



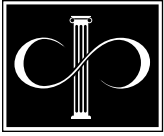
THE COUNCIL OF
INDEPENDENT COLLEGES

A Study of
Presidents of Independent Colleges
and Universities



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About the Council of Independent Colleges

The Council of Independent Colleges (CIC) is the national service organization for 616 of the nation's small and mid-sized independent liberal arts colleges and universities and 90 state associations and other higher education organizations. CIC's membership currently includes approximately 90 percent of the eligible institutions. Founded in 1956, CIC supports college and university leadership, advances institutional excellence, and enhances public understanding of private higher education's contributions to society. Membership includes colleges affiliated with religious denominations, those with no current denominational affiliation, historically black institutions, and women's colleges. CIC members range from highly selective colleges, such as Swarthmore, Mount Holyoke, and Grinnell, to many more whose application pools are regional and whose endowments are modest. While many CIC colleges have diversified their programs to include professional fields and graduate degrees, all remain committed to an undergraduate academic core rooted in the liberal arts. Located in both metropolitan and rural settings, these are institutions that emphasize teaching and learning, are purposeful about the underlying values of the institution, and seek to build genuine communities of learning on campuses. As tuition-dependent institutions, they also are quite entrepreneurial, continually seeking ways to enhance their educational programs, institutional performance, and competitive position.

CIC's services to member institutions include conferences, seminars, reports, and other activities that help institutions to improve the quality of education, administrative and financial performance, and institutional visibility.

CIC offers many leadership development programs. CIC's annual Presidents Institute (including the New Presidents Program) and Institute for Chief Academic Officers (including the Workshop for New Chief Academic Officers) have become the largest annual conferences for presidents and CAOs, respectively. CIC also offers the Presidential Vocation and Institutional Mission Program, a series of seminars for current and prospective presidents and their spouses supported by Lilly Endowment Inc., and Workshops for Department and Division Chairs. In recent years with support from the American Academic Leadership Institute and the Henry Luce Foundation, CIC has offered additional programs, including the Senior Leadership Academy for mid-level administrators for whom a vice presidential position is the next logical career step and the Executive Leadership Academy for vice presidents and provosts with an interest in serving as a president.

The Council is headquartered at One Dupont Circle in Washington, DC.

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Executive Summary

The Council of Independent Colleges (CIC), a national association representing 640 small and mid-sized independent colleges and universities, supports many professional development programs for higher education leaders. Beginning in 2008 the design of the programs has been informed by research on the career paths of campus leaders in order to help produce more and better-qualified candidates for senior leadership positions at CIC member institutions. This report is the second by CIC based on data from the American Council on Education's (ACE) American College President Study (ACPS). Using the latest ACPS data collected by a 2011 survey of more than 1,600 college and university presidents nationwide (ACE, 2012), CIC analyzed the demographic characteristics of CIC college and university presidents, their duties and responsibilities, their satisfaction and frustrations with their work, their career paths and plans, and the presidential search process and conditions of employment. To determine if important differences existed among presidents of various types of institutions, CIC compared presidents of its member institutions with presidents of four major groups: public two-year or community colleges; public baccalaureate and master's (BA/MA) level institutions; public doctoral, or research, universities; and private doctoral universities. Based on its membership in 2011, CIC identified presidents who serve CIC member colleges and universities and examined responses to questions of interest. Furthermore, CIC compared the 2011 responses of its members with those given to similar questions posed in prior ACPS surveys.

Based on the results of this study, the typical CIC president is a 60-year-old married white male with an earned doctorate who has been president for about seven years and is very satisfied in his work. The following is a summary of the study's key findings.

Demographic Characteristics

- The average age of all college and university presidents in the United States continues to climb, though not as rapidly as noted in the 2006 ACPS survey. The average age has risen slightly for CIC presidents from 59.7 to 60.3 years of age; CIC presidents remain the youngest group among presidents of four-year colleges and universities.
- Indicators of diversity in the CIC presidency show that the proportion of women presidents has remained the same since 2006 at 25 percent, while the share of women presidents in most other types of institutions increased.
- The level of minority presidents among CIC institutions declined from 8 percent in 2006 to 6 percent in 2011, a level that is one-half to one-third of the levels at public institutions.

- Most CIC presidents are married and have children (83 percent), although female presidents are less likely to be married or have children.
- Most CIC presidents have earned doctorates (80 percent with a PhD or EdD); and the most common field of study is education or higher education (31 percent) followed by the humanities or fine arts (21 percent). Compared with all types of four-year institutions, CIC presidents are the most likely to have the highest earned degrees in one of these two fields.
- The average length of appointment for a CIC president has declined from 8.5 years in 2006 to 7.1 years in 2011, yet CIC presidents' appointment length still ranks highest among presidents of all types of institutions.

Responsibilities and Job Satisfaction

- The three most time-consuming duties of CIC presidents are fundraising, budget and financial management, and enrollment management. Newer presidents—those who have served four years or fewer—also cite strategic planning as an activity consuming considerable time.
- Seven in ten CIC presidents regularly write about education issues; nearly one in three presidents teach a course, and a similar number team-teach courses.
- Nine in ten CIC presidents serve on nonprofit governing boards beyond their institutions, and more than half serve on the boards of professional associations or higher education organizations.
- Among the various responsibilities for which CIC presidents felt least prepared upon assuming their posts, nearly half reported the greatest deficiency as technology planning, which was singled out at a rate higher than presidents of other types of institutions. Similarly, CIC presidents noted the need for assistance with risk management and legal issues far more frequently than other presidents. Other areas for which CIC presidents felt underprepared are fundraising, entrepreneurial ventures, athletics, and enrollment management.
- Nearly every CIC president is very satisfied or somewhat satisfied in her or his job. The level of those who are very satisfied (86 percent) is higher than the presidents of public institutions.
- CIC presidents enjoy many aspects of their work, including fundraising, strategic planning, and academic issues.
- The constituent groups that provide the greatest rewards to CIC presidents include students, administration and staff, the governing board, and donors and benefactors. Conversely, the groups that provide the greatest challenges are the faculty—cited far more frequently by CIC presidents than other groupings of presidents—the governing board, and legislators.
- The top frustrations for CIC presidents are insufficient funding, faculty resistance to change, and lack of time to think and reflect.

Career Paths and Plans

- Overall, CIC presidents have more diverse career backgrounds than presidents of other types of institutions, with 15 percent of the CIC presidents coming to their presidencies from outside higher education, up from 13 percent in 2006.
- The position of chief academic officer (CAO) continues to be the most common route followed to the ranks of president, although fewer than one in three CIC presidents has taken this path, a much lower rate than their counterparts in other institutional settings. Female CIC presidents, however, were more likely to move into the presidency from the position of CAO than males.
- Among the CIC presidents who moved into a presidency from inside higher education, about one-quarter were promoted within the same institution, a proportion that is lower than those at other types of institutions, and 16 percent moved from a public institution.
- Three out of four presidents are in their first presidency and one in five is serving in a second presidency.
- Nearly half of all CIC presidents plan to leave their current position in the next five years, with fewer than one in four planning to seek another presidency.

Presidential Searches and Conditions of Employment

- Over three-quarters of CIC presidents reported the use of consultants in the search that resulted in their selection as president.
- Nine in ten CIC presidents received a written contract for their positions.
- The top five benefits most frequently reported by CIC presidents are pension or retirement contributions (90 percent), an automobile for official use (89 percent), life insurance (81 percent), club membership (72 percent), and a presidential house (65 percent).
- About two-thirds of married CIC presidents reported that their spouses are unpaid participants in campus activities; about one-third reported that their spouses are employed outside their institutions.
- CIC institutions have the highest proportion of presidential spouses compensated by institutions for a role as host, fundraiser, and/or spouse or domestic partner (18 percent) compared with other types of institutions.

Conclusions and Recommendations

A number of conclusions emerge from the findings of this study. First, CIC presidents are happy in their top leadership roles. Nearly every CIC president is very satisfied or somewhat satisfied in her or his job, a level of satisfaction that is higher than the presidents of public institutions. CIC presidents enjoy many aspects of their work, including fundraising, which is important because presidents spend most of their time on this task. Despite their high level of contentment, CIC presidents overwhelmingly

agree on a big challenge: their relationship with the faculty and faculty resistance to change. These levels of frustration were higher than for any other grouping of presidents by institutional type.

Second, notable changes have occurred in the characteristics of CIC presidents since the last ACPS survey was conducted in 2006. Although the average age of all college and university presidents continues to climb, CIC presidents remain the youngest group among presidents of four-year colleges and universities. Indicators of diversity in the CIC presidency, however, show the proportion of women presidents remaining the same since 2006, and the level of minority presidents falling 2 percentage points over the same period.

Third, there is reason to be concerned about a high rate of turnover in the presidencies of CIC member colleges and universities. The average tenure for a CIC president fell from 8.5 to 7.1 years over the past five years. Although this downward trend mirrors that of presidents in other types of institutions, CIC presidents still have the longest tenure among all presidents. The decline in length of service is troubling when considering the need for stability of institutional leadership in challenging times. Moreover, nearly half of all CIC presidents indicate that they plan to leave their posts in the next five years, with fewer than one-quarter planning to seek another presidency. The anticipated rate of departure is even higher among presidents of public institutions, but the looming exodus of such a large share of CIC presidents is a concern.

Fourth, some notable changes have occurred in the pathway to the presidency of CIC colleges and universities. Despite the dour view of the presidency held by CAOs and noted in CIC's 2010 report, *A Study of Chief Academic Officers of Independent Colleges and Universities* (fewer than one in four said they plan to seek a presidency), the proportion of presidents who entered their roles from the position of provost or CAO has risen from 27 percent in 2006 to 29 percent in 2011. The increase suggests that presidents might be entering their roles with greater familiarity with the academic program and mission of the institution. This conclusion is tempered, however, by the continued rise in the number of CIC presidents who were selected from positions outside of higher education (such as government leaders, other nonprofit leaders, or corporate executives).

Fifth, among the various responsibilities for which CIC presidents indicated that they were least prepared upon assuming their posts, technology planning surfaced as the greatest deficiency and was singled out at a rate higher than presidents of other types of institutions. Similarly, the need for assistance with risk management and legal issues was noted far more frequently by CIC presidents than others. Other areas for which presidents felt underprepared are fundraising, entrepreneurial ventures, athletics, and enrollment management.

These conclusions lead to the following recommendations:

1. Preparing future leaders to assume the presidency is critically important. With nearly half of CIC presidents planning to leave their posts in the next five years, the pipeline must expand rapidly. In addition to expanding CIC programs to enlist and better equip senior administrators to become presidents, more effort is needed to orient the increasing number of presidents who are assuming their posts from positions outside higher education.

2. CIC and institutions should pay special attention to recruiting and preparing women and persons of color who aspire to the presidency.
3. Programs to prepare aspiring leaders for the presidency and to orient new presidents to their roles should include technology planning, risk management, legal issues, and enrollment management in addition to the more traditional topics of fundraising, board relations, and fiscal management.
4. More needs to be known about the reasons for the decline in the longevity of presidencies. Is the recent downward turn mainly due to older presidents who are retiring? Or is the change mainly due to other factors, such as increased friction with the governing board or the faculty? A study of the factors leading to presidential departures would be instructive.
5. Although the conflicting perspectives of the president and the faculty may seem unavoidable, a better understanding of these tensions may lead to new approaches that improve collaboration in the shared governance of the relatively small academic communities of CIC colleges and universities. ♦

Introduction

The Council of Independent Colleges (CIC) is the national association representing 640 small and mid-sized, liberal arts-oriented, nonprofit colleges and universities. Since 2008, CIC has pursued a research agenda to support professional development for leaders of higher education. This research helps guide the development of the Council's leadership programs with a goal of producing more and better-qualified candidates for senior leadership positions at CIC member institutions.¹ An initial report, *A Study of Career Patterns of the Presidents of Independent Colleges and Universities* (Hartley and Godin, 2009), using data from the American Council on Education's (ACE) American College President Study (ACPS), examined the various career routes and characteristics of first-time presidents from 1986 to 2006. A subsequent report, *A Study of Chief Academic Officers of Independent Colleges and Universities* (Hartley and Godin, 2010), looked at the characteristics and career aspirations of chief academic officers (CAOs) in 2010. Based in part on the results of these studies, CIC expanded its leadership development programs to prepare senior campus administrators for presidencies and to develop mid-level administrators for senior administrative roles. CIC is grateful to ACE for providing access to data from the American College President Study.

This report is the second CIC report based on ACPS data, but unlike its predecessor, this report by CIC analyzes the characteristics of all college presidents, not first-time presidents only. Using data from a 2011 survey of more than 1,600 college and university presidents nationwide (ACE, 2012), CIC analyzed the career patterns, duties and responsibilities, education, and other demographic characteristics of CIC college and university presidents. To determine if important differences exist between presidents of various types of institutions, CIC compared presidents of its member institutions with presidents of four major groups, namely public two-year or community colleges, public baccalaureate and master's (BA/MA) level institutions, public doctoral—or research—universities, and private doctoral universities. Based on its membership in 2011, CIC identified presidents who serve CIC member colleges and universities and examined responses to questions of interest. Furthermore, CIC compared responses to similar questions posed in prior ACPS surveys.

Chapter One of this report examines the characteristics of college presidents, including age, gender, race/ethnicity, marital status, length of service, and major field of study. Key demographic variables are examined across time, from 1986 to 2011. Chapter Two addresses the responsibilities and duties, use of time, areas of frustration, relationships with constituent groups, and satisfaction of

¹ See essays by Richard Ekman "The imminent crisis in college leadership" in the *Chronicle of Higher Education* (September 19, 2010) and "The joys of the college presidency" in *University Business* (September 2010).

presidents. Chapter Three describes the presidents' career pathways and future plans after their current presidencies. Chapter Four examines the presidential search process, conditions of employment, and performance evaluations and considers the role of the presidential spouse. Chapter Five presents study conclusions and recommendations. An Appendix describes the methods and data used in this study. ♦

1. Characteristics

Who are the presidents of small and mid-sized independent colleges and universities, and how do they differ from their counterparts in other institutional settings? This chapter examines the characteristics of CIC presidents, including their age, gender, ethnicity, and family circumstances. It also reviews their education backgrounds, including their highest earned degrees and major fields of study. Finally, the chapter evaluates presidents' length of time in their current position. Comparisons are made between presidents of CIC member institutions and presidents of other institutional types.

Table 1.1 (*see next page*) presents a basic profile of college presidents by institutional type. Like presidents of other types of institutions, CIC presidents are primarily white (94 percent) and male (75 percent). Based on the ACPS survey data collected in 2011, the typical CIC president is 60 years old, is married, has earned a doctorate, and has been in the presidency for about seven years.

Age

The average age of CIC college and university presidents is 60.3 years, about the same as that of the presidents of public two-year institutions (60.0) but two to three years younger on average than presidents of public BA/MA (62.7), public doctoral (63.3), and private doctoral (62.6) institutions. A further look into the distribution of age groups shows somewhat different patterns across various types of institutions (*see Figure 1.1*). The percentage of presidents older than 60 is the lowest for CIC member institutions (53 percent). For public doctoral institutions, 80 percent of presidents are over 60, and 76 percent of the public MA/BA presidents are older than 60 years. It is rare to have a president at the age of 50 or younger at these two types of institutions (1 and 5 percent, respectively). In contrast, almost half (47 percent) of CIC presidents are 60 or younger, and 9 percent are 50 or younger; 44 percent of presidents at public two-year institutions are 60 or younger, and 11 percent are 50 or younger.

The average age of CIC presidents, as well as presidents of other types of institutions, has been increasing over the past two and half decades (*see Figure 1.2*). In 1986, the average age of CIC presidents was 52.6 years; the age steadily climbed to just over 60 in 2011. In 1986, the average age of presidents of all types of institutions was under 55 years; by 2011, it had risen to over 60 years. The average ages of the presidents of public and private doctoral institutions over this period have remained slightly higher than those of the presidents of non-doctoral institutions.

Table 1.1 Characteristics of Presidents by Institutional Type, 2011

	Public Two-Year	Public BA/MA	Public Doctoral	Private Doctoral	CIC
Demographics					
Age (in years)	60.0	62.7	63.3	62.6	60.3
Women (%)	32	24	24	20	25
Minority (%)	14	21	19	5	6
Currently married (%)	88	90	91	79	83
Has children (%)	85	85	87	85	83
Education					
Has PhD or EdD (%)	86	88	90	92	80
Fields of highest degree earned					
Business (%)	3	6	4	3	4
Education or higher education (%)	68	28	13	8	31
Humanities/fine arts (%)	7	21	9	13	20
Law (%)	2	6	8	8	7
Religion/theology (%)	1	2	1	8	11
Social sciences (%)	6	18	27	36	15
STEM (%)	12	15	27	26	10
Other (%)	1	4	12	–	2
Immediate prior position					
President/CEO (%)	25	21	19	23	19
Chief academic officer (%)	40	44	42	49	29
Other academic officer (%)	7	11	19	18	11
Non-academic officer (%)	14	11	5	0	13
Faculty/Chair (%)	1	2	1	0	3
Outside higher education (%)	5	7	8	5	15
Years in present job	7.1	6.9	6.0	6.8	7.1
Holds a tenured faculty position (%)	5	61	88	70	28
Years of experiences in:					
Primarily in the classroom/lab	5.5	7.7	11.4	11.5	6.5
Primarily a full-time administrator	21.7	19.5	16.0	18.5	17.0
Split between academic and administrative duties	2.5	4.0	5.6	5.4	3.2
Employed full-time outside of higher education	3.8	4.1	3.4	4.0	6.0

Figure 1.1 Age Ranges of Presidents by Institutional Type, 2011

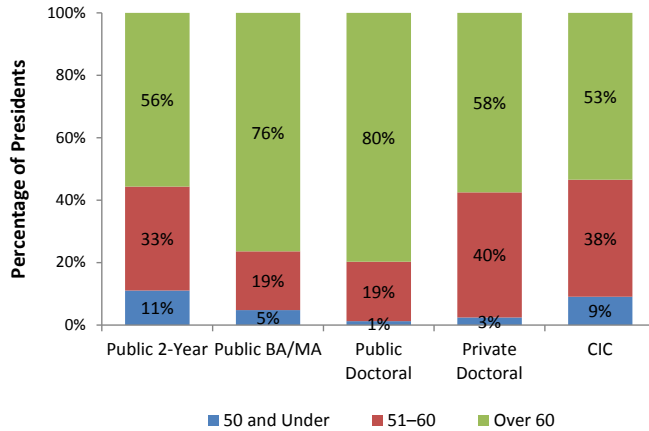
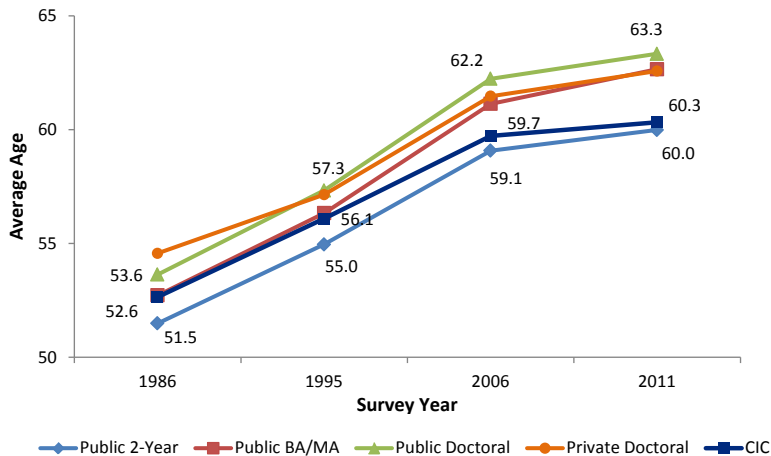


Figure 1.2 Average Age of Presidents by Institutional Type, 1986–2011



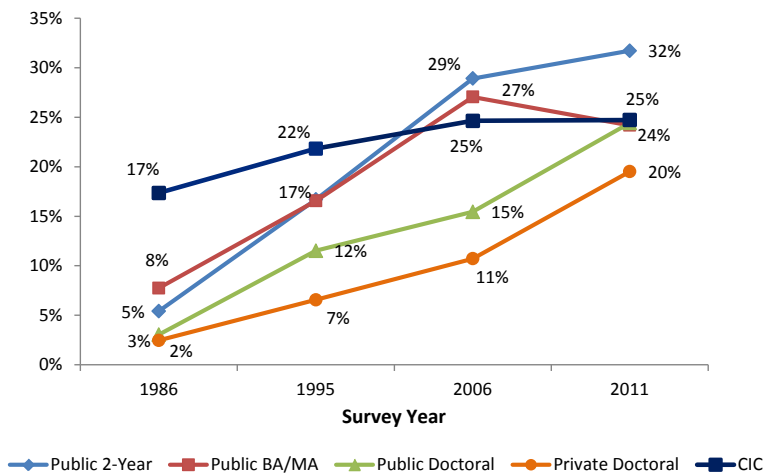
Gender

Even though women are out-achieving men in terms of earning advanced degrees (U.S. Census, 2010), they are still underrepresented in the U.S. higher education presidency. In 2011, only about one-quarter of college presidents nationwide were women (ACE, 2012). The percentage of female presidents of CIC colleges and universities is equal to the national average for all presidencies. The representation of female presidents was higher among public two-year institutions (32 percent, see Table 1.1) and lower among private doctoral universities (20 percent).

A look into the distribution of college presidents by gender from 1986 to 2011 reveals an interesting pattern across time (see Figure 1.3). Overall, representation of females in the American college presidency has increased substantially in the last two or three decades. In 1986 and 1995, the representation of female presidents of CIC colleges and universities (17 percent and 22 percent, respectively) far exceeded the representation of female presidents in other types of institutions. From 1986 to 2006, the percentage of female presidents of CIC institutions increased steadily to 25 percent, and the percentage remained at this level in 2011.

At the same time, public two-year institutions have witnessed the most significant increase in the proportion of female presidents, with a 26 percentage point increase to 32 percent in 2011. The proportion of female presidents at public BA/MA, public doctoral, and private doctoral institutions also increased considerably, ranging from 16 to 21 percentage points.

Figure 1.3 Percentage of Female Presidents by Institutional Type, 1986–2011



Race/Ethnicity

From 1986 to 2011, minority presidents also increased their representation across all types of institutions (see Figure 1.4). The percentage of presidents of color (non-white) at CIC institutions increased from 5 percent in 1986 to 8 percent in 2006 but dropped to 6 percent in 2011. While the representation of presidents of color in CIC colleges has lagged behind the representation in public institutions, it is above the proportion in private doctoral institutions. Public BA/MA institutions have the highest proportion of presidents of color, which reached 21 percent in the survey years of 1995, 2006, and 2011. The share of non-white presidents tripled in public doctoral institutions, from 6 percent in 1986 to 19 percent in 2011. Private doctoral institutions have the lowest representation of presidents of color, which remained at or below 5 percent from 1986 to 2011.

Figure 1.4 Percentage of Presidents of Color by Institutional Type, 1986–2011

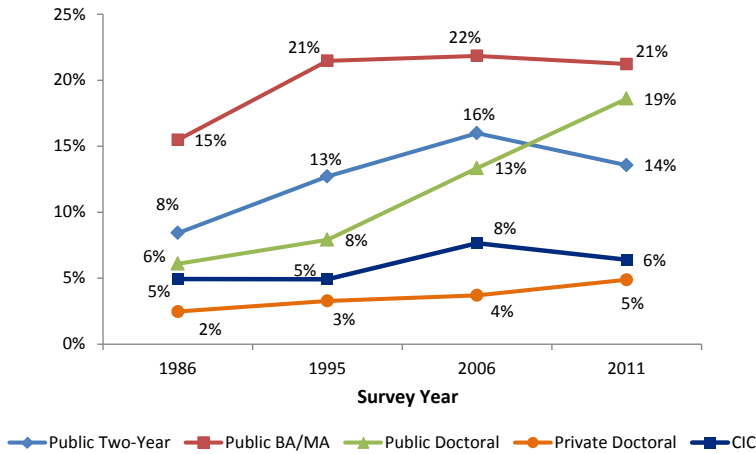
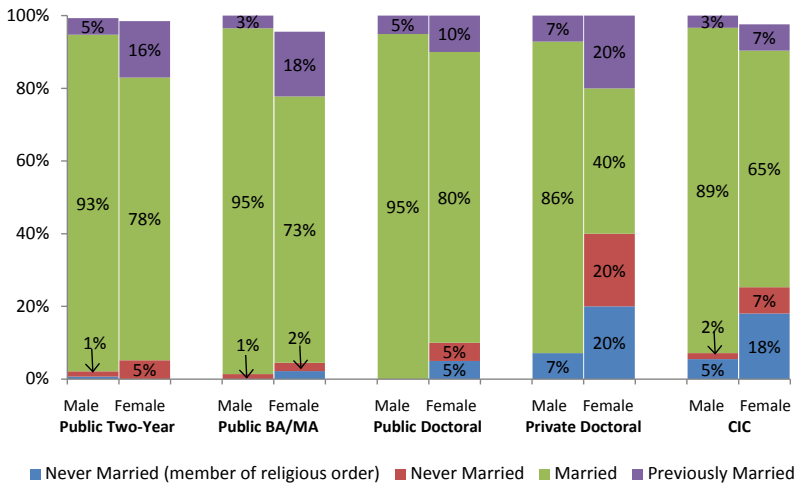


Figure 1.5 Marital Status of Presidents by Institutional Type, 2011



Family Circumstances

Overall, 83 percent of CIC presidents reported that they were married in 2011 with 9 percent reporting that they had never married by virtue of being a priest or nun or member of a religious order. These numbers are comparable with those of private doctoral institutions, where 9 percent of the presidents also had not married due to religious commitments. Taking this into consideration, the marital status of the presidents at all five types of institutions are similar.

A difference in presidents' marital status can be seen, however, by gender (see Figure 1.5). While 89 percent of male CIC presidents reported that they were married, only 65 percent of female CIC

presidents were married in 2011. Twenty-five percent of female presidents had never married, including 18 percent for religious reasons. The proportion of married female presidents is also *lower* than married male presidents at public institutions, where a considerable proportion of female presidents reported being never married or divorced. The percentage of currently married female presidents seems extremely low at private doctoral institutions, but the sample size is very small (n=5).

In 2011, 83 percent of CIC presidents reported that they have children, which is comparable to the percentages of presidents at other types of institutions. Female presidents are less likely to report having children than male presidents.

Education

The distribution of presidents' major fields of study seems to be in line with the educational focus at different types of institutions (*see Figure 1.6*). At CIC colleges and universities, 31 percent of presidents have degrees in education or higher education (a higher rate than at other types of four-year institutions), 20 percent in the humanities or fine arts (equal to the highest level among all types of institutions), 15 percent in the social sciences, and 11 percent in religion or theology (the highest rate among all groupings). At public two-year institutions, 68 percent of presidents earned their highest degrees in education or higher education. At public or private research universities more than half of presidents earned degrees in the social sciences or in science, technology, engineering, and mathematics (STEM) fields.

Length of Service

How long have college and university presidents served in their current positions? Among all presidents surveyed in the ACPS study, the average length of service is seven years (ACE, 2012). For presidents of CIC member institutions, the average number of years in their present positions is at 7.1 years, higher than the presidents of other types of four-year institutions and equaled only by presidents of community colleges (*see Table 1.1 on page 4*). Presidents of public research universities had the shortest average tenure at six years. In all cases, however, the average length of service has dropped since 2006 (*see Figure 1.7*). For CIC presidents, the length of service fell from 8.5 years in 2006 to 7.1 years in 2011, approaching the average of 6.9 years in the current position recorded in 1986. ♦

Figure 1.6 Presidents' Major Field of Study of Highest Earned Degree by Institutional Type, 2011

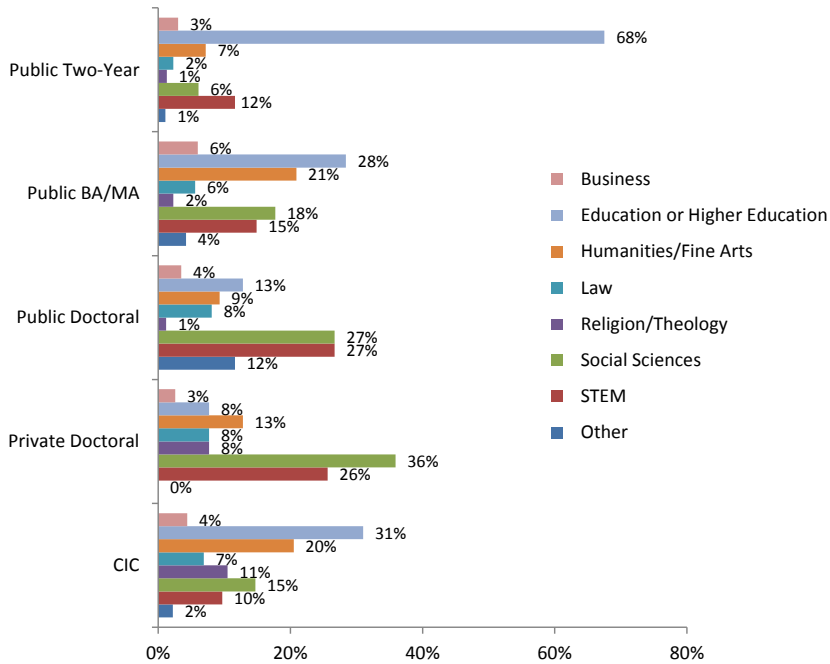
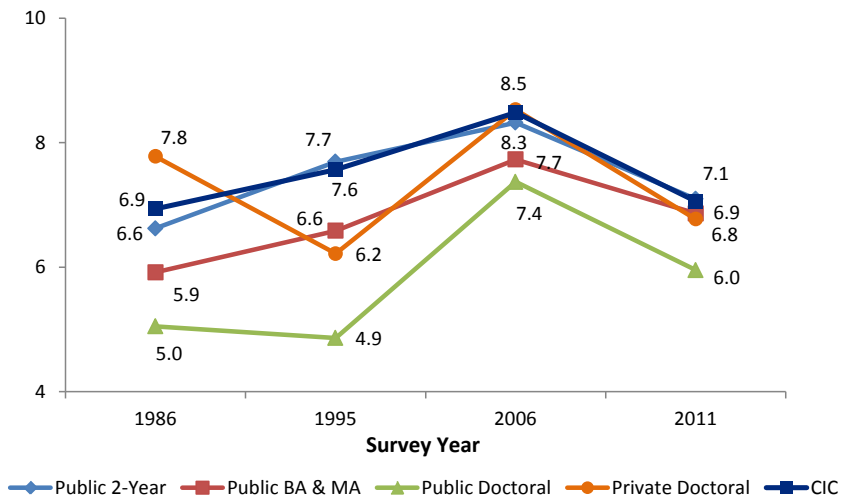


Figure 1.7 Presidents' Years in Current Position by Institutional Type, 1986–2011



2. Responsibilities and Job Satisfaction

College and university presidents have complex and wide-ranging responsibilities, including financial management, fundraising, strategic planning, and governing board relations. This chapter examines what presidents do. In what areas do they spend most of their time? In what types of activities are they engaged beyond the campus? The chapter also considers the frustrations and challenges presidents face in their work as well as their relationships with constituent groups. Finally, this chapter looks at the satisfaction of presidents in their roles and describes the areas of work that they find most enjoyable. Throughout, the report examines variation among presidents by the types of institution they serve.

How Presidents Spend Their Time

Among the many duties and responsibilities that college and university presidents face, which tasks occupy most of their time and energies? For all presidents, budgeting/financial management and fundraising were the most time-consuming tasks. Further comparison, however, reveals differences in how presidents of various institutional types rank these top two tasks (*see Table 2.1*). Presidents were asked to indicate the three duties that are most time-consuming. Presidents of CIC member colleges and universities spend most of their time raising funds (72 percent), followed by managing finances and budgeting (57 percent). Only presidents of private research universities rated fundraising higher (82 percent), because their institutions depend heavily on gift income, federal research grants, and endowments; and all three public groupings ranked budget/financial management the highest. Third on the list of time-consuming duties for CIC presidents is enrollment management (31 percent), which far exceeds how presidents of other types of institutions ranked this duty and is consistent with the tuition-dependent character of small and mid-sized independent colleges and universities. For CIC presidents, strategic planning (29 percent) closely follows in fourth place, and governing board relations (25 percent) comes in fifth. As one would expect, community and government relations consume more time for presidents of public institutions.

By examining responses to the question about time-consuming duties by their length of service in their current positions, it is possible to determine if the way presidents spend their time varies with longevity in office. Table 2.2 presents this analysis in five-year intervals for presidents of CIC member colleges and universities. What emerges is a consistent pattern in which fundraising is the most time-consuming task and budget/financial management is the second-most time consuming. Longer-serving presidents more readily identify fundraising as their top choice (77 to 83 percent), while

Table 2.1 Time-Consuming Duties of Presidents by Institutional Type, 2011 (*top three highlighted*)

Time-Consuming Duties	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Fundraising	25	45	53	82	72
Budget/financial management	59	65	58	61	57
Enrollment management	11	20	14	12	31
Strategic planning	16	22	10	30	29
Governing board relations	21	10	27	27	25
Community relations	39	26	18	9	15
Personnel issues (excluding faculty)	34	15	10	9	14
Academic issues	8	9	6	18	12
Faculty issues	16	16	12	12	12
Capital improvement projects	20	7	12	9	11
Entrepreneurial ventures	5	7	6	6	6
Government relations	22	24	23	3	3
Athletics	1	10	24	0	3
Campus internationalization	1	2	0	12	2
Media/public relations	4	7	13	0	2
Accountability/assessment of student learning	8	2	1	3	2
Crisis management	3	5	6	0	2
Risk management/legal issues	5	3	0	0	2
Student life/conduct issues	1	2	5	6	2
Technology planning	2	1	0	0	0

presidents who have served four years or fewer are more likely to pick budget/financial management as a close second (62 percent vs. 61 percent). The third choice varies between strategic planning and enrollment management, although if one is not selected third then it is selected fourth by a given sub-grouping by length of service. The results suggest that the way presidents allocate their time changes little the longer they are in office.

Other Activities

In addition to the more traditional duties of leading the institution, college and university presidents engage in a number of other activities. While most presidents regularly write about higher education issues, some also teach college courses and engage in scholarly activity, and many serve in leadership roles for other organizations.

Table 2.2 Time-Consuming Duties of Presidents by Length of Service of CIC Presidents, 2011

Time-Consuming Duties	4 Years or Fewer (%)	5–9 Years (%)	10–14 Years (%)	15–19 Years (%)	20 Years or More (%)
Fundraising	62	80	83	83	77
Budget/financial management	61	62	46	39	46
Strategic planning	32	23	29	30	31
Enrollment management	31	27	40	30	23
Governing board relations	27	23	26	13	23
Personnel issues (excluding faculty)	17	15	6	4	8
Community relations	13	14	23	13	15
Academic issues (e.g., curriculum changes)	12	10	11	22	15
Faculty issues	11	12	9	13	15
Capital improvement projects	10	9	20	9	15
Entrepreneurial ventures	4	9	0	9	8
Accountability/assessment of student learning	3	1	0	0	0
Athletics	3	2	3	0	0
Media/public relations	3	1	3	0	0
Crisis management	2	2	0	0	0
Student life/conduct issues	2	2	0	0	0
Campus internationalization	2	0	0	13	8
Government relations	1	2	0	17	0
Risk management/legal issues	1	2	3	0	0
Technology planning	1	0	0	0	0

Advocating for the importance of higher education and for the distinctive role of the particular institutions they lead are important presidential responsibilities. Thus it is unsurprising that three out of four presidents regularly write about higher education issues. Among non-doctoral institutions, presidents of CIC member colleges and universities are most likely to engage in writing about their enterprise (72 percent). Presidents of private research universities (81 percent) were most likely to write about higher education issues, while community college presidents (63 percent) were least likely to engage in such writing (*see Figure 2.1*).

Some college presidents spend time performing functions related to the traditional faculty domains of teaching and scholarship. Among CIC presidents, 28 percent indicate that they teach a course by themselves with nearly the same proportion (29 percent) saying that they team-teach a course, highest among the five groupings by institutional type. A smaller share of CIC presidents writes for scholarly publications (17 percent) or conducts research (15 percent) in their academic disciplines.

Figure 2.1 Other Activities Regularly Performed by Presidents by Institutional Type, 2011

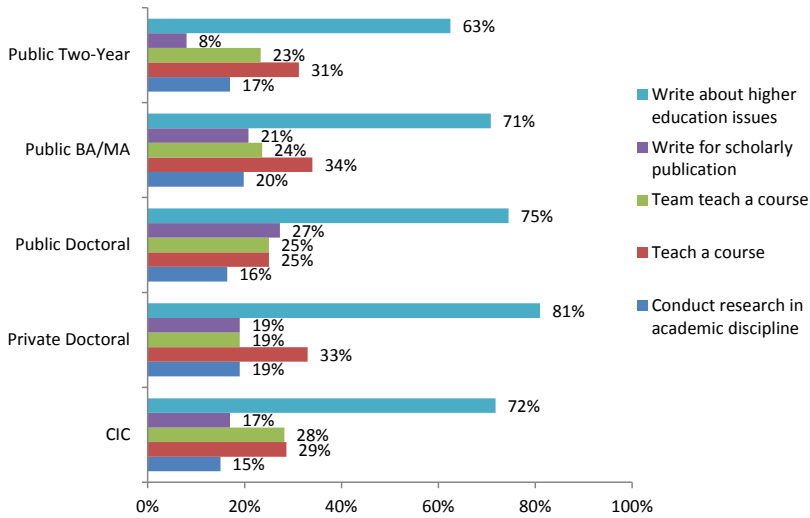


Table 2.3 Presidential Leadership on External Boards by Institutional Type, 2011

Type of External Boards Currently Serving	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Nonprofit	89	86	81	87	89
Professional/higher education organization/association	51	49	53	52	54
Economic development board	71	56	44	29	29
Different college or university	7	5	3	16	16
Privately-held firm	10	9	16	10	12
Publicly-held corporation	11	14	31	29	8
Pre-K or K-12 school	5	9	1	3	7
Other	9	7	9	6	7

Nine in ten presidents engage in leadership activities beyond their institutions, serving on the governing boards of community organizations, other colleges and universities, and corporations. Of those who serve on external boards, nearly half sit on four or more such boards (40 percent for CIC presidents). Among those presidents who serve on the boards of other organizations, at least four of five help govern nonprofit groups. Nearly 90 percent of CIC presidents are active in this capacity (see Table 2.3), which is matched by presidents of two-year public institutions. CIC presidents are the most likely to serve on the boards of higher education organizations and associations or other

related professions (54 percent). About one in six presidents of CIC colleges sit on the boards of a different college or university. Presidents of public institutions are far more likely to be found on economic development boards than CIC presidents. Very few CIC presidents are directors of publicly-held corporations (8 percent).

Areas of Insufficient Preparation

Given the wide range of duties and responsibilities that college and university presidents are expected to fulfill, how well prepared are they when they first take the post? Presidents were asked to identify the top three areas for which they felt insufficiently prepared in their first presidency (*see Table 2.4*). For presidents of CIC member colleges and universities, the top area was technology planning (45 percent). Technology planning was also the top area among public BA/MA (37 percent) and private research (32 percent) institutions, although it was selected by considerably fewer presidents than in

Table 2.4 Underprepared Areas for First Presidency by Institutional Type, 2011
(*top three highlighted*)

Underprepared Areas	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Technology planning	25	37	23	32	45
Risk management/legal issues	25	29	23	16	37
Fundraising	51	35	35	32	30
Entrepreneurial ventures	26	28	35	24	29
Athletics	22	30	48	12	29
Capital improvement projects	31	25	26	20	27
Campus internationalization	28	25	15	20	24
Budget/financial management	23	17	22	16	23
Government relations	24	19	26	12	22
Accountability/assessment of student learning	16	18	12	12	22
Governing board relations	22	21	32	28	21
Enrollment management	16	20	19	16	20
Academic issues	14	17	17	20	20
Crisis management	23	19	22	0	18
Faculty issues	16	15	19	12	17
Student life/conduct issues	10	14	15	16	17
Media/public relations	16	14	32	24	15
Strategic planning	14	13	14	12	13
Community relations	11	9	17	12	13
Personnel issues (excluding faculty)	14	10	20	12	11

the CIC membership. Fundraising was the top choice by community college presidents (51 percent), and athletics took the top spot among presidents of public research universities (48 percent). Among CIC presidents, the second-highest area of insufficient preparation was risk management and legal issues (37 percent) followed by fundraising (30 percent).

Responses of CIC presidents varied by their length of service (see Table 2.5). Although CIC presidents consistently selected technology planning as an area of insufficient preparation, regardless of length of service, it was more likely to be chosen by presidents serving ten years or more than those serving nine years or fewer. This suggests that presidents appointed in the last decade were better prepared to face the challenges of planning for the use of technology. Risk management and legal issues were selected as the top two or three areas by each grouping. Other areas frequently cited vary more widely but include fundraising and entrepreneurial ventures.

Table 2.5 Underprepared Areas for First Presidency by Length of Service of CIC Presidents, 2011

Underprepared Areas	4 Years or Fewer (%)	5–9 Years (%)	10–14 Years (%)	15–19 Years (%)	20 Years or More (%)
Technology planning	37	43	71	67	54
Athletics	35	29	12	24	8
Risk management/legal issues	33	41	35	43	46
Fundraising	29	31	26	38	23
Government relations	24	20	21	24	23
Capital improvement projects	24	28	29	33	31
Entrepreneurial ventures	23	36	29	33	38
Budget/financial management	22	22	21	29	38
Governing board relations	22	21	24	14	8
Enrollment management	19	26	15	29	8
Campus internationalization	19	26	35	29	23
Accountability/assessment of student learning	18	31	24	10	23
Crisis management	16	21	12	38	15
Academic issues (e.g., curriculum changes)	15	24	24	24	38
Media/public relations	14	16	18	14	8
Student life/conduct issues	14	23	15	19	15
Faculty issues	13	19	21	24	31
Community relations	12	14	12	10	23
Personnel issues (excluding faculty)	12	12	12	5	23
Strategic planning	10	17	3	29	23

Presidential Frustrations

When asked to indicate the most frustrating aspects of their work, college and university presidents uniformly say that they never have enough money, although this sentiment is most prominent in the views of presidents of non-doctoral institutions (see Table 2.6). When presidents were asked to signal their top five frustrations, many CIC presidents (64 percent) listed insufficient funds as their top issue. The second-highest frustration noted by presidents of CIC member colleges and universities was faculty resistance to change (48 percent), a sentiment expressed more often than by any other grouping of presidents. Other frustrations noted by CIC presidents are the lack of time to think and

Table 2.6 Things Most Frustrating to Presidents by Institutional Type, 2011 (*top three highlighted*)

Things Most Frustrating	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Never enough money	67	67	53	55	64
Faculty resistance to change	35	41	23	27	48
Lack of time to think/reflect	38	39	45	39	44
Too many demands/not enough time	35	34	41	36	39
Work-life balance	30	32	32	33	33
The belief by others that president is infinitely accessible (emails, meetings, etc.)	29	31	36	24	31
Problems inherited from the previous leadership	27	24	19	21	30
The difficulty of cultivating leadership in others (e.g., faculty, chairs, deans, etc.)	33	35	31	27	30
Campus politics	29	24	15	21	28
Unrealistic expectations to solve everyone's problems	27	25	21	18	24
Unresponsive campus governance structures	19	26	9	27	23
Board/board members	13	16	27	21	16
Workforce management/recruitment, retention, and retirement	14	5	8	15	14
Cabinet dynamics	9	3	6	15	9
Policy makers	28	32	36	3	9
Unclear expectations and metrics of success for president	9	12	9	3	5
Athletics	2	6	18	9	4

reflect (43 percent), facing too many demands with insufficient time (39 percent), and the inability to find an adequate work-life balance (33 percent). Presidents of public institutions were at least three times more likely than CIC presidents to indicate frustrations with policy makers.

Relationships with Constituent Groups

College and university presidents must relate to a wide range of constituent groups, both those internal to the institution, such as students and faculty members, and those external, such as community leaders and the media. Presidents find some of these groups more satisfying to work with than others. Presidents were asked to indicate the top three constituent groups that provide the greatest rewards and the greatest challenges.

By far the most rewarding group with which to work is students, with three of four presidents indicating this preference (*see Table 2.7*). Among presidents of CIC member colleges and universities, 80 percent agree that students provide the greatest reward, followed by working with the administration and staff (50 percent), the governing board (47 percent), and donors and benefactors (44 percent). CIC presidents were least likely to indicate rewarding relationships with the faculty (26 percent) and far less likely than public institution presidents to cite relations with community leaders and residents as one of their top three choices (16 percent).

When it comes to noting the constituent groups that provide the greatest challenge to their work, college and university presidents exhibit far less unanimity by the type of institution served (*see Table 2.8 on the next page*). Presidents of CIC member colleges and universities were much more likely to cite the challenges of working with the faculty (selected by 71 percent) than any other sub-

Table 2.7 Constituent Groups that Provide the Greatest Reward to Presidents by Institutional Type, 2011 (*top three highlighted*)

Constituent Groups	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Students	74	80	74	85	80
Administration and staff	65	59	47	48	50
Governing board	26	13	10	55	47
Donors/benefactors	19	29	49	27	44
Alumni/ae	8	27	32	18	29
Faculty	40	45	49	48	26
Community residents/leaders	58	36	29	9	16
Parents	1	2	5	9	6
Legislators and policy makers	5	7	3	0	1
Media	1	0	1	0	1
System office or state coordinating board	2	2	1	0	0

Table 2.8 Constituent Groups that Provide the Greatest Challenge to Presidents by Institutional Type, 2011 (*top three highlighted*)

Constituent Groups	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Faculty	54	52	31	55	71
Governing board	24	23	43	42	35
Legislators and policy makers	68	69	77	30	30
Parents	11	10	4	6	26
Donors/benefactors	17	16	11	36	23
Alumni/ae	5	12	7	12	23
Administration and staff	24	11	15	24	23
Community residents/leaders	12	17	20	33	21
Media	24	24	36	24	18
Students	10	6	3	12	11
System office or state coordinating board	43	47	42	0	2

group, and only private research university presidents (55 percent) also cited the faculty as providing the greatest challenge. It is notable that within the CIC ranking, no other constituent group was selected by more than 36 percent of the respondents, suggesting that local circumstances unique to each institution were more likely to generate other constituent challenges. CIC presidents ranked working with the governing board (35 percent) as the second-greatest challenge, which is striking given that CIC presidents ranked the board as providing the third-greatest reward as noted above. Other constituent groups providing challenges are legislators and policy makers (30 percent)—though presidents of public institutions selected this group as first—and parents (26 percent). CIC presidents cited challenges with parents more than twice as often as other presidents. Two in five presidents of public institutions cited the challenges of working with the state coordinating board or system office.

By examining presidents' length of service and the groups they rank as most challenging, it is possible to determine if the greater challenges vary by time in the office. Table 2.9 examines the responses of CIC member college and university presidents. Regardless of how long a president has been in office, the faculty is selected most frequently as a challenging constituent group. With few exceptions, the governing board and legislators and policy makers are in the top two and three spots. Parents emerge as second in providing the greatest challenges to presidents serving five to nine years (selected by 32 percent in this group) and a close fourth for those serving ten to 14 years (28 percent). Longer-serving presidents cited the administration and staff as one of the top three or four most challenging groups.

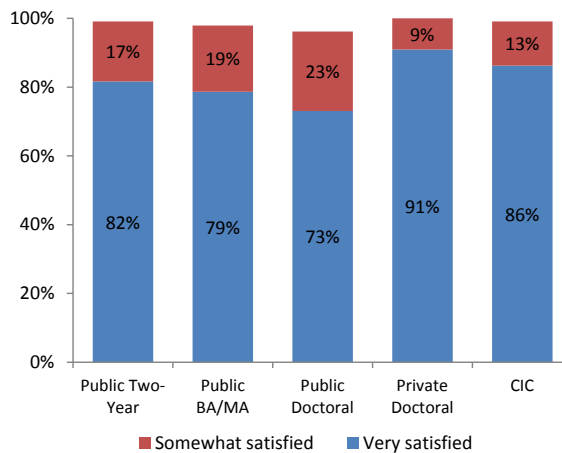
Table 2.9 Constituent Groups that Provide the Greatest Challenge by Length of Service of CIC Presidents, 2011

Constituent Groups	4 Years or Fewer (%)	5–9 Years (%)	10–14 Years (%)	15–19 Years (%)	20 Years or More (%)
Faculty	67	84	67	70	46
Governing board	39	31	42	17	46
Legislators and policy makers	27	30	31	52	23
Administration and staff	25	16	19	35	31
Community residents/leaders	24	15	22	17	38
Donors/benefactors	23	22	25	26	23
Parents	22	32	28	22	31
Alumni/ae	21	30	19	13	23
Media	19	16	19	13	23
Students	12	9	14	9	0
System office or state coordinating board	4	1	0	0	0

Satisfaction of College Presidents

Overall, college and university presidents are highly satisfied in their positions. Four out of five presidents indicate that they are “very satisfied,” and only 1 percent indicate that they are “not very satisfied” or “dissatisfied.” Presidents of CIC member colleges and universities indicate higher levels of contentment in their roles than their peers in public institutions, with 86 percent saying they are “very satisfied” and 13 percent saying they are “somewhat satisfied” (see Figure 2.2). Only presidents

Figure 2.2 Satisfaction of Presidents by Institutional Type, 2011



of private research universities expressed higher levels of satisfaction. No CIC presidents said they are “dissatisfied” in their current CEO positions. This high degree of satisfaction suggests great compatibility between presidents and their leadership responsibilities and demands.

Among the many areas of presidential responsibility, the types of tasks presidents find to be more enjoyable vary somewhat by the type of institution served. Presidents were asked to indicate the top three responsibilities they enjoy the most (*see Table 2.10*). More than half of the presidents of CIC colleges and universities indicate that fundraising (55 percent) is one of the three areas they most enjoy, a level exceeded only by presidents of private research universities (64 percent) and considerably above presidents of public non-doctoral (39 percent) and two-year (20 percent) institutions. Among CIC presidents, strategic planning ranks second (43 percent), and academic issues rank third (29 percent); the rankings are consistent with the focus on teaching at these small and mid-sized liberal arts institutions. CIC presidents ranked capital improvement projects as a close fourth (28 percent). Although further down in the rankings, CIC presidents were more likely to indicate enjoyment in working with the governing board (17 percent) than their counterparts in other institutions. Conversely, CIC presidents were less likely to say that government relations (2 percent) is one of the top three responsibilities they enjoy the most. ♦

Table 2.10 Areas of Work that Presidents Enjoy the Most by Institutional Type, 2011
(top three highlighted)

Areas of Work	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Fundraising	20	39	51	64	55
Strategic planning	30	29	27	42	43
Academic issues	30	28	23	36	29
Capital improvement projects	32	29	16	15	28
Community relations	56	40	34	21	27
Entrepreneurial ventures	23	28	29	36	21
Enrollment management	15	14	17	12	20
Budget/financial management	23	26	21	18	20
Governing board relations	12	6	5	9	17
Media/public relations	8	6	14	6	8
Athletics	5	13	13	6	8
Campus internationalization	3	8	5	18	7
Student life/conduct issues	2	5	5	6	7
Government relations	18	12	21	6	3
Accountability/assessment of student learning	13	7	3	0	2
Faculty issues	6	4	9	3	2
Crisis management	1	2	1	0	1
Technology planning	3	3	3	0	1
Personnel issues (excluding faculty)	2	2	1	0	1
Risk management/legal issues	1	1	0	0	0

3. Career Paths and Plans

This chapter examines the career paths that survey respondents have taken to reach the college and university presidency as well as their career plans beyond the presidency. To understand better how presidents came into their positions of executive leadership, the various types of positions they held immediately prior to assuming the office of president and the patterns through their entire careers are considered. This report also examines presidents' plans to leave their current positions and what future plans they have after leaving their posts. Comparisons are made among presidents of the five major groupings by institutional type.

Career Pathways

To consider the career pathways to the college presidency, CIC examined the positions that survey respondents held immediately prior to their current posts. In addition to having previously served as the president of another college or university, five additional types of positions were identified: provost or chief academic officer (CAO); other academic administrator such as associate or assistant vice president or dean; nonacademic officer such as advancement, finance, or student affairs administrator; faculty member or department chair; and those in positions outside higher education such as public official, other nonprofit leader, or corporate executive.

The most common route to the presidency is through the role of CAO or provost. One third of all presidents (34 percent) were previously CAOs (ACE, 2012). The most common immediate prior position of CIC presidents also was that of CAO or provost (29 percent) (*see Figure 3.1*). This level, however, is lower than the proportion of presidents of other types of institutions (40 to 49 percent). Approximately one in five CIC presidents served as college presidents before their current position. About one-quarter of CIC presidents served as academic officers other than CAO (11 percent) or other senior executive officers on campus (13 percent). Roughly one in six CIC presidents (15 percent) came from outside higher education, which is the highest rate among all presidents. This suggests that while CAO is still the most common pathway to the presidency of higher education institutions, CIC presidents tend to have somewhat more diverse backgrounds than presidents of other types of institutions.

CIC then examined the immediate prior positions of CIC presidents in 2006, the last round of ACPS survey, and 2011 (*see Figure 3.2*). Compared with five years ago, the proportions of CIC presidents whose immediate prior positions were presidents, chief academic officers, other academic officers, or outside higher education are about the same. Only 13 percent of CIC presidents in 2011

Figure 3.1 Immediate Prior Position of Presidents by Institutional Type, 2011

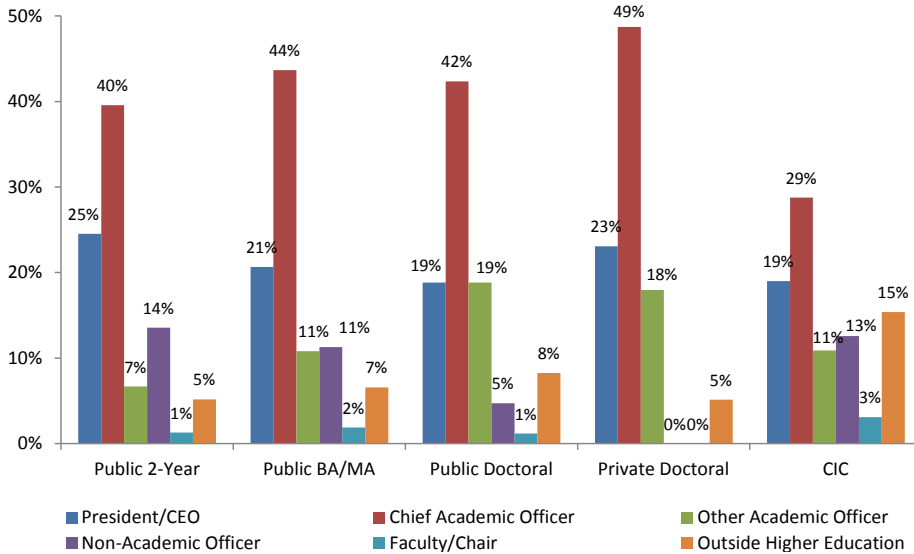
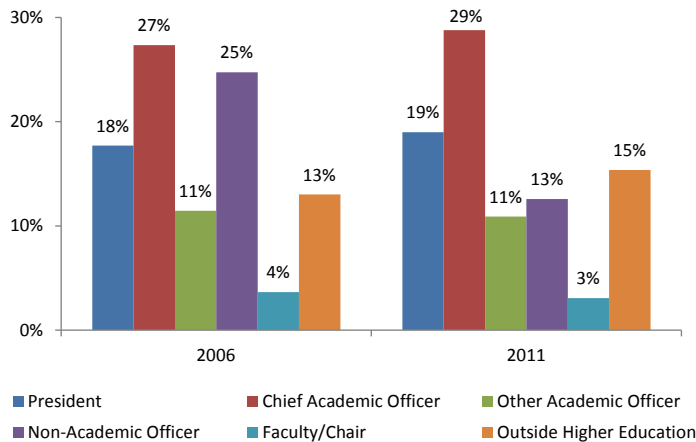


Figure 3.2 Immediate Prior Position of CIC Presidents, 2006 and 2011



reported that their immediate prior position before assuming the current presidency was a non-academic officer on campus, down from 25 percent of CIC presidents in 2006. In 2011, however, about 10 percent of CIC presidents indicated that they came from positions other than the titles listed in the survey questionnaire (and these were excluded in the analysis presented in *Figure 3.2*). A close examination of the “other” titles found that most of them are non-academic positions in colleges or universities. Taking this into consideration, the proportions of CIC presidents promoted from non-academic positions on campus are comparable for 2006 and 2011. Therefore, the patterns of CIC presidents’ immediate prior positions have not changed in the past five years.

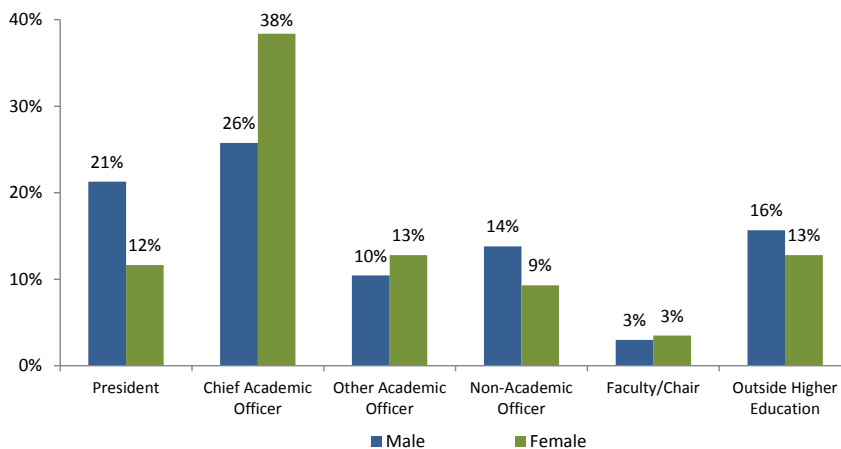
Examination of CIC presidents' prior positions by gender, however, finds different patterns of CIC presidents' career paths. According to the most recent data, almost two in five (38 percent) female CIC presidents moved into the presidency from the position of CAO (see Figure 3.3), while only one-quarter (26 percent) of male presidents reported their immediate prior position was CAO. A much higher proportion of the male CIC presidents served as college presidents previously (21 percent vs. 12 percent of the females). Male presidents are more likely to come from outside higher education (16 percent vs. 13 percent of females) or be promoted from non-academic positions on campus (14 percent vs. 9 percent of females). This suggests that, for small and mid-sized independent colleges, women are more likely to move to the presidency through academic affairs, while men have more diverse career pathways to the presidency.

As the vast majority of college presidents—85 percent of CIC presidents and more than 90 percent of presidents of other types of institutions—came to their positions from within higher education, presidents were asked if they worked in the same institution or a different institution and the type of institution they served before they assumed their current presidency. The results are presented in Table 3.1.

Twenty-seven percent of CIC presidents who worked in higher education institutions before assuming the presidency reported that they were promoted within the same institution; this percentage is slightly lower than at other types of institutions. Seventy-three percent of CIC presidents came from a different institution before assuming their current presidency.

The institutional control of the presidents' immediate prior positions displays an interesting pattern. More than 80 percent of CIC presidents indicated that their prior positions were at private, nonprofit institutions, which is similar to the proportion of presidents of private doctoral institutions. Among CIC presidents, 16 percent entered their current posts from a position at a public college or university. Almost nine in ten presidents of public institutions reported that they came from public institutions before assuming their current presidencies.

Figure 3.3 Immediate Prior Position of CIC Presidents by Gender, 2011



The ACPS survey also asked presidents to choose one of five paths that most accurately describes their career progression. Two-thirds of CIC presidents reported that they moved through the levels of responsibility to president by changing institutions at least once, with half of these reporting that they did so by changing institutions three or more times (*see Table 3.2*). Only 11 percent of CIC presidents indicated that they moved through the ranks to president while staying at one institution, lower than in other types of institutions. Furthermore, 10 percent of CIC presidents reported that they became president after moving in and out of higher education, and another 14 percent reported that they spent their careers mostly or completely outside higher education before assuming their current presidency. Both percentages are higher than for other types of institutions. These patterns suggest that most CIC presidents (89 percent) enter their positions with leadership experience in settings other than the institutions they presently lead.

Three in four CIC presidents reported that their current presidency is the first college presidency they have held, and 21 percent of CIC presidents indicated that they are serving in their second presidency (*see Table 3.3 on the next page*). These proportions are similar to the patterns reported by presidents of other types of institutions. Fewer than 10 percent of college presidents (4 percent of CIC

Table 3.1 Career Patterns of Presidents Whose Immediate Prior Position Was in Higher Education by Institutional Type, 2011

Prior Position	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Promoted from within same institution	34	28	33	34	27
Promoted from different institution	66	72	67	66	73
Institutional control of prior position					
Public	98	85	95	16	16
Private, nonprofit	2	14	5	84	82
Private, for-profit	0	1	0	0	2

Table 3.2 Presidents' Patterns of Career Progression by Institutional Type, 2011

Patterns of Moving through the Ranks to President	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Staying at one institution	16	13	18	27	11
Changing institutions once or twice	37	26	38	39	33
Changing institutions three or more times	36	50	35	18	33
Moving in and out of higher education	5	6	3	12	10
Spending career mostly/completely outside higher education	5	6	8	3	14

presidents) have held three or more presidential positions.

In terms of years of experience in types of professional settings, presidents spent the longest time being a full-time administrator (*see Table 1.1 on page 4*). On average, CIC presidents spent 17 years as full-time administrators, which is in line with the 16 to 22 years spent by presidents of other types of institutions. Presidents also spent considerable time in the classroom or lab, with an average of seven years for CIC presidents and more than 11 years for public or private doctoral presidents.

Future Plans

In 2011, the ACPS survey for the first time asked presidents about their future plans after their current presidency. Presidents were asked how long they plan to remain at their current positions. Thirty-six percent of CIC presidents reported they plan to step down in three to five years, which is also the mode of responses from presidents of other types of institutions (*see Table 3.4*). One-quarter of CIC presidents reported that they would continue to work for another six to nine years, highest among all groups. Twelve percent of CIC presidents plan to step down within the next two years, which matches the percent of CIC presidents who plan to stay for ten or more years.

Table 3.3 Number of Presidencies Held by Institutional Type, 2011

Number of Presidencies Held	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
1	71	73	79	73	75
2	21	21	19	21	21
3	5	5	3	6	3
4	1	1	0	0	1
5 or more	1	1	0	0	0

Table 3.4 Presidents' Planned Time to Step Down from Current Position by Institutional Type, 2011

Time to Step Down	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Within the next year or two	21	18	14	9	12
3–5 years from now	39	38	40	28	36
6–9 years from now	18	21	23	22	25
10 or more years from now	13	7	8	19	12
Don't know	9	16	14	22	14

Note: Totals may not equal 100 percent due to rounding.

In the next five years more than half of the presidents of public institutions will leave their presidencies, raising challenges in recruiting new presidents to public institutions. Among CIC colleges and universities, 48 percent of presidents indicate that they will step down within the next five years. A considerable proportion of college presidents are unsure how long they will be in their current position, ranging from 9 percent of presidents in public two-year institutions to 22 percent of presidents in private doctoral institutions.

When asked about their next steps after leaving their current positions, the most frequently reported future plan of CIC presidents (36 percent) as well as public non-doctoral institution presidents is to retire and hold no other position (*see Table 3.5*). For presidents of doctoral institutions, the most frequently reported plan is to return to the faculty (over 40 percent), which is related to the fact that over two-thirds of doctoral presidents are tenured faculty members at their institutions. About one-third of CIC presidents (32 percent) responded that they would become a consultant after stepping down, which is also an attractive option for presidents of public institutions. One in five CIC presidents (23 percent) indicated that they would like to move to another presidency after their current presidency. Only 12 percent of CIC presidents reported that they would join the faculty, lowest among all presidents of four-year institutions. Moving to a senior executive position on campus, becoming a CEO of a higher education-related organization, or becoming an honorific chancellor at the current institution are among the least selected options for presidents of all types of institutions. A considerable proportion (24 percent) of CIC presidents, along with presidents of other types of institutions, are undecided about their future plans after their current presidency. ♦

Table 3.5 Presidents' Next Steps after Leaving Current Position by Institutional Type, 2011
(top three highlighted)

Next Steps	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Retire and hold no other position	39	40	38	10	36
Move to another presidency	24	19	17	19	23
Move to a senior higher education campus /system position (non-president)	5	5	4	0	2
Become a CEO of a higher education-related (non-campus) organization	6	5	7	10	7
Join the faculty	10	21	41	45	12
Become a consultant	26	35	30	16	32
Seek employment outside of higher education	12	10	17	16	16
Become an honorific chancellor at current institution	1	2	1	6	9
Don't know	21	17	20	19	24
Other	7	5	1	10	9

4. Search and Conditions of Employment

Presidential search and selection is a complex process because of the challenges to fill these high-stake positions with the right candidates. This chapter documents the use of search consultants in presidential hiring, presidential contracts and conditions of employment, the employment status of presidential spouses or domestic partners, and the use of presidential performance evaluations.

Use of Search Consultants

The use of search consultants is becoming increasingly common in the hiring of college presidents. Overall, 56 percent of presidents in 2011 reported the use of search consultants in the search that resulted in their selection for their current presidency (ACE, 2012). For presidents of CIC colleges and universities, the incidence of the use of consultants (76 percent) was significantly higher than at non-doctoral public institutions (*see Table 4.1*). About half of CIC presidents who assumed a presidency before 1992 were hired with the assistance of search consultants. The frequency of a search consultant being used increased to 83 percent for CIC presidents who assumed a presidency between 2007 and 2011, which is the highest among all types of institutions that appointed a president during this time period. The same pattern occurred in the recruitment of public non-doctoral institution presidents. The percentage of institutions using search consultants in the last five years is more than double the rate of 20 years ago. The use of search consultants for the hiring of presidents of public and private doctoral institutions does not show a clear trend by the year of assuming presidency, perhaps due to the very small number of those hired before 2002. Overall, presidential searches for public and private doctoral as well as CIC institutions were more likely to be assisted by search consultants; about three-quarters of presidents at these institutions reported that search consultants were used during their hiring process.

Contracts and Conditions of Employment

In 2011, 76 percent of college presidents reported that they had received a written contract with their appointment (ACE, 2012). Overall, CIC presidents were more likely to receive a written contract with their appointment (90 percent, *see Table 4.2*), followed by presidents of private doctoral institutions (88 percent) and public two-year institutions (82 percent). Almost all CIC presidents (95 percent) who assumed presidencies between 2007 and 2011 have written contracts of employment.

Table 4.1 Percentage of Presidential Searches that Used a Search Consultant by Institutional Type, 2011

Year Assumed Presidency	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
2007–2011	57	71	81	67	83
2002–2006	50	71	71	92	77
1997–2001	38	53	67	67	64
1992–1996	30	45	80	100	52
1991 and prior	22	33	100	0	50
All	49	66	78	76	76

Table 4.2 Percentage of Presidents Who Received a Written Contract by Institutional Type, 2011

Year Assumed Presidency	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
2007–2011	84	66	79	100	95
2002–2006	82	62	54	85	91
1997–2001	81	56	67	83	83
1992–1996	77	27	60	100	78
1991 and prior	72	44	100	0	62
All	82	61	70	88	90

Similar to the pattern of use of search consultants, the proportion of presidents with written employment contracts has increased in presidential hiring in recent years. This trend is particularly clear for CIC presidents: the percentage of CIC presidents with written contracts has linearly increased from 62 percent for those hired before 1992 to 95 percent for those hired between 2007 and 2011.

In addition to a base salary, many presidents receive other benefits such as housing and an automobile in their total compensation package (see Table 4.3). The benefits most frequently reported by CIC presidents are pension or retirement contributions (90 percent), an automobile for official use (89 percent), life insurance (81 percent), club membership (72 percent), and a presidential residence (65 percent). More CIC presidents reported receiving an automobile, life insurance, club membership, and an entertainment budget (53 percent) than presidents of other types of institutions. Except for presidents of public two-year institutions, more than 60 percent of presidents live in college-owned presidential residences, and about 40 percent of the presidents of these institutions also receive house-keeping services.

Table 4.3 Presidents' Conditions of Employment by Institutional Type, 2011

Conditions of Employment	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Pension/retirement contributions	82	93	90	76	90
Automobile (with or without a driver)	60	81	85	76	89
Life insurance	69	65	59	67	81
Club membership(s)	23	41	59	64	72
Presidential house	8	60	67	85	65
Salary increase based on merit	29	41	62	73	54
Entertainment budget	27	53	51	45	53
Deferred compensation	30	33	61	55	48
Housekeeper	3	39	48	42	44
Involuntary separation agreement	21	17	15	39	40
Health and wellness	27	30	33	39	38
Professional development	50	30	11	15	38
Performance-based bonuses	15	13	25	39	34
Sabbaticals	13	16	19	24	32
Ability for paid corporate directorships	15	30	57	58	31
Permission to pursue paid consulting opportunities	29	27	37	39	30
Housing allowance	25	41	32	15	28
Long-term care insurance	16	17	11	30	21
Retention (time-based) bonuses	7	10	23	15	16
Retiree health insurance	28	26	29	27	12
Professional retirement planning assistance	6	7	5	6	9

Presidential Spouses

Traditionally, many presidential spouses play an active role in campus life, and the role of the spouse/partner is critical to the success of the president. The 2011 ACPS collected information on the employment status of presidential spouses and partners. Among CIC presidential spouses, about 30 percent are employed outside their institutions (*see Table 4.4*), and almost two-thirds are not paid for their participation in campus activities. For other types of institutions, the percentages of presidential spouses/partners employed outside of their institutions range from 18 percent at public doctoral institutions to 58 percent at public two-year institutions. The percentage of presidential spouses/partners being unpaid participants in campus activities ranges from 46 percent at private doctoral institutions to 76 percent at public BA/MA institutions. Furthermore, CIC institutions have the highest proportion of presidential spouses compensated by institutions for a role as host, fundraiser,

Table 4.4 Employment Status of Spouse or Domestic Partner by Institutional Type, 2011

Employment Status	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Compensated by institution for role as host, fundraiser, and/or spouse or domestic partner	0	2	4	15	18
Employed at institution, in capacity not related to president	4	6	19	15	11
Unpaid participant in campus activities	54	76	75	46	65
Employed outside of president's institution	58	30	18	50	29

Table 4.5 Presidents' Performance Evaluation by Institutional Type, 2011

Evaluation Pattern	Public Two-Year (%)	Public BA/MA (%)	Public Doctoral (%)	Private Doctoral (%)	CIC (%)
Has a formal annual performance evaluation	93	83	84	88	91
Has periodic reviews every few years as part of contract renewal	58	62	63	85	67
Who performs the annual review					
Board chair	7	4	11	41	22
Board or sub-committee of board	57	39	55	55	75
Independent/outside consultant	1	1	0	0	0
System head	30	51	30	0	0
Other	5	4	5	3	2

and/or spouse or domestic partner (18 percent). Presidential spouses at private doctoral institutions follow (15 percent), far exceeding those at public institutions (4 percent or less).

President Performance Evaluation

Nine in ten CIC presidents reported that they have a formal annual performance evaluation, and two-thirds of them have periodic performance reviews every few years as part of their contract renewal (see Table 4.5). Over 80 percent of the presidents of other types of institutions have formal annual performance evaluations and the use of periodic reviews ranges from 58 percent at public two-year institutions to 85 percent at private doctoral institutions.

As to who performs the annual review of presidents, the approach differs by institutional control. For CIC and private doctoral presidents, an overwhelming majority (97 percent for CIC and 96

percent, respectively) were evaluated by their boards, board chairs, or sub-committees of the board. The role of the full board or a sub-committee in the evaluation process was highest among CIC institutions (75 percent). For public institutions, there is a split between boards and system heads, with the latter reported by 30 percent of public two-year and public doctoral presidents and 51 percent of public BA/MA presidents. The split reflects the different management structures of private and public institutions. ♦

5. Conclusion

A number of conclusions emerge from the findings of this study of the presidents of CIC member colleges and universities. First, these chief executive officers are happy in their top leadership roles. Nearly every president is very satisfied or somewhat satisfied in her or his job. The level of those that are very satisfied (86 percent) is higher than that of the presidents of public institutions. CIC presidents enjoy many aspects of their work, including fundraising. Despite their high level of satisfaction, CIC presidents overwhelmingly agree on the biggest challenge: their relationship with the faculty and the faculty's resistance to change. These levels of frustration were higher among CIC presidents than among groupings of presidents of other institutional types.

Second, there are notable changes in the characteristics of CIC presidents since the last ACPS survey was conducted in 2006. The average age of all presidents continues to climb, though not as rapidly as noted in 2006. The average age rose slightly for CIC presidents (from 59.7 to 60.3 years), but these presidents remain the youngest group among presidents of four-year colleges and universities. Indicators of diversity in the CIC presidency are not progressing, however. The proportion of CIC women presidents remains the same in 2006 at 25 percent, while most other types of institutions experienced gains in the share of women presidents; and the level of CIC minority presidents declined from 8 percent in 2006 to 6 percent in 2011.

Third, there is reason to be concerned about a high rate of turnover in the presidencies of CIC member colleges and universities. The average length of appointment for a CIC president has declined from 8.5 years in 2006 to 7.1 years in 2011. Although this downward trend mirrors that of presidents in other types of institutions, CIC presidents still have the longest tenure among all presidents. The decline in length of service is troubling if one is concerned about the need for stability of institutional leadership in challenging times. Moreover, nearly half of all CIC presidents indicate that they plan to leave their posts in the next five years, with fewer than one in four planning to seek another presidency. Even though the anticipated rate of departure is higher among presidents of public institutions, the looming exodus of such a large share of CIC presidents is a concern.

Fourth, there are some notable changes in the pathway to the presidency of CIC colleges and universities. Despite the dour view of the presidency held by CAOs noted in CIC's 2010 report, *A Study of Chief Academic Officers of Independent Colleges and Universities* (fewer than one in four said they plan to seek a presidency), the proportion of presidents who entered their roles from the position of provost or CAO has risen from 27 percent in 2006 to 29 percent in 2011. The increase suggests that presidents might be entering their roles with greater familiarity with the academic program and

mission of the institution. This conclusion is tempered, however, by the continued rise in the level of CIC presidents who were selected from positions outside of higher education (such as public officials, other nonprofit leaders, and corporate executives), from 13 to 15 percent over the past five years.

Fifth, among the various responsibilities for which CIC presidents indicated that they were least prepared upon assuming their posts, technology planning surfaced as the greatest deficiency and was singled out at a higher rate than by presidents of other types of institutions. Similarly, the need for assistance with risk management and legal issues was noted far more frequently by CIC presidents than others. Other areas of responsibility for which CIC presidents felt underprepared include fundraising, entrepreneurial ventures, athletics, and enrollment management.

These conclusions lead to the following recommendations:

1. Institutions and CIC should place continued emphasis on preparing future leaders to assume presidencies. With nearly half of CIC presidents planning to leave their posts in the next five years, the pipeline needs to expand rapidly.
2. CIC and institutions should pay special attention to preparing women and persons of color who aspire to the presidency.
3. Programs to prepare aspiring leaders for the presidency and to orient new presidents to their roles should include technology planning, risk management and legal issues, and enrollment management, along with the more traditional topics of fundraising, board relations, and fiscal management.
4. More needs to be known about the reasons for the decline in the longevity of presidencies. Is the recent downward turn mainly due to the retirement of older presidents? Or is the change due to other factors, such as increased friction with the governing board or the faculty? A study of the factors leading to presidential departures would be instructive.
5. Although conflicting perspectives of the president and the faculty may appear to be unavoidable, a better understanding of these tensions may lead to new approaches that improve collaboration in the shared governance of the relatively small academic communities of CIC colleges and universities. ♦

Appendix: Methods and Data

The purpose of this study is to understand the demographic characteristics, duties and responsibilities, career pathways, and search and evaluation of presidents of colleges and universities that are members of the Council of Independent Colleges. To determine whether important differences exist between presidents of different types of institutions, comparisons were made with presidents of four other types of colleges and universities based on a combination of Carnegie Classification and control: public two-year or community colleges, public baccalaureate and master's (BA/MA) level institutions, public doctoral universities, and private doctoral—or research—universities.

Data for this study came from American Council on Education's (ACE) American College President Study (ACPS), which is an ongoing research program established to collect information from all presidents of regionally accredited, degree-granting, U.S. higher education institutions (ACE, 2012). The first ACPS survey was administered in 1986, with subsequent surveys in 1990, 1995, 1998, 2001, 2006, and 2011.

In this study, responses from 1,229 college presidents of the above five institution groupings to the ACPS survey conducted in 2011 were analyzed. Table 6.1 displays the number of respondents for each institutional grouping. CIC membership was based on the institutions that were members in December 2011 (N= 609), with 375 respondents for a response rate of 61.6 percent (the overall response rate of these five groups is 60.3 percent).

Data analysis is descriptive and bivariate, consisting of frequencies and cross-tabulations for comparative purposes. This report uses the most recent ACPS data collected in 2011, with references to key demographic variables from previous surveys in 1986, 1995, and 2006. ♦

Table 6.1 Distribution of Presidents, Survey Respondents, and Response Rate by Institutional Type, 2011

	Public Two-Year	Public BA/MA	Public Doctoral	Private Doctoral	CIC	Total [*]
Population (number)	863	334	161	89	609	2,038
Respondents (number)	502	223	89	58	375	1,229
Response rate (%)	58.2	66.8	55.3	65.2	61.6	60.3

**Note: 18 institutions are counted both in the Private Doctoral and CIC categories.*

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