>Independent</td>
<td></td>
<td>Independent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Granting</td>
<td>Independent</td>
<td></td>
<td>Independent</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>10.8</td>
<td>13.4</td>
<td>17.8</td>
<td>26.4</td>
<td>11.8</td>
</tr>
<tr>
<td>1–5</td>
<td>18.6</td>
<td>20.9</td>
<td>24.5</td>
<td>27.3</td>
<td>20.6</td>
</tr>
<tr>
<td>6–10</td>
<td>28.0</td>
<td>23.9</td>
<td>30.1</td>
<td>19.9</td>
<td>14.7</td>
</tr>
<tr>
<td>11–15</td>
<td>24.8</td>
<td>22.4</td>
<td>13.8</td>
<td>14.4</td>
<td>26.4</td>
</tr>
<tr>
<td>16–20</td>
<td>8.5</td>
<td>7.5</td>
<td>11.1</td>
<td>7.4</td>
<td>20.6</td>
</tr>
<tr>
<td>21 and over</td>
<td>9.3</td>
<td>11.9</td>
<td>2.7</td>
<td>4.6</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Median</td>
<td>9.0 yrs. 8.0 yrs.</td>
<td>7.0 yrs. 5.0 yrs.</td>
<td>11.0 yrs. 6.0 yrs.</td>
<td>5.0 yrs. 4.0 yrs.</td>
<td>9.0 yrs. 4.0 yrs.</td>
</tr>
<tr>
<td>Mean</td>
<td>7.8 yrs. 9.7 yrs.</td>
<td>7.6 yrs. 6.8 yrs.</td>
<td>10.6 yrs. 7.1 yrs.</td>
<td>5.4 yrs. 5.6 yrs.</td>
<td>9.1 yrs. 6.3 yrs.</td>
</tr>
<tr>
<td>n =</td>
<td>129</td>
<td>67</td>
<td>298</td>
<td>216</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Presidents of public doctorate-granting campuses typically had enjoyed the highest rates of tenure as a faculty member in their previous (87 percent) (see Figure 6-D) and second previous positions (86 percent).
- Most of the presidents (78 percent) had been recruited from other institutions to assume their current positions.

For a further discussion of career paths to the presidency, see Chapter 7.

**Faculty Experience and Tenure Status:**
- These presidents had spent on average approximately eight years as full-time faculty members; only 11 percent had never taught full-time. (See Table 6-4.)
• CEOs of public doctorate-granting universities were the most likely to hold tenure as a faculty member while serving as president. More than four in five held tenured faculty positions. (See Figure 6-E.)

LENGTH OF TENURE:
• CEOs at public doctorate-granting universities had served less time in their presidencies than had most of their colleagues; 21 percent were in their first year, as was the case for CEOs at public baccalaureate institutions. (See Table 6-5.)
• The average number of years spent as president was 4.8.

PRESIDENTS AND BOARDS:
• About six in ten presidents reported to a governing board and almost four in ten were responsible to a chancellor. Of those reporting to a board, 16 percent had voting privileges.
• Presidents of public doctorate-granting universities were highly active as participants on external boards. The most frequently cited boards were: community service (67 percent), educational organization (66 percent), and corporate (55 percent).

Independent Doctorate-Granting Universities (n = 67)

PERSONAL CHARACTERISTICS:
• Compared with their colleagues elsewhere, these presidents were the least likely to be women (3 percent), and only 3 percent of the total were members of minority groups. (See Figures 6-A and 6-B.)
• The median age (57 years) was slightly older than the average for all presidents (54 years).
• Jewish presidents were more likely to be at independent doctorate-granting universities (10 percent) than at most other institutional types. There was also a higher than average proportion of Catholic presidents (39 percent versus 26 percent). About one in five presidents was a member of a religious order.
• Like other presidents, a high proportion (85 percent) were married. The majority (64 percent) of the presidents' spouses were not employed outside the home. (See Table 6-1).
ACADEMIC BACKGROUND:

- Like their peers at public doctorate-granting universities, these presidents held their highest degrees in a wide array of disciplines. The most frequently cited were social sciences (17 percent), humanities/fine arts (14 percent), law (12 percent), education (11 percent), physical/natural sciences (11 percent), and religion/theology (11 percent). (See Table 6-2.)
- Two in three presidents had received a Ph.D. Only 3 percent had earned an Ed.D.; this was the lowest proportion of Ed.D.s earned by any group of presidents. (See Figure 6-C.) On the other hand, presidents of independent doctorate-granting universities were the most likely to have received law degrees (11 percent).

CAREER PATHS:

- More than one in four (27 percent) of the CEOs of independent doctorate-granting universities had come directly from another college presidency. (See Table 6-3.) One in 20 had moved into a third consecutive presidency.
- Two in three had been external candidates for their present positions.

FACULTY EXPERIENCE AND TENURE STATUS:

- Like their colleagues at other doctorate-granting campuses, a higher proportion of these presidents than others had held tenure in a faculty position in their prior position (66 percent) (see Figure 6-D) and second prior position (69 percent).
- Compared with their colleagues elsewhere, these presidents had spent a longer time as full-time faculty members (ten versus seven years). Only 13 percent had never taught full-time. (See Table 6-4.)
- Just over half (55 percent) were currently tenured as faculty members. (See Figure 6-E.)

<table>
<thead>
<tr>
<th>TABLE 6-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years In Current Presidency by Institutional Type: 1990 (Percentage of Presidents)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
<td>Public Independent</td>
</tr>
<tr>
<td>0</td>
<td>21.0</td>
<td>12.1</td>
<td>20.6</td>
<td>10.5</td>
<td>12.8</td>
</tr>
<tr>
<td></td>
<td>18.2</td>
<td>8.3</td>
<td>7.4</td>
<td>7.4</td>
<td>16.6</td>
</tr>
<tr>
<td>1</td>
<td>8.9</td>
<td>7.6</td>
<td>11.1</td>
<td>8.8</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>7.6</td>
<td>6.5</td>
<td>8.8</td>
<td>8.0</td>
<td>12.2</td>
</tr>
<tr>
<td>2</td>
<td>8.1</td>
<td>7.4</td>
<td>7.4</td>
<td>8.8</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td>9.1</td>
<td>7.4</td>
<td>7.4</td>
<td>8.0</td>
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The American College President
LENGTH OF TENURE:
- Compared with their peers, these CEOs were relatively new to their positions; 18 percent were in their first year. (See Table 6-5.)
- The average number of years spent as president was six.

PRESIDENTS AND BOARDS:
- Nearly all (97 percent) of independent doctorate-granting university presidents reported to a governing board, and three in four of those who did had voting rights.
- CEOs of these universities were the most likely of any group of presidents to be members of the following boards: education organization (75 percent), college/university (39 percent) or elected to government boards (39 percent). About one in two (52 percent) were active on corporate boards while three in five participated on community service boards.

Comprehensive Institutions:
Summary (n = 518)
Presidents of public comprehensive institutions were more likely than presidents of other types of institutions to be members of a minority group. At an average of seven years in their current positions, presidents of comprehensive universities had the longest length of service as of 1990.

Public Comprehensive Institutions (n = 299)

PERSONAL CHARACTERISTICS:
- About one in ten presidents (11 percent) of these institutions were women. (See Figure 6-A.)
- The proportion of all presidents who were African-American, Asian-American, Hispanic, or Native American was highest (19 percent) at public comprehensive institutions. Fourteen percent of the presidents were African-American, four percent were Hispanic, and less than 1 percent were Native American; less than 1 percent were not identified. There were no Asian-American presidents of public comprehensive institutions responding to the questionnaire. (See Figure 6-B.)
- The majority of the presidents were Protestant (59 percent) and very few (1 percent) were members of a religious order.
- About nine in ten presidents were married; three in five of their spouses did not work outside the home. (See Table 6-1.)

ACADEMIC BACKGROUND:
- Almost one-third of presidents at public comprehensive institutions held their highest degree in education (32 percent). Humanities/fine arts (25 percent) and social sciences (17 percent) were the next most frequent fields of study. (See Table 6-2.)
- Seventy-four percent of CEOs at public comprehensive campuses had earned Ph.D. degrees; this was nearly the same percentage of Ph.D. holders as in doctorate-granting universities (76 percent). Another 18 percent of presidents at public comprehensive institutions had received Ed.D. degrees. (See Figure 6-C.)

CAREER PATHS:
- About one in five CEOs was in a second consecutive presidency (see Table 6-3); 6 percent had moved into a third.
- About one in four (24 percent) of the presidents had been promoted from within their institutions.
- About one-third had most recently served as a vice president for academic affairs/chief academic officer.
FACULTY EXPERIENCE AND TENURE STATUS:

- About two in five of the CEOs had held tenure as a faculty member prior to assuming the presidency. (See Figure 6-D.)
- On average, presidents at public comprehensive campuses had spent about eight years as full-time faculty members. Only 18 percent had never taught full-time prior to becoming president. (See Table 6-4.)
- More than half (56 percent) of all public comprehensive presidents were also tenured as faculty members. (See Figure 6-E.)

LENGTH OF TENURE:

- One in eight presidents was new to the position, having served less than a year. (See Table 6-5.)
- The average time spent as president was about six years.

PRESIDENTS AND BOARDS:

- About half (49 percent) reported to governing boards, while the same proportion reported to chancellors. Like their colleagues at other public institutions, few of these presidents who reported to boards had voting rights (9 percent).
- Presidents of public comprehensive institutions were more likely to be members of community service boards (75 percent) than were other types of CEOs. Activity in an external educational organization board also was reported by nearly three-fifths (58 percent) of these presidents.

Independent Comprehensive Institutions \( (n = 218) \)

- About one in seven (14 percent) of these presidents was a woman. (See Figure 6-A.)
- Six percent were people of color, including 4 percent who were Hispanic and 2 percent who were African-American. (See Figure 6-B.)
- The median age of presidents at independent comprehensive institutions was 55 years.
- Two in three of the presidents were married; this was the smallest percentage among the institutional groups examined. Nineteen percent of the presidents of independent comprehensive institutions were never married because they were members of a religious order.
- CEOs at independent comprehensive campuses, compared with other presidents, included the largest proportion of Catholics (49 percent versus 26 percent) and members of religious orders (38 percent versus 15 percent).
- The majority of the spouses (three in five) were not employed. (See Table 6-1.)

ACADEMIC BACKGROUND:

- Most of the presidents earned their highest degrees in the following fields: education (31 percent), humanities/fine arts (20 percent), religion/theology (14 percent), and social sciences (14 percent). (See Table 6-2.)
- Seven in ten of the CEOs had earned a Ph.D., while another 10 percent had received an Ed.D. (See Figure 6-D.)

CAREER PATHS:

- Eighteen percent of the CEOs had moved into their second consecutive presidency. An equal proportion (18 percent) had been a vice president for academic affairs, while 24 percent had served as another type of vice president. (See Table 6-3.)
- About one in three of the presidents had been promoted from within their institutions.
Faculty Experience and Tenure Status:
- Half had held tenure as a faculty member prior to this presidency. (See Figure 6-D.)
- On average, the presidents had spent about seven years as full-time faculty members, but 26 percent had never taught full-time. (See Table 6-4.)
- One-third of the presidents currently held tenure as faculty members. (See Figure 6-E.)

Length of Service:
- On average, CEOs at independent comprehensive institutions had been in their positions two years longer than presidents elsewhere (nine years versus seven years). Only eight percent were in their first year in office. (See Table 6-5.)

Presidents and Boards:
- Almost all (94 percent) reported to governing boards. Like their colleagues at independent doctorate-granting universities, the majority (66 percent) of the presidents who reported to boards had voting privileges.
- Presidents at independent comprehensive institutions were generally active as members of external advisory boards. Community service boards were the most frequently cited, attracting 68 percent of the presidents. Educational organizations ranked second, with 62 percent of the presidents serving as board members.

Baccalaureate Colleges:
Summary (n = 496)
The second largest concentration of women presidents is found in baccalaureate colleges; nearly 18 percent of all baccalaureate colleges are headed by women. Presidents of public baccalaureate colleges (like those at public doctorate-granting institutions) were most likely to be in their first year of office (21 percent).

Public Baccalaureate Colleges (n = 34)

Personal Characteristics:
- Women held 12 percent of the presidencies of public baccalaureate colleges. (See Figure 6-A.)
- Approximately 12 percent of the presidents of this group of colleges were members of minority groups, compared with 9 percent of all presidents. Six percent were African-American, 3 percent were Asian-American, and 3 percent were Hispanic; 3 percent did not identify their race/ethnicity. (See Figure 6-B.)
- The median age of the presidents was 55 years.
- The majority of the presidents were Protestant (64 percent); very few of the presidents (3 percent) were members of religious orders.
- Almost all (97 percent) of the public baccalaureate presidents were married. Somewhat less than half of their spouses were employed outside of the home. (See Table 6-1.)

Academic Background:
- Presidents of public baccalaureate colleges were most likely to have earned their highest degrees in education (32 percent) and humanities/fine arts (27 percent). (See Table 6-2.)
- Almost all of the presidents at public baccalaureate colleges had earned doctorates (97 percent). The majority (68 percent) had received Ph.D.s, while another 29 percent had earned Ed.D.s. (See Figure 6-C.)
CAREER PATHS:

- Twelve percent had served as president in their prior position (see Table 6-3); 2.9 percent of the respondents were in their third consecutive presidency.
- About one-third of the CEOs at public baccalaureate colleges had been most recently a vice president for academic affairs/chief academic officer before assuming the presidency. Another 27 percent had been a dean or dean’s associate.
- About three in four presidents had been external candidates.

FACULTY EXPERIENCE AND TENURE STATUS:

- One in three had held tenure as a faculty member in the position prior to the presidency. (See Figure 6-D.)
- Compared with their colleagues elsewhere, presidents of public baccalaureate colleges had spent the longest time as full-time teachers (11 years). Very few of them (12 percent) had never taught full-time. (See Table 6-4.)
- About two in five were tenured as faculty members while serving as president. (See Figure 6-E.)

LENGTH OF TENURE:

- One in five of the CEOs was new to the position and had served less than a year. (See Table 6-5.)
- The presidents at public baccalaureate colleges had averaged less time in the presidency (four years compared with almost seven for other presidents).

PRESIDENTS AND BOARDS:

- Just over half (55 percent) of the presidents reported to chancellors, while two in five were responsible to a governing board. Like their colleagues at other public institutions, few presidents had voting rights as members of the board (8 percent).
- Relatively few public baccalaureate presidents were members of corporate boards (18 percent). The most frequently cited board membership was community service (59 percent).

Independent Baccalaureate Colleges (n = 462)

PERSONAL CHARACTERISTICS:

- Independent baccalaureate colleges had a relatively high proportion of women presidents (18 percent), compared with approximately 12 percent of all presidents. (See Figure 6-A.)
- More than 7 percent were members of minority groups, including 6.5 percent who were African-American. (See Figure 6-B.)
- The median age was 54 years.
- About half of the presidents were Protestant (55 percent); another 25 percent were Catholic.
- Four in five of the presidents were married, and less than half (46 percent) of their spouses were employed outside of the home. (See Table 6-1.)

ACADEMIC BACKGROUND:

- Compared with their colleagues at other campuses, presidents at independent baccalaureate colleges were the most likely to have earned their highest degree in the humanities/fine arts (30 percent). Education (29 percent) was the second most frequently chosen field. (See Table 6-2.)
- About four-fifths of the presidents had earned doctorates. Two in three had received a Ph.D., while another 14 percent had earned an Ed.D. (See Figure 6-C.)
CAREER PATHS:

- The CEOs at independent baccalaureate colleges had held a wide variety of positions prior to assuming the presidency. Fourteen percent had moved directly from another presidency; 40 percent had been a vice president in their previous position. (See Table 6-3.)
- Presidents at independent baccalaureate colleges were the most likely of all other presidents to have been external candidates (78 percent).

FACULTY EXPERIENCE AND TENURE STATUS:

- These presidents had spent about seven years teaching full-time. However, three in ten had never taught full-time. (See Table 6-4.)
- Three in four of the presidents had not held tenure as a faculty member just prior to assuming their presidencies.
- Relatively few of the independent baccalaureate presidents (26 percent) were currently tenured faculty members. (See Figure 6-E.)

LENGTH OF TenURE:

- Few presidents (7 percent) had spent less than one year in their current positions. (See Table 6-5.)
- The average number of years spent as president was about seven.

PREsIDENTS AND BOARDS:

- Compared with their colleagues at other types of institutions, independent baccalaureate presidents were the most likely to report to governing boards (98 percent). Most who reported to the board had voting privileges (61 percent).
- The most frequently cited external board memberships were community service groups (59 percent) and educational organizations (58 percent).

Two-Year Colleges:

Summary (n = 920)

Presidents of two-year institutions were the most likely of all presidents to have earned their highest degree in the field of education (70 percent). Their average length of service was seven years. They were least likely of all presidents to hold tenure as a faculty member while serving as president (20 percent). The highest proportion of women presidents was found at independent two-year colleges (23 percent).

Public Two-Year Colleges (n = 790)

PERSONAL CHARACTERISTICS:

- Nine percent of public two-year college presidents were women, compared with approximately 12 percent of presidents of all institutions. (See Figure 6-A.)
- Members of minority groups comprised 10.5 percent of this group. (Five percent were African-American, 3 percent were Hispanic, and 1 percent each were Asian-American and Native American.) (See Figure 6-B.)
- The median age was 53 years.
- About nine in ten were married and their spouses were the most likely of all presidential spouses to be employed (62 percent). (See Table 6-1.)
- Almost two in three presidents were Protestant. Only 1 percent of the public two-year college presidents were members of religious orders.

ACADEMIC BACKGROUND:

- The vast majority (74 percent) of public two-year college presidents had earned their highest degree in the field of educa-
tion; by comparison, education as a field of concentration ranged from 11 to 46 percent for presidents of other types of institutions. (See Table 6-2.)

- About four in five public two-year college presidents had earned doctorates.
- Slightly more than 41 percent held Ph.D. degrees; an equal percentage held Ed.D.s. These presidents were the most likely of all presidents to hold an Ed.D. degree. By comparison, between 3 and 29 percent of presidents of other types of institutions held the Ed.D. degrees. (See Figure 6-C.)
- An additional 15 percent had received a master’s as their highest degree.

**CAREER PATHS:**
- One in five public two-year college presidents had come directly from another presidency. (See Table 6-3.) Eight percent were in their third consecutive presidency.
- Another three in ten had been chief academic officers in their most recent prior positions.
- The large majority (71 percent) of presidents had been recruited from outside their institutions.

**FACULTY EXPERIENCE AND TENURE STATUS:**
- Public two-year college presidents were the least likely of their colleagues in the public sector to have held tenure as a faculty member (25 percent) in their most recent prior position. In other public institutions, the percentages ranged from 32 to 87 percent. (See Figure 6-D.)
- Twenty-one percent had never taught full-time; the average amount of teaching experience was five years. (See Table 6-4.)
- Most public two-year college presidents (80 percent) did not currently hold tenure as a faculty member. (See Figure 6-E.)

**LENGTH OF TENURE:**
- One in ten was serving in a first year as president. The average years spent in office was about seven. (See Table 6-5.)

**PRESIDENTS AND BOARDS:**
- About six in ten presidents reported to governing boards, and another three in ten reported to chancellors.
- Like other presidents of public institutions, public two-year college presidents were unlikely to have voting privileges on their governing boards (9 percent).
- Community service boards (77 percent) and educational organizations (50 percent) were the two most frequently cited external board memberships.

**Independent Two-Year Colleges (n = 130)**

**PERSONAL CHARACTERISTICS:**
- The highest percentage of women presidents (23 percent) was found at independent two-year colleges. (See Figure 6-A.)
- Of these presidents, 10.8 percent were people of color, including 5 percent Hispanic, 3 percent Native American, and 2 percent African-American. (See Figure 6-B.)
- The median age of presidents at independent two-year colleges was 53 years.
- About four in five were married, and the majority of their spouses were employed (57 percent). (See Table 6-1.)
- About two in five (43 percent) presidents were Protestant and almost as many (38 percent) were Roman Catholic. Nearly one-quarter of independent two-year college presidents were members of religious orders, compared with 15 percent on all campuses.
ACADEMIC BACKGROUND:

- Almost half (46 percent) of the presidents earned their highest degree in education. Humanities/fine arts (17 percent) was ranked second. (See Table 6-2.)
- About one-third of the presidents had earned Ph.D. degrees, while another 22 percent had received Ed.D. degrees. An additional 34 percent had earned a master's as their highest degree. (See Figure 6-C.)

CAREER PATHS:

- Few independent two-year college presidents had moved into their second (6 percent) or third (4 percent) consecutive presidency.
- About two in five had served most recently as a vice president.
- The large majority (72 percent) of presidents had been recruited from outside of their institutions.

FACULTY EXPERIENCE AND TENURE STATUS:

- Presidents at independent two-year colleges were not likely to have been in tenured positions (28 percent) prior to assuming the presidency. (See Figure 6-D.)
- Compared with their peers at other campuses, these presidents had spent the least amount of time as faculty members. The average number of years spent as a full-time college teacher was six years, and one in three presidents had never taught full-time. (See Table 6-4.)
- Independent two-year college presidents were the least likely to hold a tenured faculty position while serving as president (19 percent). (See Figure 6-E.)

LENGTH OF SERVICE:

- Almost one in seven presidents had served less than one year. (See Table 6-5.)
- Eight years was the average amount of time spent in office.

PRESIDENTS AND BOARDS:

- Nearly nine in ten presidents reported to governing boards. They were the least likely of presidents of independent institutions to have voting rights on the board (47 percent).
- A smaller percentage of CEOs at independent two-year colleges participated in external board activities than in most other types of institutions. Among the memberships cited, community service boards (58 percent) were most frequent.

Specialized Institutions: Summary (n = 293)

Specialized institutions had a low proportion of women presidents (7.8 percent). Only doctorate-granting institutions had a smaller percentage of women presidents (5.6 percent).

Public Specialized Institutions (n = 40)

PERSONAL CHARACTERISTICS

- Minority presidents comprised 2.5 percent of this group of presidents; women constituted 5 percent. Both of these proportions were below those at other types of institutions. (See Figures 6-A and 6-B.)
- Overall, the religious affiliation of the presidents was similar to their peers, and none of the respondents was a member of a religious order.
- The median age (58 years) was higher than that of all presidents (54 years).
• Nine in ten presidents were married and one-third of their spouses were employed outside of the home. (See Table 6-1.)

ACADEMIC BACKGROUND
• The presidents reported a wide range of academic backgrounds, reflecting the diversity of institutions in this group. Almost half (45 percent) of the presidents held M.D. degrees; another 30 percent had earned doctorates, including 20 percent with Ph.D. and 10 percent with Ed.D. degrees. (See Figure 6-C.)
• These presidents were among the least likely to have earned their highest degree in education (13 percent). (See Table 6-2.) Only presidents of independent doctorate-granting institutions had a lower proportion of presidents holding degrees in education (10.6 percent).

CAREER PATHS:
• Most CEOs at public specialized institutions had held a wide variety of administrative positions prior to becoming president. Very few presidents had moved into their second (5 percent) or third (3 percent) consecutive presidency.
• About one in four (23 percent) had been working as a vice president, and about one-third had been deans or their associates.
• Three in four presidents had been recruited from another institution.

FACULTY EXPERIENCE AND TENURE STATUS:
• A higher proportion than average (60 versus 39 percent) had held tenure as a faculty member just prior to becoming president. (See Figure 6-D.)
• On average, the presidents had taught nine years, longer than many of their colleagues. However, 28 percent had never taught full-time. (See Table 6-4.)
• A high percentage of public specialized institution presidents (68 percent) held tenure as faculty members while serving as president. (See Figure 6-E.)

LENGTH OF TENURE:
• One in eight CEOs had spent less than a full year as president. (See Table 6-5.)
• The average length of tenure was six years.

PRESIDENTS AND BOARDS:
• Almost half the presidents (48 percent) reported to a chancellor; 30 percent reported to a governing board, and the remaining 22 percent reported to state commissioners, church representatives, or other officials. Of those who did report to boards, none had voting rights.
• Presidents of public specialized institutions were most likely to serve on community service boards (58 percent) and educational organization boards (40 percent).

Independent Specialized Institutions (n = 253)

PERSONAL CHARACTERISTICS:
• Presidents of independent specialized institutions, like their colleagues at public specialized institutions, were less likely than their peers in most other types of institutions to be women (8 percent) or people of color (6 percent). (See Figures 6-A and 6-B.)
• The median age (54 years) of these presidents was similar to other presidents.
• Almost three in ten were members of religious orders; this is approximately the
same proportion as in private baccalaureate institutions.

ACADEMIC BACKGROUND:

- Since a sizable proportion of independent specialized institutions are theological schools, it is not surprising that presidents of independent specialized institutions were the most likely of all presidents to have earned a religious degree (11 percent). Likewise, compared with their peers, these presidents were more likely to have earned their highest degree in the fields of religion/theology (27 percent) and less likely to have earned it in education (19 percent). (See Table 6-2.)
- Slightly more than half (53 percent) of the presidents had received doctorates, including 45 percent with Ph.D. and 8 percent with Ed.D. degrees. (See Figure 6-C.)
- Another 20 percent listed a master’s degree as their highest academic degree.

CAREER PATHS:

- About one in ten had moved into a second consecutive presidency. (See Table 6-3.)
- Three in ten had been working as vice presidents prior to assuming this presidency.
- Like presidents of other independent colleges and universities, presidents of independent specialized institutions were the most likely to have been internal candidates (35 percent).

FACULTY EXPERIENCE AND TENURE STATUS:

- The presidents had taught on average about six years as full-time faculty members. However, two in five had never taught full-time. This was the highest proportion of presidents without any full-time teaching experience of all the groups. (See Table 6-4.)
- Three in ten presidents currently held tenure as faculty members. (See Figure 6-E.)

LENGTH OF TENURE:

- Seventeen percent of the presidents were new, having served less than a full year. (See Table 6-5.)
- Like their colleagues at other specialized institutions, these CEOs averaged six years in their positions.
- The vast majority (nine in ten) reported to governing boards. Over half of those reporting to a board (57 percent) had voting privileges.
- The most frequently cited membership on external boards was on community boards (50 percent).

1 For a complete description of the categories used in this chapter, see Chapter 1 under “Methodology.”
CHAPTER VII

Presidential Career Paths

In 1990, a typical college president had been an external candidate and had spent five years or fewer in the position just prior to the presidency. Between 1986 and 1990, there were no important shifts in most career mobility patterns. In both cohorts,

- almost three in four presidents were external candidates;
- about three in five had spent five years or less in their most recent positions;
- about three in five did not hold tenure as faculty members in this prior position; and
- about two in five had either moved into their second consecutive presidency or had served most recently as a vice president for academic affairs. (See Table 7-1.)

In 1986, 24 percent of the presidents came from positions other than president, vice president, assistant to the president, or dean. By 1990, this had decreased slightly to 22 percent. The paths to the presidency are many, but the majority come from within the academy. The perception that presidents are being drawn increasingly from outside higher education is not substantiated by this study; in 1986, 10.1 percent of presidents came from outside positions; in 1990, the percentage was 9.6. (See Table 7-2.)

The following sections highlight some of the findings on career mobility from the 1990 cohort. More extensive tables with 1986, new appointee, and 1990 data are available in the Appendix.

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<td>Vice President for Academic Affairs</td>
<td>24</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>42</td>
<td>34</td>
</tr>
</tbody>
</table>
TABLE 7-2
Title of Prior Position: 1990 and 1986 (in percentages)

<table>
<thead>
<tr>
<th>Prior Position of Presidents</th>
<th>1990</th>
<th>1986</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>18.0</td>
<td>17.3</td>
</tr>
<tr>
<td>Executive Vice President</td>
<td>9.9</td>
<td>9.0</td>
</tr>
<tr>
<td>Assistant to President</td>
<td>1.7</td>
<td>2.0</td>
</tr>
<tr>
<td>Vice President for Academic Affairs/Chief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Officer</td>
<td>23.7</td>
<td>22.5</td>
</tr>
<tr>
<td>All Other Vice Presidents</td>
<td>9.9</td>
<td>9.4</td>
</tr>
<tr>
<td>Deans or Their Associates</td>
<td>14.7</td>
<td>15.6</td>
</tr>
<tr>
<td>Other Administrator</td>
<td>3.3</td>
<td>3.9</td>
</tr>
<tr>
<td>Department Chair</td>
<td>2.2</td>
<td>2.5</td>
</tr>
<tr>
<td>Professor</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Other Faculty Member</td>
<td>1.7</td>
<td>1.9</td>
</tr>
<tr>
<td>Higher Education, not at an Institution</td>
<td>2.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Outside Higher Education</td>
<td>9.6</td>
<td>10.1</td>
</tr>
<tr>
<td>Private Business</td>
<td>2.1</td>
<td>2.0</td>
</tr>
<tr>
<td>Member of Religious Order</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Religious Counsel</td>
<td>.5</td>
<td>.4</td>
</tr>
<tr>
<td>Local/Federal Government</td>
<td>1.0</td>
<td>1.2</td>
</tr>
<tr>
<td>Military Personnel</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Other</td>
<td>2.8</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Tenure as a Faculty Member
Presidents were unlikely to hold tenure as faculty members while serving as presidents; approximately one-third of all presidents held tenure as a faculty member. Presidents more often held tenure as a faculty member if they were appointed from within the institution (46 percent), or if they were at doctorate-granting universities (75 percent) or comprehensive universities (46 percent). Presidents selected as external candidates usually did not hold tenure as a faculty member (71 percent). Also, only 20 percent of presidents of two-year institutions held tenure as a faculty member as did 27 percent of chief executive officers of baccalaureate institutions.

Among the presidents in the 1990 cohort who were selected as internal candidates, 46 percent held tenure as a faculty member. Nearly 44 percent of presidents selected from within the institution had held tenure as a faculty member in a previous position; approximately 3 percent had not. Thus, most of the presidents who held faculty tenure carried their tenure with them into the presidency. Among the 54 percent of the internal candidates who did not hold tenure as a faculty member while serving as president, 3 percent had faculty tenure in a prior position and gave it up to assume the presidency. The data were very similar in 1986. (See Table 7-3 and Figures 7-A and 7-B.)

Whereas 46 percent of presidents selected as internal candidates held tenure as a faculty member while serving as presi-
Dent, only 29 percent of external candidates did. They were unlikely to become tenured in their new institutions as presidents if they were untenured prior to assuming the position: only 9 percent of presidents acquired tenure as a faculty member at the same time they became presidents. Of the 29 percent of external candidates who held tenured faculty positions while serving as president, 20 percent had held tenure as a faculty member in a prior position. Another 15 percent had held tenure as a faculty member in a prior position but gave it up to assume the presidency. More external candidates received tenure as faculty members upon assuming the presidency than did internal candidates (9 percent versus 3 percent).

Differences by Sex
In 1990, 43 percent of men and 45 percent of women college presidents served in their most recent prior position as executive vice president, vice president for academic affairs, or another type of vice president. It should be noted that the differences in titles used in various types of institutions may affect this finding. It is likely that the percentage of individuals who function as vice presidents but do not hold vice presidential titles is even greater than indicated here. For purposes of this analysis, dean of instruction, dean of the college, and dean of the faculty were included in the category “chief academic officer” and recorded as vice president for academic affairs.

Overall, almost one in five (18 percent) of the 1990 presidents was in a second consecutive presidency. However, this was more typical of men than women presidents (19 versus 12 percent). The trend toward selecting CEOs who were either a current president or a vice president for academic affairs seems to be gaining strength. For both men and women, the proportions with backgrounds in those two positions increased from the 1986 to the new appointee cohort. (See Table 7-1.)

Two differences in the 1986 and 1990 cohort between men and women in career mobility should be noted. Women were more likely than men to have been internal candidates (36 versus 27 percent) and to have spent less time (five years or fewer) in their positions prior to their presidencies (70 versus 59 percent).

Differences by Race/Ethnicity: African-American Presidents
In 1990, about two in five African-American presidents, like their Caucasian colleagues, had served as either a president or vice president for academic affairs in their previous positions. However, African-
American presidents were slightly more likely than Caucasian presidents to have spent five years or fewer in their most recent prior position (66 versus 59 percent). African-American presidents (80 percent) were more likely than either Caucasian (72 percent) or Hispanic (69 percent) presidents to have been external candidates.

Also of interest in tracking the administrative careers of presidents of color is the movement between predominantly white institutions and HBCUs. Findings below indicate that there is some mobility of African-American presidents from predominantly white institutions to HBCUs but none in the other direction.

Among African-American presidents at HBCUs, 38 percent came from predominantly white institutions, while the others came from HBCUs (62 percent). Approximately two out of five (42 percent) of the HBCU presidents coming from within that sector came from a different HBCU, while one out of five (20 percent) were internal candidates in 1990. This is very different from 1986 when only 11 percent of the HBCU presidents came from predominantly white institutions, while 89 percent came from HBCUs; 57 percent of those moving within the HBCU group were external candidates and 32 percent were internal.

The mobility patterns of African-American presidents of predominantly white institutions present a different picture. In 1990, 100 percent of African-American presidents of predominantly white institutions came from that group of institutions; 79 percent came from other predominantly white institutions, with 21 percent as internal candidates. The lack of mobility from HBCUs to predominantly white institutions was also true in 1986; none came from HBCUs, 88 percent came from other white institutions, and 12 percent were internal candidates. Clearly, the route for African-Americans to the presidency of predominantly white institutions is from that group of institutions, while there are several paths to the presidencies of HBCUs. (See Table 7-4.)
TABLE 7-5
Hispanic Presidents' Current and Prior Positions at HACU and Other Institutions: 1990 and 1986

<table>
<thead>
<tr>
<th>Prior Position</th>
<th>Current Position</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>President of HACU Member* Institution</td>
<td>President of Predominantly White Institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Same HACU institution</td>
<td>14</td>
<td>38.9</td>
<td>0</td>
</tr>
<tr>
<td>Other HACU institution</td>
<td>6</td>
<td>16.7</td>
<td>7</td>
</tr>
<tr>
<td>Same predominantly white institution</td>
<td>0</td>
<td>.0</td>
<td>5</td>
</tr>
<tr>
<td>Other predominantly white institution</td>
<td>16</td>
<td>44.4</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Position</th>
<th>Current Position</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>President of HACU Member* Institution</td>
<td>President of Predominantly White Institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Same HACU institution</td>
<td>14</td>
<td>45.2</td>
<td>0</td>
</tr>
<tr>
<td>Other HACU institution</td>
<td>6</td>
<td>19.3</td>
<td>4</td>
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<tr>
<td>Same predominantly white institution</td>
<td>0</td>
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<tr>
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<td>11</td>
<td>35.5</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td>24</td>
</tr>
</tbody>
</table>

*Hispanic Association of Colleges and Universities (HACU)

Differences by Race/Ethnicity: Hispanics

Hispanic presidents were less likely than Caucasian or African-American presidents to be in their second presidency (14 percent of the Hispanic presidents compared with 18 percent of Caucasians and 20 percent of African-Americans). Approximately one in five Hispanic presidents held the title of vice president for academic affairs in the most recent prior position, a proportion similar to Caucasian and African-American presidents. A higher percentage (30 percent) held the title of dean or associate dean in their most prior position than did Caucasian presidents (14 percent) or African-American presidents (17 percent). Like their African-American colleagues, a larger percentage of Hispanic presidents had spent five years or fewer in their last jobs than had Caucasian presidents (71 versus 60 percent). Hispanic presidents also were the most likely to have held tenure as a faculty member in their previous positions: 56 percent of Hispanics versus 39 percent for African-American and 38 percent for Caucasian presidents.

When compared with Hispanic presidents as a total group, Hispanic presidents at non-HACU institutions more often had moved into their second consecutive presidency (25 versus 6 percent) or had been a vice president for academic affairs (29 versus 14 percent).

There is considerable mobility for Hispanic presidents between HACU institutions and predominantly white institutions. In 1990, more than two-fifths (44 percent) of presidents of HACU institutions came from predominantly white institutions, while 26 percent of Hispanic presidents of predominantly white institutions came from HACU institutions.

While there is mobility between HACU and non-HACU institutions, more than half of the Hispanic presidents of...
### TABLE 7-6
Presidents' Current and Immediately Prior Positions by Institutional Type: 1990

<table>
<thead>
<tr>
<th>Prior Position</th>
<th>Doctorate-Granting</th>
<th></th>
<th>Comprehensive</th>
<th></th>
<th>Baccalaureate</th>
<th></th>
<th>Two-Year</th>
<th></th>
<th>Specialized</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
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<tr>
<td>Same doctorate-granting university</td>
<td>53</td>
<td>26.5</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other doctorate-granting university</td>
<td>80</td>
<td>40.0</td>
<td>97</td>
<td>19.6</td>
<td>61</td>
<td>12.6</td>
<td>34</td>
<td>3.8</td>
<td>32</td>
<td>12.0</td>
</tr>
<tr>
<td>Same comprehensive college or university</td>
<td>0</td>
<td>.0</td>
<td>136</td>
<td>27.5</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other comprehensive college or university</td>
<td>31</td>
<td>15.5</td>
<td>157</td>
<td>31.8</td>
<td>76</td>
<td>15.7</td>
<td>56</td>
<td>11.4</td>
<td>18</td>
<td>6.8</td>
</tr>
<tr>
<td>Same baccalaureate college</td>
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<td>.0</td>
<td>0</td>
<td>.0</td>
<td>110</td>
<td>22.7</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other baccalaureate college</td>
<td>6</td>
<td>3.0</td>
<td>45</td>
<td>9.1</td>
<td>115</td>
<td>23.7</td>
<td>21</td>
<td>2.3</td>
<td>10</td>
<td>2.2</td>
</tr>
<tr>
<td>Same two-year college</td>
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<td>.0</td>
<td>0</td>
<td>.0</td>
<td>258</td>
<td>28.6</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other two-year college</td>
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<td>.5</td>
<td>17</td>
<td>3.5</td>
<td>15</td>
<td>3.1</td>
<td>418</td>
<td>46.3</td>
<td>8</td>
<td>3.0</td>
</tr>
<tr>
<td>Same specialized institution</td>
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<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>90</td>
<td>33.7</td>
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<tr>
<td>Other specialized institution</td>
<td>3</td>
<td>1.5</td>
<td>10</td>
<td>2.0</td>
<td>21</td>
<td>4.3</td>
<td>19</td>
<td>2.1</td>
<td>54</td>
<td>20.2</td>
</tr>
<tr>
<td>Other place of employment</td>
<td>26</td>
<td>13.0</td>
<td>32</td>
<td>6.5</td>
<td>87</td>
<td>17.9</td>
<td>96</td>
<td>10.7</td>
<td>55</td>
<td>20.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100.0</strong></td>
<td><strong>494</strong></td>
<td><strong>100.0</strong></td>
<td><strong>485</strong></td>
<td><strong>100.0</strong></td>
<td><strong>902</strong></td>
<td><strong>100.0</strong></td>
<td><strong>267</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### TABLE 7-7
Presidents' Current and Immediately Prior Positions by Institutional Type: 1986

<table>
<thead>
<tr>
<th>Prior Position</th>
<th>Doctorate-Granting</th>
<th></th>
<th>Comprehensive</th>
<th></th>
<th>Baccalaureate</th>
<th></th>
<th>Two-Year</th>
<th></th>
<th>Specialized</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Same doctorate-granting university</td>
<td>65</td>
<td>30.1</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other doctorate-granting university</td>
<td>77</td>
<td>35.6</td>
<td>95</td>
<td>18.2</td>
<td>60</td>
<td>12.1</td>
<td>43</td>
<td>4.6</td>
<td>33</td>
<td>13.6</td>
</tr>
<tr>
<td>Same comprehensive college or university</td>
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<td>.0</td>
<td>148</td>
<td>28.3</td>
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<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other comprehensive college or university</td>
<td>31</td>
<td>14.4</td>
<td>155</td>
<td>29.7</td>
<td>82</td>
<td>16.5</td>
<td>62</td>
<td>6.6</td>
<td>18</td>
<td>7.4</td>
</tr>
<tr>
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<td>.0</td>
<td>0</td>
<td>.0</td>
<td>118</td>
<td>23.8</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other baccalaureate college</td>
<td>8</td>
<td>3.7</td>
<td>43</td>
<td>8.2</td>
<td>118</td>
<td>23.8</td>
<td>26</td>
<td>5.2</td>
<td>15</td>
<td>6.2</td>
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<tr>
<td>Same two-year college</td>
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<tr>
<td>Other two-year college</td>
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<td>.0</td>
<td>20</td>
<td>3.8</td>
<td>18</td>
<td>3.6</td>
<td>414</td>
<td>44.3</td>
<td>7</td>
<td>2.9</td>
</tr>
<tr>
<td>Same specialized institution</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>75</td>
<td>30.9</td>
</tr>
<tr>
<td>Other specialized institution</td>
<td>5</td>
<td>2.3</td>
<td>6</td>
<td>1.1</td>
<td>20</td>
<td>4.0</td>
<td>18</td>
<td>1.9</td>
<td>44</td>
<td>18.1</td>
</tr>
<tr>
<td>Other place of employment</td>
<td>30</td>
<td>13.9</td>
<td>56</td>
<td>10.7</td>
<td>80</td>
<td>16.1</td>
<td>126</td>
<td>13.5</td>
<td>51</td>
<td>20.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>216</strong></td>
<td><strong>100.0</strong></td>
<td><strong>523</strong></td>
<td><strong>100.0</strong></td>
<td><strong>496</strong></td>
<td><strong>100.0</strong></td>
<td><strong>935</strong></td>
<td><strong>100.0</strong></td>
<td><strong>243</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
HACU institutions came from the same or similar institutions: 39 percent were internal candidates, while 17 percent came from a different HACU institution. Forty-four percent came to the presidency of a HACU institution from a predominantly white institution in 1990. Yet nearly three-quarters of the Hispanic presidents of predominantly white institutions came from either the same or another predominantly white institution; 19 percent were internal candidates and 56 percent were from other predominantly white institutions. Twenty-six percent were from a HACU institution. (See Table 7-5.)

Mobility Among Institutional Types
Most presidents come to the position from the same type of institution. The 1986 data showed a similar lack of mobility among institutional types. This was especially true in community colleges: in 1990, 75 percent of the presidents had held their immediately prior position in the same or other two-year college, and 67 percent of the presidents of doctorate-granting universities had held their prior position in the same or other doctorate-granting universities. Similar tracking was visible in other types of institutions: 54 percent of the presidents at specialized institutions came from the same or other specialized institutions; 59 percent of the presidents of comprehensive institutions held their previous position at the same or another comprehensive college or university; and 46 percent of the baccalaureate college presidents came from the same or another baccalaureate college. (See Table 7-6.) As Table 7-7 indicates, the patterns were similar in 1986.

The presidents who were most likely to be internal candidates were heads of specialized institutions (34 percent), with presidents of two-year institutions also as likely to be selected from within (29 percent).

When mobility occurred from one type of institution to another, individuals in doctorate-granting universities were the most likely to assume a presidency in a different type of institution. In 1990, 20 percent of presidents of comprehensive institutions held their previous positions at a doctorate-granting university, as did 13 percent of presidents of baccalaureate colleges.

Analysis of the presidents' second position prior to the presidency reveals that 49 percent or more of the presidents came from the same institution or one similar to the type of institution they were now leading (81 percent of doctorate-granting university presidents, 74 percent of two-year college heads, 58 percent of specialized institution presidents, 57 percent of comprehensive college or university presidents, and 50 percent of baccalaureate college presidents. (See Table 7-8.) Table 7-9 shows similar patterns for the second prior position in 1986.
### TABLE 7-8
Presidents' Current and Second Prior Positions by Institutional Type: 1990

<table>
<thead>
<tr>
<th>Prior Position</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Same doctorate-granting university</td>
<td>40</td>
<td>25.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other doctorate-granting university</td>
<td>90</td>
<td>56.3</td>
<td>109</td>
<td>26.0</td>
<td>65</td>
</tr>
<tr>
<td>Some comprehensive college or university</td>
<td>5</td>
<td>3.1</td>
<td>101</td>
<td>24.1</td>
<td>0</td>
</tr>
<tr>
<td>Other comprehensive college or university</td>
<td>18</td>
<td>11.3</td>
<td>136</td>
<td>32.5</td>
<td>81</td>
</tr>
<tr>
<td>Same baccalaureate college</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>92</td>
</tr>
<tr>
<td>Other baccalaureate college</td>
<td>0</td>
<td>0.0</td>
<td>41</td>
<td>9.0</td>
<td>92</td>
</tr>
<tr>
<td>Same two-year college</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other two-year college</td>
<td>1</td>
<td>0.6</td>
<td>14</td>
<td>3.3</td>
<td>19</td>
</tr>
<tr>
<td>Same specialized institution</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other specialized institution</td>
<td>6</td>
<td>3.7</td>
<td>18</td>
<td>4.3</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100.0</strong></td>
<td><strong>419</strong></td>
<td><strong>100.0</strong></td>
<td><strong>371</strong></td>
</tr>
</tbody>
</table>

### TABLE 7-9
Presidents' Current and Second Prior Positions by Institutional Type: 1986

<table>
<thead>
<tr>
<th>Prior Position</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Same doctorate-granting university</td>
<td>53</td>
<td>29.6</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other doctorate-granting university</td>
<td>96</td>
<td>53.7</td>
<td>117</td>
<td>26.1</td>
<td>71</td>
</tr>
<tr>
<td>Some comprehensive college or university</td>
<td>0</td>
<td>0.0</td>
<td>109</td>
<td>24.3</td>
<td>0</td>
</tr>
<tr>
<td>Other comprehensive college or university</td>
<td>17</td>
<td>9.5</td>
<td>146</td>
<td>32.6</td>
<td>84</td>
</tr>
<tr>
<td>Same baccalaureate college</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>98</td>
</tr>
<tr>
<td>Other baccalaureate college</td>
<td>9</td>
<td>5.0</td>
<td>46</td>
<td>10.3</td>
<td>91</td>
</tr>
<tr>
<td>Same two-year college</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other two-year college</td>
<td>0</td>
<td>0.0</td>
<td>18</td>
<td>4.0</td>
<td>19</td>
</tr>
<tr>
<td>Same specialized institution</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other specialized institution</td>
<td>4</td>
<td>2.2</td>
<td>12</td>
<td>2.7</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>179</strong></td>
<td><strong>100.0</strong></td>
<td><strong>448</strong></td>
<td><strong>100.0</strong></td>
<td><strong>386</strong></td>
</tr>
</tbody>
</table>
Both recent discussion of the length of service of college and university presidents and anecdotal evidence suggest that the position has become more perilous and embattled and that presidential turnover is increasing. Some of the difficulties in developing reliable comparative data depend on the various terms of discussion. The term presidential tenure is sometimes used to mean the number of years a president spent in office before leaving—a retrospective view. This study uses the term length of service to indicate how long presidents who were in office in 1986 and 1990 held that position.

Average length of service, however, is only one indicator of presidential turnover. Another way to approach this question is to determine the proportion of presidents who are new to their positions. What percentage of presidents has served for less than one year, fewer than three years, fewer than five years?

Using both indicators, this study shows that the average length of service was 6.7 years and more than half (53 percent) of all presidents served five years or fewer. Thus, the proportion of presidents who have served six or more years (47 percent) is substantial enough to raise the average length of service to a higher figure than one might expect, given the relatively large group who had served five years or fewer.

Looking at length of service in terms of the proportion of presidents serving one, three, or five years gives a different picture from one that looks at the mean length of service. Nearly 12 percent of all presidents were in their first year of office, more than a third (36 percent) had served three years or fewer, and more than half (53 percent) had served five years or fewer. The data also reveal the extent to which women and members of minority groups are relative newcomers to the presidency: 15 percent of women were in their first year, compared with 11 percent of men. More than one-fifth (21 percent) of the Hispanic presidents were in their first year, compared with 14 percent of African-American presidents and 11 percent of Caucasian presidents.

Looking at the percentage of presidents who have spent five years or fewer is also revealing: 51 percent of men, 62 percent of women, 65 percent of African-Americans, 78 percent of Hispanics, and 50 percent of Caucasians. (There were too few cases of Asian-American or Native American presidents to permit separate analyses.)

A similar analysis can be made by institutional type. Public doctorate-granting and public baccalaureate institutions had the highest percentage of presidents in their first year: 21 percent in both groups. Independent doctorate-granting universities were a close second, with 18 percent of these presidents in their first year. The lowest proportion of first-year presidents was in
TABLE 13-1
Mean Years of Service as President: 1990 and 1986

<table>
<thead>
<tr>
<th>Category</th>
<th>Public</th>
<th>Independent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate-Granting</td>
<td>4.8</td>
<td>6.4</td>
<td>5.4</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>6.1</td>
<td>8.5</td>
<td>7.1</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>4.2</td>
<td>6.8</td>
<td>6.6</td>
</tr>
<tr>
<td>Two-Year</td>
<td>6.8</td>
<td>7.9</td>
<td>6.9</td>
</tr>
<tr>
<td>Specialized</td>
<td>6.2</td>
<td>5.8</td>
<td>5.9</td>
</tr>
<tr>
<td>Men</td>
<td>6.7</td>
<td>7.0</td>
<td>6.8</td>
</tr>
<tr>
<td>Women</td>
<td>3.2</td>
<td>7.2</td>
<td>5.5</td>
</tr>
<tr>
<td>African-American</td>
<td>5.0</td>
<td>5.8</td>
<td>5.2</td>
</tr>
<tr>
<td>Asian-American</td>
<td>*</td>
<td>*</td>
<td>4.6</td>
</tr>
<tr>
<td>Caucasian</td>
<td>6.6</td>
<td>7.1</td>
<td>6.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.5</td>
<td>5.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Native American</td>
<td>*</td>
<td>*</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>6.3</td>
<td>7.0</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Public</th>
<th>Independent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate-Granting</td>
<td>5.1</td>
<td>8.2</td>
<td>6.1</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>5.7</td>
<td>7.6</td>
<td>6.5</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>5.1</td>
<td>6.3</td>
<td>6.2</td>
</tr>
<tr>
<td>Two-Year</td>
<td>6.5</td>
<td>7.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Specialized</td>
<td>4.6</td>
<td>5.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Men</td>
<td>6.3</td>
<td>6.7</td>
<td>6.5</td>
</tr>
<tr>
<td>Women</td>
<td>2.6</td>
<td>6.2</td>
<td>4.9</td>
</tr>
<tr>
<td>African-American</td>
<td>4.4</td>
<td>5.1</td>
<td>4.6</td>
</tr>
<tr>
<td>Asian-American</td>
<td>*</td>
<td>*</td>
<td>5.1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>6.3</td>
<td>6.7</td>
<td>6.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.4</td>
<td>4.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Native American</td>
<td>*</td>
<td>*</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>6.1</td>
<td>6.6</td>
<td>6.3</td>
</tr>
</tbody>
</table>

*Too few cases to provide valid mean

In 1990, the average number of years that a college or university president had been in office was slightly under seven years (6.7 years). (See Table 8-1.) Indeed, overall, the average number of years in office had increased slightly since 1986 when the mean was just above six years (6.3 years). In general, in 1990 presidents of independent institutions had served longer than had their peers at public campuses (7.0 versus 6.3 years). Overall, 12 percent of the presidents were in their first year of office, and nearly three in ten had served two years or fewer. More than half (53 percent) had served for fewer than five years in their office.
TABLE 8-2
Median Years of Service as President: 1990 and 1986

<table>
<thead>
<tr>
<th>Category</th>
<th>Public</th>
<th>Independent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate-Granting</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>2.5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Two-Year</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Specialized</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Public</th>
<th>Independent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate-Granting</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>4</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Two-Year</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Specialized</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Public</th>
<th>Independent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Asian-American</td>
<td>*</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Native American</td>
<td>*</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

*Too few cases to provide valid median

current position. The percentage of presidents in office five years or fewer was similar in the 1986 cohort: 13 percent were in their first year in office, 33 percent had served two years or fewer, and 56 percent had served five years or fewer.

The median years of service for all presidents is five. (See Table 8-2.) Presidents of public baccalaureate institutions had the lowest median years of service (2.5 years), compared with a high of seven years for presidents of independent comprehensive universities.

**Institutional Type**
Presidents of independent comprehensive universities had the longest average number of years in office (8.5). Presidents of
public baccalaureate institutions had the shortest tenure of 4.2 years. Their counterparts in independent baccalaureate institutions had a longer average service of 6.8 years.

Differences in turnover rates among various types of institutions may be seen more clearly in the figures for the median length of service. Overall, presidents of doctorate-granting institutions had the lowest median years of service (four), compared with five years for baccalaureate, two-year, and specialized institutions, and six for presidents of comprehensive institutions. The shortest median length of service was that for presidents of public baccalaureate colleges (2.5 years).

**Sex and Race**

Men, on average, had been in their positions longer than women (6.8 versus 5.5 years). Likewise, Caucasians had been serving as presidents for more years (6.9 years) than had their minority colleagues (4.2–5.2 years).

The median length of service for women was four years, compared with five for men. Women are newer to the presidencies of public institutions (two years’ median service) than their male counterparts (five years’). Median years of service for African-American presidents (four years), Asian-American presidents (two years), Hispanic presidents (four years) and Native American presidents (three years) were also lower than the median length of service for Caucasian presidents (five years).

**1986 and 1990**

When the 1986 and 1990 cohorts are compared, every institutional group except doctorate-granting institutions showed an increase in its average length of service. The average years in office for presidents of doctorate-granting universities decreased from 6.1 to 5.4 years. For men, women, and Caucasian presidents, the average number of years in office increased slightly during 1986–90. (Caution should be used in interpreting the fluctuation in length-of-service averages for minority presidents between 1986 and 1990 because the numbers were so small in those categories.)

The median years of service showed various changes. Men presidents remained at five years, while women presidents increased from three to four years from 1986 to 1990. Median service for presidents of doctorate-granting universities decreased from five to four years, held steady at five years for the presidents of baccalaureate and two-year institutions, and increased from five to six years for presidents of comprehensive and from four to five for presidents of specialized institutions.

**1990 Cohort**

On average, one in eight presidents (12 percent) was new to the position, having served less than a full year. Slightly more women than men (15 versus 11 percent) were in their inaugural year. Hispanic presidents were about twice as likely as Caucasian presidents to be in their first year in office (21 versus 11 percent). African-American presidents ranked in-between at 14 percent. Across institutional groups, presidents of doctorate-granting universities (both public and independent) and public baccalaureate colleges had higher proportions of presidents who had been recently appointed (18–21 percent). By contrast, fewer than one in ten CEOs at independent baccalaureate and independent comprehensive institutions were in their first year in office (7–8 percent).
Overall, the profile of the 1990 presidents is strikingly similar to that of the 1986 group. In 1990, the typical college or university president was a white, 54-year-old male, married, with an earned doctorate, having come from an institution similar to the one he was now heading. Most had had full-time teaching experience, but two-thirds did not hold tenure as a faculty member while serving as president.

Much of the conventional wisdom about the characteristics and career paths of college and university presidents is borne out by the data. There are observable differences among presidents of different types of institutions in age, academic preparation, race, and gender, as well as the likelihood of being in a second or third presidency. Patterns of career movement show that there is little movement from one type of institution to another. The data provide some answers to questions about who the presidents are, and whether changes can be discerned between 1986 and 1990.

**Are Presidents a More Diverse Group in 1990?**

Although the overall profile of the 1990 group closely resembled that of the 1986 cohort, there was some change with regard to diversity.

Women and minority presidents were the “newcomers” to the presidency. Women were more likely than men to have served five years or fewer (62 percent versus 51 percent), and minority presidents more likely than majority presidents to have served five years or fewer: African-American, 65 percent; Hispanic, 78 percent; Caucasian, 50 percent.

The most conspicuous shift between 1986 and 1990 was found in the characteristics of the newly appointed women. Fourteen percent of the new appointees were women. In addition, the women being appointed were much more likely to be married (two-thirds) than were the 1986 group (one-third). Nearly two-thirds (59 percent) of the women presidents were named to head public institutions and more than a third (36 percent) of the new women appointees were at public two-year colleges.

The net increase of minority presidents responding to the questionnaire also showed some progress. Twelve percent of the respondents of the new appointees were African-American, Asian-American, Hispanic, or Native American, compared with eight percent of the 1986 cohort. While there have been some shifts in the distribution of presidents of color among institutional types, the differences are not striking.

Women and minority presidents continue to be very underrepresented in the presidencies of doctorate-granting institutions. In 1990, the respondent population included four African-Americans heading doctorate-granting universities, one Asian-
American, no Hispanics and no Native Americans. Eleven doctorate-granting universities were headed by women.

What Does This Data about Women Presidents and Presidents of Color Suggest about the Future?

What can we expect in ten or 20 years? What will the American college presidency look like in the next century? How quickly will underrepresented groups achieve parity with their proportions in the population?

The current data suggest a number of patterns that may be visible in the future if certain conditions apply. The scenario described below rests on several assumptions (1) the number of colleges and universities stays the same in the future as it was in 1990; (2) the rate of growth apparent from 1986 to 1990 continues unchanged; (3) positions would be obtained proportionate to actual growth in numbers, not growth in percentages; and (4) population growth estimates are based on actual population projections by the U.S. Census Bureau.

Obviously, other variables could change and the future could look quite different. However, at the current rate of growth, the future can be sketched as follows: women will achieve the same percentage of presidencies as their percentage of the population in about 50 years. Caucasian women will hold the same percentage of presidencies as their percentage of the population in approximately 40 years. Hispanic women will achieve equality in about 45 years, while African-American women will achieve equality in a little more than a decade if they continue to double every four years as they did in the four-year time frame in this study, which is indeed a questionable assumption. Native American women will achieve equality in about five years, while Asian-American females will never achieve equality given the current rate of growth, because they experienced a negative growth rate during the four-year period under study.

For men of color, the following can be envisioned: African-American males will not achieve equality since their growth rate in achieving the presidency was slower than their growth rate in the population. Asian-American and Hispanic males will not catch up in more than a century, their growth rate in achieving presidencies was only slightly higher than their population growth rate. Native American men held a greater percentage of the presidencies than their percentage of the population in 1990.

Clearly, this is only one scenario. If we changed just one of the assumptions, or the time frame used as a point of departure, the results would be different. The data do suggest, however, that progress in diversifying the leadership ranks is indeed slow, slower than some anecdotal evidence would suggest. There is no evidence to suggest that affirmative action efforts are resulting in “reverse discrimination;” on the contrary, progress has been slow and for some groups, nonexistent. Thus, if higher education intends to have its presidency reflect the population in the near future, different recruitment efforts and selection processes will be required.

Is the Length of Presidential Service Decreasing?
The conventional wisdom holds that the length of service for the college and university president has decreased in recent years because the job is becoming increasingly difficult and presidents are more vulnerable to political and financial pressures. This study found that in 1990 presidents had been in office slightly under seven years, increasing from 6.3 years in 1986 to 6.7 years in 1990. At first glance, this slight rise
might be surprising. However, the five-
year median length of service did not
change between 1986 and 1990. Other
length-of-service measures indicate that
there is a large group of newcomers, sug-
gesting that the longer-serving presidents
are inflating the mean. More than half the
presidents of the 1990 cohort have served
five years or fewer and 12 percent of the
presidents were in their first year of office.
The figures in 1986 were nearly the same:
56 percent had served five years or fewer;
13 percent were in their first year. From
this perspective, it could be said that there
continued to be substantial turnover in the
presidential ranks.

It should be noted that there were
differences among institutional types. Presi-
dents of doctorate-granting universities
were the most likely to be in their current
presidency five years or fewer (60 percent),
compared with 53 percent of all presidents.
The data suggested that the length of ser-
vice for presidents in the public sector is
shorter than in independent institutions. In
doctorate-granting institutions, the median
length of service in public institutions was
four years, compared with five in indepen-
dent universities. The comparisons of me-
dian length of service in other types of in-
itutions were similar: five in public com-
prehensive universities versus seven in inde-
pendent; 2.5 years in public baccalaureate
institutions versus six in independent. In
two-year colleges, the figures were compa-
rable at five years in each sector, and spe-
cialized institutions showed a slightly longer
median length of service in public institu-
tions (five years) than in private (four years).

Scholars of the presidency often
debate the question of the optimal length of
service for a president. Does a president
who remains for a long time prevent the
college from changing to meet the chang-
ing times? Is a short tenure in office a
stimulus to renewal and inspiration for the
faculty and staff as a new leader takes
charge? What is the minimum length of
time in office required to develop and
implement a strategic change? Although
this study did not respond to these ques-
tions, it did show that within every five-
year period approximately 50 percent of the
college and university presidents left their
current positions. On the one hand, this
turnover represented an opportunity for
change, but, on the other, it also raised
questions about continuity of leadership and
the problems associated with transitions.

What Is the Typical Career Path
to the Presidency? Has It Changed?
Again, the findings of this study confirm
the conventional wisdom and anecdotal
data. Most presidents were external candi-
dates who came from the same type of in-
itution. While there is speculation that
presidents are being drawn increasingly
from outside higher education, or from the
ranks of chief fund-raising officers, the data
do not confirm this. Only 9.6 percent came
to the presidency from positions outside
higher education. Slightly more than half
the presidents had served as presidents, ex-
ecutive vice presidents or chief academic
officers in their prior position. Nearly one-
forth of the presidents (24 percent) had
been chief academic officers in their most
recent position prior to the presidency.

It is commonly held that there is
little mobility from one institutional type to
another. This study confirmed that percep-
tion, showing very limited movement from
one sector to another. There were more
individuals moving from doctorate-granting
universities to comprehensive and baccalau-
reate institutions than vice-versa. This pat-
tern of mobility in one direction was also
true of African-American presidents: they
had a nearly two-in-five chance of having
come from a predominantly white institution to the presidency of an HBCU (38 percent), but none of having moved in the opposite direction.

Were the data to be further disaggregated, we speculate that institutional mobility would not only be limited by institutional type but also by additional variables such as prestige, size, and religious affiliation.

What Does the Future Hold?
Based on the characteristics of the newly appointed presidents, what can we expect the trends to be in the profile of presidents for the remainder of the 1990s?

- If these trends continue, the number and proportion of the total presidents who are women will continue to grow; they will head a wide variety of institutions. The distribution of women presidents among institutional types will look more like that of their male colleagues, and a smaller share of women presidents will be single, members of religious orders, or heads of women’s colleges.
- The number and proportion of presidents who are members of minority groups will continue to increase slowly. As a group, African-American, Asian-American, Hispanic, and Native American presidents increased their share of all presidencies during the four-year period 1986–90. As more individuals of color move into senior administrative positions, the pool of applicants for presidencies should continue to grow.
- Presidential search committees still select candidates with traditional academic and administrative credentials, looking to select individuals with comparable institutional experience. There is no evidence to suggest that there will be a radical departure from this tendency in the next few years. However, as more “nontraditional” appointments are made (such as women presidents of public institutions) and those candidates succeed in their positions, we hope that presidential search committees will be more receptive to women and minority candidates, as well as to candidates with different career experiences.
- We should expect more turnover among college and university presidents. Doctorate-granting universities, in particular, have experienced more resignations and retirements in recent years than have other institutional types. It is safe to assume that with the increased complexities that accompany the responsibilities of the college president, more, rather than less, turnover can be expected in the future. It is also likely that boards will continue to be cautious and appoint individuals with presidential experience; in 1990 almost one in five presidents had moved into a second consecutive presidency. This tendency, however, works against increasing diversity, since the pool of experienced presidents is largely white and male.
- There will continue to be real differences in the profiles of college presidents by institutional type. These differences seem to be strongly ingrained in the differences in institutional missions and cultures, and the tendency to select people with compatible backgrounds and credentials is very strong. These individuals will certainly have the credibility to lead a particular institution, but the tendency to select “from within the family” also works against increasing diversity and discovering new talent. Individuals who might be capable of succeeding in the position might not be tapped for it because they might be perceived as being too different and therefore unqualified.
Unless these patterns are broken, higher education will continue to eliminate able individuals from consideration for positions.

**Beyond This Study**

Data collection on new appointments continues in order to update this study. Future reports will include more intensive analysis of particular trends presented in this study as well as periodic updates to track changes in the profiles of U.S. college and university leaders.

---

1. See also "UpFront," *AGB Reports*, vol. 34, no. 6, November/December 1992, pp. 2–3.
REFERENCES FOR ADDITIONAL READING


### APPENDIX A

**Characteristics of Presidents by Sex and Race/Ethnicity: 1990 (in percentages)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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<td>At Same Institution</td>
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<td>18.0</td>
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<td>Self-Employed</td>
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<td>Median</td>
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<td>52.0 yrs.</td>
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<tr>
<td>Mean</td>
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<td>53.7 yrs.</td>
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</tbody>
</table>

Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
## Characteristics of Presidents by Sex and Race/Ethnicity: 1990 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<td>Eastern Orthodox</td>
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<td>0.4</td>
</tr>
<tr>
<td>Jewish</td>
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<td>0.0</td>
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<td>Roman Catholic</td>
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<td>44.8</td>
<td>10.3</td>
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<td>81.3</td>
<td>26.3</td>
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<td>Baptist</td>
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<td>9.1</td>
<td>1.7</td>
<td>9.9</td>
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<td>Methodist</td>
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### Religious Preference

<table>
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<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<tbody>
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<td>15.2</td>
<td>4.9</td>
<td>14.7</td>
</tr>
<tr>
<td>No</td>
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<td>74.6</td>
<td>88.1</td>
<td>84.8</td>
<td>95.1</td>
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<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
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### If Member, Type of Religious Order

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
</tr>
</thead>
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<td>0.6</td>
<td>1.8</td>
<td>0.7</td>
</tr>
<tr>
<td>Biological Sciences</td>
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<td>2.2</td>
<td>5.6</td>
<td>2.2</td>
<td>8.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Education</td>
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<td>41.2</td>
<td>56.8</td>
<td>41.8</td>
<td>37.5</td>
<td>42.5</td>
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</table>

*Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.*
APPENDIX A (continued)

Characteristics of Presidents by Sex and Race/Ethnicity: 1990 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<td>15.9</td>
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<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>18.8</td>
<td>11.9</td>
<td>20.3</td>
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<td>9.9</td>
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<td>Assistant to President</td>
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<td>3.0</td>
<td>1.7</td>
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<tr>
<td>Chief Academic Officer</td>
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<td>10.5</td>
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<td>9.9</td>
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<tr>
<td>All Other Vice Presidents</td>
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<td>17.3</td>
<td>13.9</td>
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</tr>
<tr>
<td>Deans or Their Associates</td>
<td>22.0</td>
<td>23.2</td>
<td>24.1</td>
<td>21.8</td>
<td>20.6</td>
<td>22.1</td>
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<tr>
<td>All Others</td>
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<th>Women</th>
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<th>Caucasian</th>
<th>Hispanic</th>
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<th>Hispanic</th>
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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
APPENDIX A (continued)

Characteristics of Presidents by Sex and Race/Ethnicity: 1990 (in percentages)

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<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
### Characteristics of Presidents by Sex and Race/Ethnicity: 1990 (in percentages)

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<th>Category</th>
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<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<td>Yes, Ex Officio With Voting Rights</td>
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<td>Yes, Ex Officio Without Voting Rights</td>
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<td>Not a Member but a Participant</td>
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<th>Chancellor</th>
<th>Governing Board</th>
<th>State Commissioner, Church Representative or Other Official</th>
<th>Total</th>
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<th>Educational Organization</th>
<th>Community Service</th>
<th>College or University</th>
<th>Primary/Secondary School</th>
<th>Government</th>
<th>Other</th>
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<table>
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<th>Current Member of Outside Boards</th>
<th>Corporate</th>
<th>Educational Organization</th>
<th>Community Service</th>
<th>College or University</th>
<th>Primary/Secondary School</th>
<th>Government</th>
<th>Other</th>
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<tbody>
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</table>

Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
APPENDIX A (continued)

Characteristics of Presidents by Sex and Race/Ethnicity: 1990 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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<td>133</td>
<td>2,190</td>
<td>63</td>
<td>2,423</td>
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Note: The number of cases is less for the following categories:

- **SPOUSE IS EMPLOYED, FULL- OR PART-TIME:**
  - n = 822 114 — — — 936

- **TYPE OF RELIGIOUS ORDER:**
  - n = 311 73 — — — 384

- **GOVERNING BOARD MEMBERSHIP:**
  - n = 1,635 217 — — — 1,852

Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
## APPENDIX B

### Characteristics of Presidents by Sex and Race/Ethnicity: 1986 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
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<th>Hispanic</th>
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*Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.*
### APPENDIX B (continued)

**Characteristics of Presidents by Sex and Race/Ethnicity: 1986 (in percentages)**

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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
### Characteristics of Presidents by Sex and Race/Ethnicity: 1986 (in percentages)

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<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<td>61.7</td>
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</tr>
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<td>33.3</td>
<td>28.2</td>
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<td>28.2</td>
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<th>Women</th>
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<th>Caucasian</th>
<th>Hispanic</th>
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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
### Characteristics of Presidents by Sex and Race/Ethnicity: 1986 (in percentages)

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<thead>
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<th>Category</th>
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<th>Women</th>
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<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<td>31.5</td>
<td>25.8</td>
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<td>27.8</td>
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<td>12.9</td>
<td>14.8</td>
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<td>10.6</td>
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<td>21 and over</td>
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<td>5.6</td>
<td>2.3</td>
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<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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</thead>
<tbody>
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<td>5.9</td>
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<td>3.3</td>
<td>3.4</td>
<td>0.0</td>
<td>3.3</td>
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<tr>
<td>Vice President for Academic Affairs/Chief Academic Officer</td>
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<td>11.3</td>
<td>14.2</td>
<td>10.1</td>
<td>11.8</td>
<td>10.3</td>
</tr>
<tr>
<td>All Other Vice Presidents</td>
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<td>11.8</td>
<td>8.3</td>
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<tr>
<td>Deans or Their Associates</td>
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<td>54.9</td>
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<tbody>
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<td>19.4</td>
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<table>
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<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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</thead>
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<td>74.5</td>
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<td>19.3</td>
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<td>11-15</td>
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<td>1.8</td>
<td>4.9</td>
<td>1.9</td>
<td>4.7</td>
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<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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**Note:** There were too few cases of Asian-American or Native American presidents to permit separate analyses.
APPENDIX B (continued)

Characteristics of Presidents by Sex and Race/Ethnicity: 1986 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<td>11.9</td>
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<td>12.4</td>
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<td>6.2</td>
<td>3.6</td>
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<td>1.8</td>
<td>3.1</td>
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<td>5.0 yrs.</td>
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<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<tr>
<th>President Reports To</th>
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<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Total</th>
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<tr>
<td>Chancellor</td>
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<td>23.8</td>
<td>32.2</td>
<td>20.3</td>
<td>56.6</td>
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</tr>
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<td>74.0</td>
<td>65.3</td>
<td>76.4</td>
<td>41.5</td>
<td>75.1</td>
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<td>2.5</td>
<td>3.3</td>
<td>1.9</td>
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<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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<td>31.2</td>
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<tr>
<td>Yes, Ex Offic With Voting Rights</td>
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<td>5.5</td>
<td></td>
<td>8.9</td>
<td>45.5</td>
<td>5.2</td>
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<tr>
<td>Yes, Ex Offic Without Voting Rights</td>
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<td>28.7</td>
<td></td>
<td>28.7</td>
<td>41.5</td>
<td>29.7</td>
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<td>2.2</td>
<td>2.3</td>
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<table>
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<th>Current Member of Outside Boards</th>
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<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
### Characteristics of Presidents by Sex and Race/Ethnicity: 1986 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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<td>2,263</td>
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Note: The number of cases is less for the following categories:

- **Spouse is employed, full- or part-time:**
  - n = 803
  - Men: 61
  - Women: 86
  - Total: 864

- **Type of religious order:**
  - n = 383
  - Men: 81
  - Women: 40
  - Total: 404

- **Governing board membership:**
  - n = 1,669
  - Men: 181
  - Women: 181
  - Total: 1,850

Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
### APPENDIX C

**Characteristics of Presidents by Type of Institution: 1990 (in percentages)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
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*Center for Leadership Development, American Council on Education*
### APPENDIX C (continued)

Characteristics of Presidents by Type of Institution: 1990 (in percentages)

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<th>Category</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<td>3.4</td>
<td>1.8</td>
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<th>Engineering</th>
<th>Health Professions</th>
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The American College President
### Characteristics of Presidents by Type of Institution: 1990 (in percentages)

#### Category

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<tr>
<th>Highest Earned Degree</th>
<th>Doctorate-Granting</th>
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<th>Two-Year</th>
<th>Specialized</th>
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#### Title of Prior Position

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<th>Total</th>
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<tr>
<td>President</td>
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<tr>
<td>Executive Vice President</td>
<td>15.7</td>
<td>10.1</td>
<td>8.6</td>
</tr>
<tr>
<td>Assistant to President</td>
<td>1.0</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Vice President for Academic Affairs/Chief Academic Officer</td>
<td>22.9</td>
<td>28.3</td>
<td>20.4</td>
</tr>
<tr>
<td>All Other Vice Presidents</td>
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<td>11.8</td>
<td>11.6</td>
</tr>
<tr>
<td>Deans or Their Associates</td>
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<td>11.0</td>
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<td>All Others</td>
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#### Years in Prior Position

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<td>5.0 yrs.</td>
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<td>6.3 yrs.</td>
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#### Tenured Position in Prior Job

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Center for Leadership Development, American Council on Education
## Characteristics of Presidents by Type of Institution: 1990 (in percentages)

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<th>Category</th>
<th>Doctorate-Granting</th>
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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Title of Second Prior Position</th>
<th>President</th>
<th>Executive Vice President</th>
<th>Assistant to President</th>
<th>Vice President for Academic Affairs/Chief Academic Officer</th>
<th>All Other Vice Presidents</th>
<th>Deans or Their Associates</th>
<th>All Others</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>9.7</td>
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<td>1.5</td>
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<table>
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<th>Same Institution as Previous Position</th>
<th>Same Institution as Current Position</th>
<th>Different Institution</th>
<th>Total</th>
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<th>11–15</th>
<th>16–20</th>
<th>21 and over</th>
<th>Total</th>
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<th>Total</th>
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### Characteristics of Presidents by Type of Institution: 1990 (in percentages)

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<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<td>6.4</td>
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<td>3.1</td>
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<th>Years in Current Position</th>
<th>Doctorate-Granting</th>
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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
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<th>5.0 yrs.</th>
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<td>5.9 yrs.</td>
<td>6.7 yrs.</td>
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<table>
<thead>
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<th>Yes, Ex Officio With Voting Rights</th>
<th>Yes, Ex Officio Without Voting Rights</th>
<th>Not a Member but a Participant</th>
<th>No</th>
<th>Other</th>
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### Characteristics of Presidents by Type of Institution: 1990 (in percentages)

<table>
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<th>Category</th>
<th>Doctorate-Granting</th>
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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
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<td>n =</td>
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<td>517</td>
<td>496</td>
<td>920</td>
<td>293</td>
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**Note:** The number of cases is less for the following categories:

- **Spouse is Employed, Full- or Part-Time:**
  - n = 49, 143, 174, 457, 113, 936

- **Type of Religious Order:**
  - n = 17, 90, 150, 41, 86, 384

- **Governing Board Membership:**
  - n = 146, 358, 468, 628, 252, 1,852
### APPENDIX D

**Characteristics of Presidents by Type of Institution: 1986 (in percentages)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting</th>
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<td>Men</td>
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### APPENDIX D (continued)

**Characteristics of Presidents by Type of Institution: 1986 (in percentages)**

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Center for Leadership Development, American Council on Education
### Characteristics of Presidents by Type of Institution: 1986 (in percentages)

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<td>17.0</td>
</tr>
<tr>
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<td>2.1</td>
<td>2.9</td>
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<tr>
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<table>
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<th>Doctorate-Granting</th>
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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<td>3.6</td>
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<td>3.8</td>
<td>2.7</td>
<td>1.6</td>
<td>3.3</td>
</tr>
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<td>Vice President for Academic Affairs/Chief Academic Officer</td>
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<td>7.0</td>
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<td>10.3</td>
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<td>Deans or Their Associates</td>
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<td>3.9</td>
<td>8.3</td>
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<tr>
<td>All Others</td>
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<td>17.1</td>
<td>22.7</td>
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<tr>
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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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</thead>
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<td>22.2</td>
<td>27.3</td>
<td>23.7</td>
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<tr>
<td>11-15</td>
<td>3.9</td>
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<td>3.7</td>
<td>5.6</td>
<td>4.7</td>
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<td>16-20</td>
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<td>1.8</td>
<td>1.9</td>
<td>3.2</td>
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<tr>
<td>21 and over</td>
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<td>0.6</td>
<td>0.2</td>
<td>2.0</td>
<td>0.7</td>
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<td><strong>100.0</strong></td>
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<table>
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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<tbody>
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<td>Yes</td>
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<tr>
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<td>59.4</td>
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### Characteristics of Presidents by Type of Institution: 1986 (in percentages)

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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<td>0</td>
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<td>10.3</td>
<td>13.1</td>
<td>18.4</td>
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<td>9.3</td>
<td>10.8</td>
<td>10.7</td>
<td>10.4</td>
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<td>2</td>
<td>11.4</td>
<td>9.1</td>
<td>9.9</td>
<td>9.0</td>
<td>9.6</td>
<td>9.5</td>
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<td>3</td>
<td>4.3</td>
<td>8.0</td>
<td>9.7</td>
<td>9.1</td>
<td>9.6</td>
<td>8.6</td>
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<td>4</td>
<td>10.0</td>
<td>5.6</td>
<td>8.5</td>
<td>7.1</td>
<td>8.8</td>
<td>7.5</td>
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<tr>
<td>5</td>
<td>9.1</td>
<td>6.7</td>
<td>7.5</td>
<td>6.2</td>
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<td>25.6</td>
<td>21.7</td>
<td>20.1</td>
<td>23.5</td>
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<tr>
<td>11–15</td>
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<td>13.0</td>
<td>11.5</td>
<td>11.8</td>
<td>9.9</td>
<td>11.6</td>
</tr>
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<td>16–20</td>
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<td>5.9</td>
<td>6.8</td>
<td>3.7</td>
<td>6.1</td>
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<td>1.8</td>
<td>4.4</td>
<td>1.5</td>
<td>3.1</td>
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<td></td>
<td></td>
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<td>Median</td>
<td>10.9 yrs.</td>
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<td>11.4 yrs.</td>
<td>4.3 yrs.</td>
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<td>9.1</td>
</tr>
<tr>
<td>Mean</td>
<td>24.3 yrs.</td>
<td>26.1 yrs.</td>
<td>25.6 yrs.</td>
<td>21.7 yrs.</td>
<td>20.1 yrs.</td>
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<table>
<thead>
<tr>
<th>Tenured Faculty Position Now</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Total</td>
<td>77.8</td>
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</tr>
<tr>
<td>Chancellor</td>
<td>24.4</td>
<td>0</td>
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<tr>
<td>Governing Board</td>
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<td>State Commissioner, Church</td>
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<tr>
<td>Representative or Other Official</td>
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<td>Total</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>President Reports To</th>
<th>Yes, Full Voting Rights</th>
<th>Yes, Ex Offic With Voting Rights</th>
<th>Yes, Ex Offic Without Voting Rights</th>
<th>Not a Member but a Participant</th>
<th>No</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>37.3</td>
<td>2.6</td>
<td>18.3</td>
<td>2.6</td>
<td>36.6</td>
<td>2.6</td>
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<td>67.1</td>
<td>27.1</td>
<td>2.9</td>
<td>39.1</td>
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<td>Educational Organization</td>
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<td>64.4</td>
<td>74.4</td>
<td>27.1</td>
<td>8.9</td>
<td>28.4</td>
</tr>
<tr>
<td>Community Service</td>
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<td>66.5</td>
<td>19.1</td>
<td>10.3</td>
<td>19.3</td>
</tr>
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<td>College or University</td>
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<td>75.8</td>
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<td>4.2</td>
<td>31.3</td>
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<td>Primary/Secondary School</td>
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<td>56.6</td>
<td>19.9</td>
<td>5.2</td>
<td>21.0</td>
</tr>
<tr>
<td>Government</td>
<td>27.6</td>
<td>57.5</td>
<td>70.7</td>
<td>19.4</td>
<td>6.5</td>
<td>27.7</td>
</tr>
<tr>
<td>Other</td>
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<td>57.5</td>
<td>70.7</td>
<td>19.4</td>
<td>6.5</td>
<td>27.7</td>
</tr>
</tbody>
</table>

**Note:** The table above details the characteristics of presidents by type of institution, including the years in their current position, median and mean years of service, and other institutional affiliations such as tenured faculty position, presidential reports to governing board, board membership, and membership on outside boards.
<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>n =</td>
<td>210</td>
<td>539</td>
<td>504</td>
<td>939</td>
<td>272</td>
<td>2,464</td>
</tr>
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</table>

Note: The number of cases is less for the following categories:

**SPOUSE IS EMPLOYED, FULL- OR PART-TIME:**

| n =       | 54     | 137    | 156     | 423     | 94         | 864   |

**TYPE OF RELIGIOUS ORDER:**

| n =       | 16     | 98     | 162     | 50      | 78         | 404   |

**GOVERNING BOARD MEMBERSHIP:**

| n =       | 153    | 371    | 473     | 621     | 232        | 1,850 |
### APPENDIX E

**Characteristics of Presidents by Type and Control of Institution: 1990 (in percentages)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting Public Independent</th>
<th>Comprehensive Public Independent</th>
<th>Baccalaureate Public Independent</th>
<th>Two-Year Public Independent</th>
<th>Specialized Public Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>93.1</td>
<td>89.3</td>
<td>88.2</td>
<td>90.6</td>
<td>95.0</td>
</tr>
<tr>
<td>Women</td>
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<td>10.7</td>
<td>11.8</td>
<td>9.4</td>
<td>5.0</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>0.9</td>
<td>0.0</td>
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<td>80.9</td>
<td>85.4</td>
<td>89.2</td>
<td>97.5</td>
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<td>91.6</td>
<td>97.1</td>
<td>91.8</td>
<td>89.7</td>
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<td>0.5</td>
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<td>6.1</td>
<td>5.1</td>
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<td>At Different Institution</td>
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<td>30.3</td>
<td>48.8</td>
<td>20.6</td>
</tr>
<tr>
<td>or Organization</td>
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<td>9.1</td>
<td>8.5</td>
<td>2.9</td>
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<td>No</td>
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<td>63.6</td>
<td>54.5</td>
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<td>67.7</td>
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<td>100.0</td>
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<td>100.0</td>
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<td><strong>Full-Time</strong></td>
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<td>67.6</td>
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<td>32.4</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</tr>
</tbody>
</table>
### Characteristics of Presidents by Type and Control of Institution: 1990 (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting Public Independent</th>
<th>Comprehensive Public Independent</th>
<th>Baccalaureate Public Independent</th>
<th>Two-Year Public Independent</th>
<th>Specialized Public Independent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.4</td>
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<td>Jewish</td>
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<td>3.3</td>
<td>9.1</td>
<td>9.1</td>
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## APPENDIX E (continued)

**Characteristics of Presidents by Type and Control of Institution: 1990 (in percentages)**

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**Center for Leadership Development, American Council on Education**
### Characteristics of Presidents by Type and Control of Institution: 1990 (in percentages)

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<th>Executive Vice President</th>
<th>Assistant to President</th>
<th>Vice President for Academic Affairs/Chief</th>
<th>Academic Officer</th>
<th>All Other Vice Presidents</th>
<th>Deans or Their Associates</th>
<th>All Others</th>
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The American College President
APPENDIX E (continued)

Characteristics of Presidents by Type and Control of Institution: 1990 (in percentages)

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<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
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Center for Leadership Development, American Council on Education

97
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<th>Specialized</th>
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Note: The number of cases is less for the following categories:

SPOUSE IS EMPLOYED, FULL- OR PART-TIME:

GOVERNING BOARD MEMBERSHIP:

n =
### APPENDIX F

**Characteristics of Presidents by Type and Control of Institution: 1986 (in percentages)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting Public Independent</th>
<th>Comprehensive Public Independent</th>
<th>Baccalaureate Public Independent</th>
<th>Two-Year Public Independent</th>
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Center for Leadership Development, American Council on Education
### APPENDIX F (continued)

**Characteristics of Presidents by Type and Control of Institution: 1986 (in percentages)**

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APPENDIX F (continued)
Characteristics of Presidents by Type and Control of Institution: 1986 (in percentages)

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Center for Leadership Development, American Council on Education
### Characteristics of Presidents by Type and Control of Institution: 1986 (in percentages)

| Category | Doctorate-Granting
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| Median | | | | | |
|--------| | | | | |
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| 6.5 | 2.9 | 3.6 | 6.6 | 5.7 | 4.1 | 2.7 | 2.6 | 2.6 | 0.9 |
| 2.9 | 0.0 | 5.9 | 4.9 | 2.9 | 3.9 | 3.0 | 0.9 | 2.6 | 1.4 |
| 7.9 | 8.7 | 15.8 | 11.0 | 8.6 | 6.7 | 13.6 | 4.3 | 7.7 | 3.7 |
| 5.0 | 8.7 | 13.2 | 8.8 | 5.7 | 9.5 | 8.3 | 2.5 | 5.1 | 3.7 |
| 31.6 | 24.6 | 24.8 | 19.8 | 20.0 | 16.9 | 23.4 | 18.0 | 20.5 | 17.1 |
| 36.0 | 50.8 | 30.4 | 44.5 | 57.1 | 54.8 | 41.2 | 70.0 | 58.9 | 67.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

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### Characteristics of Presidents by Type and Control of Institution: 1986 (in percentages)

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<th>Baccalaureate</th>
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### Characteristics of Presidents by Type and Control of Institution: 1986 (in percentages)

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<th>Baccalaureate Public Independent</th>
<th>Two-Year Public Independent</th>
<th>Specialized Public Independent</th>
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| Corporate                             | 66.0  | 60.9  | 41.2  | 48.1  | 28.6  | 37.3  | 26.0  | 25.8  | 38.1  | 25.7  |
| Educational Organization              | 65.3  | 75.4  | 59.5  | 70.8  | 54.3  | 64.6  | 51.5  | 50.8  | 50.0  | 43.0  |
| Community Service                     | 68.1  | 65.2  | 75.5  | 73.0  | 62.9  | 66.7  | 78.0  | 61.3  | 66.7  | 54.8  |
| College or University                 | 24.8  | 31.9  | 19.7  | 36.5  | 20.0  | 19.0  | 12.5  | 18.6  | 21.4  | 19.6  |
| Primary/Secondary School              | 1.4   | 5.8   | 5.6   | 13.3  | 8.6   | 10.4  | 3.8   | 6.5   | 9.5   | 4.3   |
| Government                            | 41.1  | 34.8  | 29.7  | 26.6  | 31.4  | 18.3  | 32.9  | 21.0  | 43.9  | 17.0  |
| Other                                 | 9.2   | 17.4  | 9.8   | 15.4  | 11.4  | 12.4  | 8.5   | 9.7   | 14.3  | 16.6  |

| n =                                   | 141   | 69    | 306   | 233   | 35    | 469   | 815   | 124   | 42    | 230   |

Note: The number of cases is less for the following categories:

| SPOUSE IS EMPLOYED, FULL- OR PART-TIME: | 34    | 20    | 89    | 48    | 11    | 145   | 383   | 40    | 14    | 80    |
| GOVERNING BOARD MEMBERSHIP:            | 87    | 66    | 148   | 223   | 14    | 459   | 505   | 116   | 19    | 213   |
APPENDIX G

Characteristics of Presidents Who Were New Appointees by Sex and Race/Ethnicity (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>African-American</th>
<th>Caucasian</th>
<th>Hispanic</th>
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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
### Characteristics of Presidents Who Were New Appointees by Sex and Race/Ethnicity (in percentages)

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<th>Category</th>
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<th>Hispanic</th>
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<th>Hispanic</th>
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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
Characteristics of Presidents Who Were New Appointees by Sex and Race/Ethnicity (in percentages)

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## Characteristics of Presidents Who Were New Appointees by Sex and Race/Ethnicity (in percentages)

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<tr>
<th>Category</th>
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Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
<table>
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n = 759 124 60 769 30 883

Note: The number of cases is less for the following category:

**SPOUSE IS EMPLOYED, FULL- OR PART-TIME:**

n = 308 39 37 313 12 376

Note: There were too few cases of Asian-American or Native American presidents to permit separate analyses.
APPENDIX H
Characteristics of Presidents Who Were New Appointees by Type of Institution (in percentages)

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<tr>
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<th>Doctorate-Granting</th>
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### Characteristics of Presidents Who Were New Appointees by Type of Institution (in percentages)

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### Characteristics of Presidents Who Were New Appointees by Type of Institution (in percentages)

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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<td>16.7</td>
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| Total                           | 100.0                | 100.0         | 100.0         | 100.0    | 100.0      | 100.0  |
APPENDIX H (continued)

Characteristics of Presidents Who Were New Appointees by Type of Institution (in percentages)

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<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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Cen: r for Leadership Development, American Council on Education
### Characteristics of Presidents Who Were New Appointees by Type of Institution (in percentages)

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<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting</th>
<th>Comprehensive</th>
<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
<th>Total</th>
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<td>33.7</td>
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<td>33.1</td>
<td>11.8</td>
<td>26.9</td>
<td>20.4</td>
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<td>179</td>
<td>185</td>
<td>320</td>
<td>109</td>
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</table>

Note: The number of cases is less for the following categories:

- **Spouse is Employed, Full- or Part-Time:**
  - n = 22
  - n = 58
  - n = 80
  - n = 172
  - n = 45
  - n = 377

- **Governor Board Membership:**
  - n = 64
  - n = 122
  - n = 172
  - n = 231
  - n = 93
  - n = 682
## APPENDIX I

Characteristics of Presidents Who Were New Appointees by Type and Control of Institution (in percentages)

<table>
<thead>
<tr>
<th>Category</th>
<th>Doctorate-Granting</th>
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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
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APPENDIX I (continued)
Characteristics of Presidents Who Were New Appointees by Type and Control of Institution (in percentages)

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## Characteristics of Presidents Who Were New Appointees by Type and Control of Institution (in percentages)

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<th>Baccalaureate</th>
<th>Two-Year</th>
<th>Specialized</th>
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### Table continued

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<th>Assistant to President</th>
<th>Vice President for Academic Affairs/Chief Officer</th>
<th>All Other Vice Presidents</th>
<th>Deans or Their Associates</th>
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APPENDIX I (continued)

Characteristics of Presidents Who Were New Appointees by Type and Control of Institution (in percentages)

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## Characteristics of Presidents Who Were New Appointees by Type and Control of Institution (in percentages)

<table>
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<th>Category</th>
<th>Doctorate-Granting Public Independent</th>
<th>Comprehensive Public Independent</th>
<th>Baccalaureate Public Independent</th>
<th>Two-Year Public Independent</th>
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<tr>
<td>n =</td>
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<td>111</td>
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<td>30</td>
<td>68</td>
<td>164</td>
<td>45</td>
<td>96</td>
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Note: The number of cases is less for the following category:

SPOUSE IS EMPLOYED, FULL- OR PART-TIME:

| n =               | 17                                    | 5                                | 36                              | 22                          | 10                            |
|                   | 27                                     | 70                               | 149                             | 23                          | 2                             |
|                   | 43                                     |                                  |                                 |                             |                               |
Dear Colleague:

I write to ask you to devote a few minutes of your time to complete a brief survey instrument to include you in a comprehensive data base of the American Council on Education on American college and university presidents.

In 1986, American Council on Education President Robert H. Atwell sent out a questionnaire to all chief executive officers of colleges and universities in the United States. That survey enabled the Council to establish a longitudinal data base to provide an important source of information on the presidents of American postsecondary institutions. An analysis of the data appeared in 1988 in The American College President: A Contemporary Profile which was sent to all member presidents. I am enclosing a copy of "Highlights" of the study. A new edition will be forthcoming within the year.

We are now updating that information for all chief executive officers who took office in prior years and write to ask you to contribute to this important research effort. Over time, the data base will be used to answer questions such as the following:

- Who is leading our institutions?
- Are there changes in the profile of college presidents?
- Are women and minorities filling more leadership positions?
- Are more people from outside higher education assuming college and university presidencies?
- Is the average presidential term of office getting shorter?

Please take a few minutes to complete the questionnaire and return it by November 16, 1990, using the pre-paid self-mailer. If you have any questions, please feel free to contact me at (202) 939-9410.

Thank you very much.

Sincerely,

Marlene Ross
Acting Director

P.S. A note to presidents' staff members: This questionnaire is designed so you can complete it by referring to the president's curriculum vitae. I hope you will assist us in this effort.
1. Name of Chief Executive Officer: ____________________________________________

2. Exact position title (e.g., President, Chancellor): ____________________________

3. Date appointed to presidency: ____________________ month/year

4. Do you hold a tenured faculty position at this time?
   (1) ______yes
   (2) ______no

5. Position held immediately prior to assuming current presidency:
   Title: ________________________________________________________________
   Institution: __________________________________________________________
   City__________________________________________________________State ______

   For how many years did you hold this position? ____________________________

   Did you hold a tenured faculty position during this time?
   (1) ______yes
   (2) ______no

6. Position held prior to the position described in item 5 above:
   Title: ________________________________________________________________
   Institution: __________________________________________________________
   City__________________________________________________________State ______

   For how many years did you hold this position? ____________________________

   Did you hold a tenured faculty position during this time?
   (1) ______yes
   (2) ______no

7. Prior to assuming your presidency, how many years did you serve as a full-time faculty member?
   __________________

   Prior to assuming your presidency, how many years were you employed outside higher education?
   __________________

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The American College President
8. Please check the highest degree only and indicate major field of study:

<table>
<thead>
<tr>
<th>Highest Degree Earned (please check)</th>
<th>Field of Study</th>
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<tbody>
<tr>
<td>(1) Bachelors</td>
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<tr>
<td>(2) Masters</td>
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<tr>
<td>(3) Ph.D.</td>
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<td>(4) Ed.D.</td>
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<tr>
<td>(5) Professional Degree (please specify)</td>
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<tr>
<td>(6) Other (please specify)</td>
<td></td>
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</table>

9. As chief executive officer, to whom do you report? (Use position title):

(1) Chancellor/President
(2) Board of Trustees/Regents
(3) State Commissioner/Superintendent
(4) Church Official
(5) Other (please specify)

If you report directly to a board of trustees or regents, are you a member of the board?

(1) yes, a full voting member
(2) yes, ex-officio with vote
(3) yes, ex officio but without vote
(4) not member but participant/staff
(5) no
(6) other (please specify)

10. Do you currently serve on any corporate, educational, governmental or community service boards? (Please check that all that apply.)

- corporate board(s)
- educational organization board(s)
- community service board(s)
- college or university board(s)
- primary/secondary school board(s)
- health related board(s)
- foundation board(s)
- governmental elected or appointed board(s)
- religious, church-related board(s)
- other (please specify)

11. Sex:

(1) male
(2) female

12. Age:

____________

13. Race/Ethnicity:

(1) Asian
(2) African-American
(3) Caucasian
(4) Hispanic (non-Black)
(5) American Indian
(6) Other (please specify)
14. Marital status:
(1) _____ never married
(2) _____ never married (member of religious order)
(3) _____ married
(4) _____ separated
(5) _____ divorced
(6) _____ widower/widow

If currently married, does your spouse have paid employment?
(1) _____ yes, in same institution
(2) _____ yes, in another institution or organization
(3) _____ yes, self-employed
(4) _____ no

Is the employment:
(1) _____ full-time
(2) _____ part-time

15. Please indicate your religious preference:
(1) _____ Eastern Orthodox
(2) _____ Jewish
(3) _____ Roman Catholic
(4) _____ Presbyterian
(5) _____ Protestant
(6) _____ Baptist
(7) _____ Episcopal
(8) _____ Methodist
(9) _____ Other (please specify)__________________________

16. Are you a member of a religious order?
(1) _____ yes
(2) _____ no

If yes, please check appropriate category:
(1) _____ Priest
(2) _____ Sister
(3) _____ Brother
(4) _____ Ordained Minister
(5) _____ Rabbi
(6) _____ Other (please specify)__________________________

17. We would greatly appreciate it if you could provide the following information about the past president/chief executive officer:

Name:_____________________________________________________

Title of position accepted after presidency (if retired, please indicate):__________________________________________

Name and address of place of employment:____________________________________________________________
______________________________________________________________________________________________

Name of title of person completing the questionnaire:____________________________________________________

Telephone number (__________)-________________________
ABOUT THE AUTHORS

Marlene Ross
Marlene Ross is Director of the ACE Fellows Program and Associate Director of the Center for Leadership Development at the American Council on Education (ACE). Ross is responsible for maintaining ACE’s presidential database, which forms the basis for this publication. For six years, she managed ACE’s Annual Meeting. Her most recent publications include “Administrative Internship Programs” (with Juan E. Mestas) in The Handbook of Student Affairs Administration edited by Margaret J. Barr, published by Jossey-Bass Publishers in 1993 and “The Rules of the Game: The Unwritten Code of Career Mobility” (with Madeleine Green) in Administrative Careers in the Marketplace, published by Jossey-Bass Publishers in 1990. Ross earned a B.A. degree from Barnard College, a Master’s from Harvard University, and a Ph.D. from The American University.

Madeleine F. Green
Madeleine F. Green is Vice President for International Initiatives and Director of the Center for Leadership Development at the American Council on Education. From 1978 to 1990, she directed the ACE Fellows Program. Green served as interim president of Mount Vernon College in Washington, DC in 1990–91. Since 1988, she has been a member of the board of trustees of Wilson College. Her most recent book is Investing in Higher Education: A Handbook of Leadership Development (with Sharon McDade), published in 1992. She earned a B.A. from Radcliffe College/Harvard University and a Ph.D. from Columbia University, both in French literature.

Cathy Henderson
Cathy Henderson is a higher education consultant who specializes in federal and institutional policy issues. She is a former Research Associate with the Division of Policy Analysis and Research (DPAR) at the American Council on Education where she wrote numerous Policy Briefs and Research Reports for DPAR and the Division of Governmental Relations. She holds an undergraduate degree from Mary Baldwin College and a Master’s degree from George Washington University.