

AMERICAN HIGHER EDUCATION IN A GLOBAL SOCIETY: A STUDY OF  
PRESIDENTIAL LEADERSHIP (254 pp.)

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Using the Higher Educational Presidential Global Leadership Survey, this study investigated the global leadership competencies essential for higher education presidents in the highly globalized society of today. A stratified random sample of 169 presidents and 74 chairs of boards of trustees responded that 4 of the 7 general competency categories were very important to the effectiveness of presidents—global vision and culture, global strategic planning, global mind-set, and global learning. Specifically 23 of the 44 global leadership competencies were perceived as very important.

Trustees rated 3 of 7 competency categories as very important— global vision and culture, global mind-set, and global learning—and rated only 16 of the 44 individual global leadership competencies as very important to president's effectiveness.

Trustees and presidents rated 14 of the 44 competencies statistically different. Institutional status did not affect the rating of the global competencies to a great extent—only 3 of the 44 competencies were rated differently in public and private institutions. Doctoral, masters, and baccalaureate presidents rated only 2 of the 44 competencies statistically different.

The average president in this study was a male who had served in his post for seven and a half years. He provided leadership to a private master's granting institution

that ranged in size from 1,000 to 10,000 with fewer than 300 international students. He rated both himself and his institution as nationally focused. The presidents in this study could be painted in American hues: A deep blue reflecting a tendency to hold dear to traditions in structure and operations; a bold red of recognition and acceptance of global visions, global mind-sets, global strategic planning and global modes of learning; and a stark white that presages these leaders' surrender to the unavoidable forces of globalization.