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TEACHING, LEADERSHIP, AND
CURRICULUM STUDIES

**A COMPARISON OF INSTITUTIONAL STAKEHOLDERS' PERCEPTIONS OF
PRESIDENTIAL EFFECTIVENESS (151 pp).**

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Identifying the criteria on which to measure a college or university president's effectiveness can be difficult. Assessing the interactions between presidents and various stakeholders may offer more concrete measurements of effectiveness. The purpose of this study was to extend the research of Michael, Schwartz, and Balraj (2001) pertaining to presidential effectiveness. Faculty senate chairpersons, academic deans, senior-level institutional officers, and student leaders (referred to as institutional stakeholders) were surveyed in order to ascertain whether there was a relationship between stakeholders' perceptions and whether the findings support the original study conducted by Michael, et. al. (2001). Four indicators of effectiveness and the areas associated with each, as described by Michael, et. al. (2001), were included in the survey: Knowledge of higher education; Influence in acquiring resources; Maintenance of healthy relationships with key constituents, and; Good management/leadership skills.

A descriptive, survey research methodology was utilized to survey 36 institutions of higher learning in the state of Ohio. The 36 institutions included: 11 four-year public universities, 11 four-year private institutions, 11 community/technical colleges, and 3 stand-alone medical colleges. Participants for this study were selected based on parameters identified above. Each participant was requested to complete a two-page survey that included questions related to indicators of presidential effectiveness, factors

associated with the president's role at their respective institution, and ways of improving presidential effectiveness.

Analysis of the data showed that participants agreed that indicators of effectiveness and the factors associated with the role of the president were important. Any differences that were found were minor. Additionally, stakeholders and trustees agree more than they disagree on the indicators of effectiveness and the factors associated with the role of a president.

The implications of this research suggest that an assessment of the president should include institutional stakeholders in the process; coupled with a detailed assessment of the institution. Strong oversight by the governing board is important to ensure integrity of the process, respect for individuals and the office of the president, and support for the professional development of a president. Implications for future research are also presented.