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**THE CAREER PATTERN AND PROFILE OF CANADIAN UNIVERSITY  
CHIEF EXECUTIVE OFFICERS**

by

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**April, 1997**

**A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of  
the requirements of the degree of Master of Arts**

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## ABSTRACT

The objective of this study was to determine the career pattern and profile of Canadian university CEOs. As well, it was anticipated that a career pattern model and profile for future research would be developed. A survey design was employed. Sixty-one of 83 CEOs provided usable data. A 22 item questionnaire was developed to elicit data concerning their career patterns and profiles. Data were converted into 31 items for statistical analysis. It was concluded that CEOs' careers followed either an academic or administrative pattern. The typical CEO began their career as an educator, and continually moved toward administrative positions, typically in higher education institutions. The typical CEOs' was a male, 54 years old, married, Christian (Protestant), with an earned doctorate in a Profession or Humanities field from an institution outside of Canada. The development of a "career tree" model was the salient finding of the study.

## RÉSUMÉ

L'objectif de cette étude était de déterminer le profil et le plan carrière des PDG des universités canadiennes. Aussi, il était anticipé qu'un modèle de plan carrière et qu'un profil pour des recherches futures seraient développés. Un sondage a été employé. Soixante et un des 83 PDG ont contribué des données utilisables. Un questionnaire de 22 questions a été développé pour éliciter des données concernant les profils et les plans de carrière. Les données ont été converties en 31 items pour une analyse statistique. Il a été conclu que les carrières de PDG suivaient soit un plan académique, soit un plan administratif. Les PDG typiques ont débuté leurs carrières en tant qu'éducateurs et ont continuellement progressé vers des positions administratives, typiquement dans des institutions d'enseignement supérieur. Le PDG typique était un homme des 54 ans, marié, Chrétien (Protestant) possédant un doctorat dans un domaine d'Humanités ou de Profession provenant d'une institution à l'extérieur du Canada. Le développement d'une "career tree" est le résultat important de cette étude.



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I consider all these individuals to have been my teachers.

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

- Kahlil Gibran, *The Prophet*

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## CHAPTER ONE

### Introduction

Prior to the middle of the twentieth century, details on the careers and profiles of university Chief Executive Officers (CEOs) generally came from two sources: memoirs or biographical books. Over the past three decades, research on the university CEOs' careers and profiles became invaluable in higher education. Research enabled institutions to locate and compare potential candidates to those of other institutions (Cohen & March, 1986). Findings in regard to the CEOs' career and profile were used to examine hiring trends of academic institutions, as well as the individuals who were hired.

Empirical studies of university CEOs fell into two broad categories. First, researchers sought to understand the career patterns of the university CEOs (Brooks, 1974; Cohen & March, 1986; Ferrari, 1970; Green, 1988a; 1988b; Moore, Marlier, Salimbene, & Bragg, 1983; Muzzin & Tracz, 1981; Ross, Green, & Henderson, 1993; Twombly, 1986; Wessel & Keim, 1994). Second, scholars endeavored to understand the profile of the university CEOs as a means of identifying individuals in a presidency, or those likely to assume a presidency (Cohen & March, 1983; Ferrari, 1970; Green, 1988a; 1988b; Muzzin & Tracz, 1981; Ross et al., 1993; Ryan, 1984).

The premise that a career was the succession of jobs in an ordered unfolding sequence was the foundation upon which much of the research on careers was constructed (Wilensky, 1961). Careers were viewed in a variety of ways: Twombly (1986) believed that careers were a control mechanism for societal stability; Wilensky (1961) understood the career as a tool of organizations; and Weber (1946) interpreted the career as part of the basis for modern bureaucracy. Each theorist painted a unique perspective of the career. A career stabilized organizations, dictated mobility, maintained a viable work force and a system of rewards.

Through the organizational culture of universities careers developed and were perpetuated. Careers for good academic service could be lifelong if tenure (the right to hold a position without capricious removal) was granted. As universities evolved into a recognized institution, they became more conservative in nature, requiring specific types



of individuals to lead them (Cohen & March, 1986; Kauffman, 1980; Kerr & Gade, 1986). The need for a specific type of individual led to the study of the career and profile of those who became CEO.

The development of a CEO's career was effected by an individual's traits and characteristics, including their sex, age, ethnicity, religion, marital status, education level, and prior employment (Allan, 1972; Basil, 1972; Dalton, 1951; Gaertner, 1980; Spileman, 1977; White, 1974). Traits and characteristics were taken into consideration when employers discussed potential candidates for jobs. There needed to be a "fit" between an employer's perspective of the job requirements and a candidate's "stock" of traits and characteristics.

Despite the increased number of studies on university CEOs, Canadian studies were limited to one, that of Muzzin and Tracz (1981). As the population of universities and degree granting colleges increased in Canada, research into their leaders' careers and profiles did not. The development of career patterns and profiles of university CEOs was either ignored or forgotten in the realm of educational research in Canada.

It was the existence of the one study on the Canadian university CEOs that drove this study. As the higher educational system evolved in Canada, it seemed prudent to develop an accurate portrait of the leaders of academic institutions. By addressing questions regarding the career patterns and profiles of educational leaders in the 1996 - 1997 academic year, future researchers would have the opportunity to examine changes and issues that developed over time. For the benefit of educational and organizational researchers, and institutions, this study provided an examination of CEOs.

### **Statement of the Problem**

The purpose of this study was to define the career patterns and personal profiles of traits and characteristics of the Canadian university CEO. As well, it was anticipated that a career pattern model would be defined. In addressing the career patterns and profiles, two hypotheses and 20 research questions were developed from the literature to shape the inquiry.

### **The Significance of the Study/Rationale**

Lacking a strong body of research in the area of CEOs' careers and profiles, Canadian researchers were dependent upon American studies for a viable literature review. By focusing on the Canadian university, this study endeavored to create a foundation upon which future studies might add to the body of knowledge.

If individuals who studied education, particularly higher education in Canada, were to assess developing trends regarding administrators, it was vital to have a baseline study from which results could be compared and interpreted. This study was intended to be a tool through which future studies addressed topics such as: changes in the university CEOs' career patterns or profiles, employment equity, institutional differences, etc. The findings clarified both the career patterns and profiles from which individuals came to be university CEOs in Canada, creating a foundation for future research.

As well, this study might impact on current and potential role aspirants, providing empirical data that could shape career decisions.

### **Definition of Terms**

For this study on the career patterns and profiles of the Canadian university CEO, a series of operational definitions were developed. The defined terms were: career, career mobility, flat hierarchy, career pattern, profile, broad and focused institutions, and CEO.

1. Career: The succession of jobs, in an ordered unfolding sequence.
2. Career Mobility: Movement between positions and/or organizations while developing one's career.
3. Career Pattern: A sequence of related jobs common to a proportion of the labour force and for which there was a high probability of movement from one position to another.
4. Flat Hierarchy: A structure with no explicit career ladder in terms of ordered positions of advancement.
5. Profile: A concise description of the traits and characteristics held by a particular population.

6. University: "A group of faculties providing higher education and empowered to grant academic degrees" (The New Lexicon Webster's Encyclopedic Dictionary of the English Language, 1988, p. 1078).
7. Broad Institution: An academic higher education institution which contained the following characteristics: public funding, competitive admission, independent campus, non-religious affiliation, diverse faculties, general academic mandate, and recognized as a national institution in that it draws from a wide population.<sup>1</sup>
8. Focused Institution: An academic higher educational institution which contained the following characteristics: public or private funding, competitive or open admission, affiliated or federated relationship to another institution, religious affiliation, specific academic mandate, and recognized regionally more than nationally.
9. CEO: The Chief Executive Officer of a university, college, or institute, included the following titles: president, rector, director, principal, provost, etc.

### **Assumptions**

The present study was prefaced by the following assumptions. First, by guaranteeing each CEO and their institution anonymity, a greater number of responses were generated. Second, CEOs provided accurate and complete responses to the items on the questionnaire.

### **Limitations**

This study was limited in several respects. First, only 83 selected university CEOs were approached to participate. All 83 of the CEOs were at institutions that were members of the Association of Universities and Colleges of Canada (AUCC). Only 61 CEOs participated, thus the findings could be generalized to the population of CEOs only tentatively. The number of male (54) and female (7) CEOs were quite different, thus sex based comparisons were tentative.

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<sup>1</sup> The concept of "broad" and "focused" institutions reveal a need to distinguish between modern large state-funded universities and somewhat smaller universities with narrower mandates in the study of their CEOs. Given that CEOs and universities were guaranteed anonymity I cannot provide a listing of the two categories.

Second, the data were collected during the 1996 - 1997 academic year. As the context of the university and the individual shifts, so may the career pattern and profile of the CEO.

Third, the data were examined through descriptive and frequency statistics which allowed for the creation of models and profiles. The data were not examined through any other type of statistical analysis, as the intent was clearly the formation of the career pattern and profile.

Finally, some of the limitations were due to the instrument. The wording of some questions proved to be awkward. All responses that were unclear were confirmed with the subject through a telephone conversation.

### **Organization of the Study**

The first chapter provided an introduction to the study, highlighting the career patterns and profiles.

The second chapter presented a review of the literature related to career patterns and profiles of university CEOs. The review followed a specified outline including: career, mobility, individual and organizational career models, presidential career patterns, presidential trait profiles, concluding with a brief summary. As well, this chapter contained the two hypotheses and 20 research questions that defined the analysis of findings.

The third chapter described the methodology: the study design, sample and sample criteria, instrumentation, data collection, and data analysis.

The fourth chapter presented the findings and analyses based on the data. The two hypotheses and 20 research questions were analyzed, and additional findings were investigated. Tables were used extensively in the analysis and findings of the study for both clarity and visual presentation of the data.

The fifth chapter provided the forum for the conclusions and discussion related to the prior literature, as well as implications for future research.

## **CHAPTER TWO**

### **Review of the Literature**

This study dealt with a relatively new area of research on university CEOs in that it focused on Canadian university leaders. Only one other piece of research was completed on university CEOs in Canada. Thus, a literature review developed from this limited amount of data would be inappropriate. Therefore, the applicable literature was extended to the large body of research on university CEOs found in the United States. United States studies were used for two reasons. First, they were numerous, and second, the university systems in Canada and the United States were more similar than those of other English speaking countries. Moreover, research on university career patterns was limited outside of the United States. To examine previous works with a similar focus, the literature review was organized as follows:

1. The structure through which prior research was addressed.
2. A brief overview of the theoretical background to the study of careers.
  - A. A brief examination of career mobility.
  - B. A review of two models of careers.
    1. An individual focused career model.
    2. An organization focused career models.
  - C. A summary of how the two models, individual and organizational, were related.
3. An application of the career concept to university administration.
4. A broad review of research on career patterns of university CEOs.
5. An examination of research on profiles of university CEOs.
6. A summary of the general themes of the research, including a composite career pattern and profile.

#### **Structure of the Literature Review**

Beginning with the general theory of careers, the base for an examination into mobility or career movement was set. To discuss career models prior to an examination of mobility was of little use, as a career was not defined as one position of employment. Having examined mobility, a career theory with the individual as the focus was explored (Vardi, 1980). To balance the individual centered theory, works with the organization as the focus were explored (Kerr, 1950; 1954; Spilerman, 1977; Stewman & Konda, 1983;

Weber, 1946; White, 1970). To conclude the theoretical section, the researcher examined the relationship between the two schools of thought, *individual* and *organizational*, arguing that they formed a symbiotic relationship.

The relationship of career patterns to profiles in the educational field was briefly examined in the third section of the literature review. This section offered a narrowing of the theoretical framework from the realm of organizations of all types to that of a university.

The fourth section examined studies on the career patterns of university CEOs. This section focused on the employment history of university CEOs and various sub-facets of this history. Several works were used more frequently than others (Cohen & March, 1986; Ferrari, 1970; Green, 1988a; 1988b; Moore et al., 1983; Ross et al., 1993; Wessel & Keim, 1994) including the only study completed on Canadian university CEOs (Muzzin & Tracz, 1981).

Section five examined profiles of university CEOs. This section focused profile traits and characteristics: sex, age, marital status, religion, academic background, etc. Findings from the study of Canadian CEOs were incorporated to provide a framework for the profile of university CEOs (Muzzin & Tracz, 1981).

Following the review on career patterns and profiles of university CEOs, the sixth section provided summary composition career patterns and profiles based on the literature.

### **Overview of Career Theories**

Theoretical debates often revolved around definitions, schools of thought, or applications of data for intentional purposes. The debates regarding the study of “career” were no different. In 1961, Wilensky argued that a career should be viewed as “a succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered (more or less predictable ) sequence” (p. 523). Countering Wilensky’s notion of a structural hierarchy was the definition put forth by Thompson, Avery, and Carlson (1968) that a career was “any unfolding sequence of jobs” (p. 7). It was clear that both definitions recognized the existence of mobility through “succession” and

“sequence.” In this study, a career was defined as the succession of jobs in an ordered unfolding sequence.

Careers impacted modern society in terms of how they, indirectly or directly, shaped advancement and pay differential (Featherman, 1971; Sørensen, 1977; Stolzenberg, 1975); social integration (Wilensky, 1961); status (Blau & Duncan, 1967); motivation (Glasser, 1968; Rosenbaum, 1979a); and how individuals viewed their careers in reference to their peers.

Sociologists who explored the concept of the “career” early in the twentieth century often examined its place in society. The eminent organizational sociologist, Weber (1946), wrote that the career was one of the foundations of modern bureaucracy. Suggesting that careers were tools utilized by organizations, Wilensky (1961) agreed with Weber’s notion (1946). Twombly (1986) married the concepts of the career as the foundation of modern bureaucracy (Weber, 1946) and as a tool used by organizations (Wilensky, 1961), when stating that careers “[provided] a major source of stability and control for society” (p. 2). With organizations adopting bureaucratic structures for operation, an internal framework required that the development, maintenance, and advancement of careers be institutionalized.

For organizations to employ and maintain an effective and efficient work force, systems of rewards and advancements were developed to match careers. Through the development of the career, organizations maintained skilled, knowledgeable, and trained employees could be available to assume roles as they became available. The desire to have workers fill positions as they opened required that employees understand that a job was potentially available to them. Thus, it was in the employees’ best interest to remain loyal to an organization. Similar arguments were given rationalizing the institutionalizing of the career. The institutionalization of the career in organizations inevitably led to the study of career mobility.

### **Career Mobility**

The study of movement within a career was contingent upon the definition of mobility. A career was the succession of jobs, in an ordered, unfolding sequence. Career

mobility in light of this definition was the movement between positions and/or organizations. The breadth of the definition allowed for upward, downward, lateral, as well as internal and external mobility. Records provided insight into patterns of movement throughout hierarchical structures of organizations (Kanter, 1983; Ouichi, 1981; Rosenbaum, 1979a; 1979b; Stewman & Konda, 1980).

Traditional career mobility was understood as movement between two positions. The movement was within an institution or between separate institutions. A mid-level manager could leave a prestigious company for a higher position within a smaller company. Conversely, a dean at a less prestigious institution could become chairperson at a more prestigious institution. Mobility was not always upward, it could be a promotion in terms of movement to a lesser position at a more prestigious institution (Birnbaum, 1971). Mobility was not simply the advancement of a career. Researchers identified several methods of mobility that did not involve the concept "upward." Job enlargement was mobility in that it required greater competency of operations, variety, increased earnings, etc. (Buchanan, 1979). Job enrichment gave the employee greater control, accountability, authority, feedback, and special assignments (Herzberg, 1968). Job enlargement and job enrichment demonstrated that mobility could mean increased responsibility, but not necessarily physical location or title change.

It was necessary to understand the importance of mobility as a series of choices made by an individual for the growth of their career. Whether the mobility was up, down, increasing or decreasing, internal or external, it identified change as an integral part of an individual's career development. Without the recognition of mobility, the study of career patterns would simply be an exercise in naming disjointed positions without continuity or comprehension.

### Career Models

There were a number of theoretical approaches, frameworks, and models created by theorists dedicated to the pursuit of knowledge related to careers. The two most important schools of thought regarding career patterns were the *individual* or the



*organizational*. As the title of this study suggests, this study used the individual as the focus. However, it was impossible to avoid theories that focused on organizations.

### **Individual Oriented Career Model**

Vardi defined the organizational career mobility (OCM) model. The OCM model had two major theoretical units that aided the study of careers: individual and organizational levels of analysis. The model was further subdivided into sections that emphasized the perceptual-subjective aspects or the objective-actual aspects. The perceptual-subjective aspects were defined as the concepts that related to the satisfaction and well-being an individual found in employment, coupled with the benefits given to the organization. The objective-actual aspects were defined as the cycles and frameworks in which an individual placed their own development in regard to their peers, while the organization develops models of interaction and management for external positioning (Vardi, 1980).

The OCM model's smallest units created four separate conceptual frameworks that allowed careers to be analyzed. The four frameworks were:

1. psychological - utilizing the individual analysis and perceptual-subjective aspects;
2. sociological - utilizing the individual analysis and objective-actual aspects;
3. administrative - utilizing the organizational analysis and perceptual-subjective aspects;
4. economic - utilizing the organizational analysis and objective-actual aspects.

Of the four frameworks provided by the OCM model, the sociological framework required the most attention of the researcher, as it contained several key determinants not shared by the other frameworks, notably career patterns and individual traits and characteristics.

"Sociological approaches [centered] on career patterns and changes experienced by mobile individuals in terms of status, group, or occupational membership" (Vardi, 1980, p. 345).

The focus of the OCM model's sociological concept was the individual, which led to a large body of literature.

The sociological framework incorporated the notion that "individual differences [reflected] the variability among two or more persons, and ... they [allowed] us to

categorize individuals according to any given attribute common to a group of people” (Vardi, 1980, p. 350). The fact that individual traits and characteristics were taken into account when studying potential career patterns was important, as they denoted individual differences and collective similarities of various populations. Sociological studies were frequently used in studying individuals, traits, characteristics, and organizations, as they best developed relevancy to individual and organizational culture (Gross & Etzioni, 1985).

Traits and characteristics, such as sex (Allan, 1972; Basil, 1972; Grimm & Stern, 1974; Schein, 1972), age (Elliott, 1966; Faulkner, 1974; Martin & Strauss, 1956; White, 1974), and level of education (Coates & Pellegrin, 1957; Dalton, 1951; Grusky, 1966; Kaufman, 1974; Lehmen, 1966; Stone, 1953; White, 1974) contributed to how an individual viewed their career in light of others. These findings were tangible evidence of the existence and importance of the objective-actual aspects of the sociological framework developed by Vardi.

Career mobility was not simply tied to an ordered hierarchy of positions through which an individual passed. Factors such as sex, age, marital status, or previous employment all impacted on the development and furthering of a career. Through the OCM model, Vardi theorized that “career mobility experiences and opportunities [were] shaped by contextual and process constraints at both the individual and organizational levels” (Vardi, 1980, p. 341). In sum, an individual’s career was inexorably tied to their career pattern and trait profile.

### **Organizational Oriented Career Models**

The majority of the organizational models were developed via the organizational school of thought (Becker & Strauss, 1956; Weber, 1946). Weber noted that bureaucracy was an ordered system of positions with fixed responsibilities and duties that provided the individual with a career. Career mobility occurred through merit and a normative pattern of increasingly responsible jobs that became available within the organization. Becker and Strauss (1956) believed that the career took the form of a “stream” that carried the appropriate personnel through the organization to the appropriate position. These

organizational theorists developed the groundwork for the development of organizational career models.

Several organizational models were examined in this section, specifically: the Labor Market Segmentation (LMS) model; the Internal Labor Market theory (ILM) model; and the Vacancy Chains (VC) model.

The LMS model argued that the organization had particular parameters dictated to it by the supply and demand of markets (Kerr, 1950; 1954). These parameters ranged from fixed wages, salary structures, and institutionally regulated career progression, to the variable influences of institutional norms, behaviors, and expectations. The parameters were found within the organization, where norms such as unions could demand benefit packages, wage freezes, etc. (Kerr, 1950; 1954; Gaertner, 1980).

Noting that the LMS model was developed during a time of social upheaval, several of Kerr's critics raised objections that concerns with social justice led to the overlooking of demands and realities of a multi-level economy (Averitt, 1968; Hodson & Kaufman, 1982). This being noted, the economic division of the labor market still fell within the boundaries of the LMS model. An economic division between "good" and "bad" firms created two types of firms: those that offered a broad career pattern with stable employment and an increasing pay scale; or those that offered little opportunity for advancement, little security, and fluctuating salary levels (Althauser & Kalleberg, 1981; Milkovich, Anderson, Greenhalgh, 1967; Piore, 1975; Wallace & Kalleberg, 1979). In short, the LMS model was based upon the parameters that society placed upon an organization founded on economic principles.

The ILM model was similar to the LMS model in that institutional markets determined the parameters for its operation (Doeringer & Piore, 1971). The theoretical constructs of this theory were based on several tenants:

They should include any cluster of jobs, regardless of occupational titles or employing organizations that have three basic structural features: (1) a job ladder, with (2) entry at only the bottom, and (3) movement up this ladder, which is associated with a progressive development of knowledge or skill (Althauser & Kalleberg, 1981, p. 130).

While the ILM model's constructs placed limits on the theory, they failed to address issues that stemmed from their choice of words. As noted earlier, a career ladder inferred vertical advancement within the institutionalized hierarchy. However, it failed to address downward or lateral mobility, or job enlargement and enrichment. Also neglected were entry ports that were not always located at the bottom of the ladder (Milkovich et al., 1970), as Althauser and Kalleberg (1981) argued. There were differences that could be attributed to the types of internal labor markets studied, thus, contextual differences were anticipated.

In the early 1980s, Stewman and Konda (1983) identified specific processes that impacted career advancement opportunities. The five processes were: job competency rating, vacancy chains, mortality rates, new job positions, and organizational growth. Each of these processes were attributed to the organization, as was the case with the Markov model (White, 1970). However, to address the mobility of individuals within the organization, the VC model proved more useful than the Markov model.

The VC model proposed that career promotional opportunities were delimited by the number of vacancies or advancement opportunities within an organization (White, 1970), the notion being that if one person retired from an upper level position, a chain reaction of openings would take place, providing that the replacement was hired internally. "The advantage of the vacancy model [was] that it [focused] on opportunity and the impact of opportunity on career mobility" (Twombly, 1986, p. 18).

Unlike the VC model, the Markov model was stochastic in nature: the assumption being that an individual's status at time two was some probability of their status at time one (White, 1970). The Markov model, like the VC model, was effective in an organization that was dynamic in nature, due to its foundation in an ordered organizational hierarchy.

### **The Relationship between Individual Theory and Organizational Theory**

In this study, the main concepts established in the theory of career patterns were the importance of opportunity for advancement, and the development of a symbiotic relationship between the individual and organization. Through an acknowledgment of the

similarities between the two schools (specifically, need of competence, loyalty, and productivity), it was clear that they often existed in a balance overlooked by theorists of either school. One school focused on the individual, while the other focused on the organization. The schools either focused on the individual as in control of their career, or the organization in control of careers that impacted the viability of the organization.

This study relied upon the OCM . While this study examined the individuals (CEOs of Canadian universities), in terms of their career patterns and profiles, it was vital to recognize the implicit involvement of the organizational focused models (LMS and VC models) in the development of the career of those who led. All university CEOs' careers progressed based on their superior qualifications (profile) compared to others, or through organizations where they traveled along a "stream" of appropriate positions (Becker & Strauss, 1956). In short, for a career to be successful it was necessary to utilize the strengths of both schools of career pattern theory to the benefit of the individual and the organization. The strength of an individual's profile can be enhanced or detracted by an organization. The choice for career position advancement should be tempered by the reputation and strength of an organization's reputation.

This section was not intended to explore the relationship of the individual and organizational models. It was intended to demonstrate that though the theories were different, they were implicitly and explicitly joined by their need of individuals with specific experiences, traits, and characteristics. Individuals needed organizations for economic viability; organizations needed individuals for a sustainable work force for economic prosperity - thus they were bound.

### **Career Theories Applied to University Administration**

Unlike many organizations, universities maintained a series of positions for advancement that formed confusing career patterns. The confusion was captured by Duryea (1973), who stated, "two mainstreams flowed to and from the offices of the [CEO]: one an academic route to deans and then to departmental [chairpersons]; the other a managerial hierarchy" (p. 133). Particular patterns may have developed in particular institutions. The principles of multiple career patterns had their foundation in works that

found different career patterns and characteristics for academic administrators (Cohen & March, 1986; Gross & McGann, 1981).

The lack of a definitive pattern led researchers (Bossert, 1982; Estler & Miner, 1981; Holmes, 1982; Scott, 1978) to classify university career pattern structures as “flat hierarchies;” there were few discrete levels, two or three, perhaps as many as four. A flat hierarchy was defined as a structure with no explicit career ladder in terms of ordered positions of advancement. As flat hierarchies offered no obvious career patterns, identifying them was difficult. Moreover, it made the study of career advancement of deans, CEOs, and other administrators difficult unless the study examined careers from the desired position backwards. To examine the presidency, the researcher worked back from the current presidency, uncovering previous positions to the desired level. This method of examination created strong and viable career patterns for analysis.

Career mobility at academic institutions was noted to be varied in its steps. In fact, researchers identified four types of career mobility:

1. an individual could hold evolving or enlarging jobs, increased responsibilities for a specific job, usually without a title change or alteration (Estler & Miner, 1981; Bossert, 1982);
2. an individual could leave a position at institution A for a higher position at another institution;
3. an individual could accept a lower position at an institution with higher status or promotion through demotion (Birnbaum, 1971);
4. an individual could have a change in position title that reflected outstanding job performance (Scott, 1978).

Through these four methods of academic mobility, it was understood that career patterns were more than a simple hierarchy with clearly defined positions and roles. “Progress may be actually determined by more subtle, intangible, and culturally specific criteria” (Holmes, 1982, p. 31). Perhaps Holmes was referring to the notion of being “the right person at the right time,” or the fact that profiles played an important part in the construction of an administrative career. Regardless, the complex nature of the career structure made both studying and researching career patterns and profiles of university CEOs difficult.

The belief in examining the environment and circumstances in which career change occurred mirrored the OCM model’s integrative structure of organizational career

mobility. "Given a framework within which mobility [occurred] it then [became] more meaningful to study individual mobility within the structure, focusing on such things as length of position incumbency, age, sex, and so forth" (Gaertner, 1980, p. 9). Thus, the theoretical framework in which the study took place married the individual and the organization within the educational context. From the broad development of theories and models used to explain the patterns and characteristics of careers to the application and refinement of theories related to the educational organization, this review came to focus on the findings related to the career patterns and profiles of university CEOs.

### **Career Patterns of University CEOs**

The career was understood to be the succession of jobs in an ordered, unfolding sequence. In the context of the university CEO, the career was studied from the first position, or entry position, through the position of CEO. The review moved through the following five areas: first position, previous position to the current presidency, present position, employment history, and presidential career pattern models.

#### **First Position**

The beginning position for future CEOs was as an educator at an institution of higher education.

Typically, the first position of employment of a future university CEO was either: education, other profession (law, religion, medicine), business, and other (government, military, farmer). The educational grouping referred to positions related to education institutions (teaching, administration, etc.). Other profession referred to the careers defined as professions, in that they all had specific guidelines, statutes, regulations, and licensing certification. Business groupings referred to any non-government private organizations not related to the previously mentioned groups. The other grouping referred to those careers that were not covered implicitly or explicitly by the three previous groups.

University CEOs' careers typically began as educators at a post-secondary or secondary institution. Sixty-seven percent of future CEOs began their career in

“education,” compared to the 23 percent “other professional,” 5 percent “business,” and 5 percent “other” (Ferrari, 1970). These findings replicated the results of other studies on the same subject (Bolman, 1965; Green, 1988a; Wessel & Keim, 1994).

Through the findings on first position, it was evident that university CEOs typically began their career with full-time employment as an educator at an educational institution.

- (RQ1) What is the typical first position of employment of Canadian university CEOs?

### **Previous Position**

Research on the previous position took place within the context of three main issues: previous title, years in the previous position, and faculty tenure. Through an examination of the literature on these three topics, a consistent pattern of the prior position emerged.

#### **Title in the previous position.**

Typically the previous position title of a university CEO came from an upper level academic administrative position. These titles often included: vice-president, dean, CEO (if one moved from one presidency to another), or departmental chair.

Approximately three quarters of university CEOs held prior positions in upper level administrative positions at academic institutions (Brooks, 1974). The most common titles held were: vice-president and dean (Brooks, 1974; Cohen & March, 1986; Green, 1988b; Moore et al., 1983; Ross et al., 1993; Wessel & Keim, 1994). In the lone Canadian study (Muzzin & Tracz, 1981), the title of dean was the previous title most used, as over half of the university CEOs identified it as the title they previously held.

Through the findings it was apparent that movement to a presidency was almost exclusively done from an upper level administrative position within an academic institution.

- (RQ2) What is the typical previous title of the Canadian university CEOs?



### **Years in previous position.**

The period of time from when an individual moved into their previous position until they became CEO was regarded as an incubation period (Cohen & March, 1986). Perhaps those hiring CEOs believed that they required time to develop a greater understanding of the administrative workings of an academic institution.

The data and findings on the time spent in the previous position were remarkably stable in nature over the last 30 years. Since the 1970s the majority of university CEOs spent five years or less in their previous position (Brooks, 1974; Green, 1988b; Ross et al., 1993). While the majority of CEOs spent five years or less in their position, almost all spent under 10 years in their previous position (Ross et al., 1993).

The typical university CEO came to their current position with the experience gained over the course of roughly five years of administrating at an educational institution.

- (RQ3) How long had the typical Canadian university CEO been in their previous position?

### **Faculty tenure in previous position.**

The granting of tenure was recognized as the commitment of an academic institution to a faculty member. As tenure was generally bestowed upon academics, was it also granted to administrators?

Those who became CEOs in the United States were rarely granted faculty tenure. In fact, less than 40 percent of future CEOs held faculty tenure in their previous position (Green, 1988b; Ross et al., 1993). Clearly, the pathway to the presidency in the United States was seen by universities as an administrative function, not traveled by academics functioning as administrators. While few American CEOs held faculty tenure, no research was completed regarding their contractual status. If a CEO held a guaranteed contract, would faculty tenure be of importance?

Questions were provided for this study by the fact that academics who chose to follow an administrative career gave up the possibility of tenure. Canadian universities,

though similar to American institutions, remained more stringently academic in their orientation than the majority of their counterparts in the United States.

- (RQ4) What percent of Canadian university CEOs held faculty tenure while in their previous position?

### **Present Position**

CEOs were studied in various instances, from examinations of the number of presidencies to years spent in the presidency. For the purpose of this study, the research regarding the number of presidencies, the internal versus external hiring, the number of years in the position, and faculty tenure in position were investigated.

#### **Number of presidencies.**

The attainment of a presidency by younger individuals made the likelihood of multiple presidencies a reality. Academic administrators were developing administrative careers at academic institutions, not merely serving as an administrator in the midst of an academic career.

The typical CEO held one presidency during their career (Green, 1988b; Muzzin & Tracz, 1981; Ross et al., 1993). Little in the manner of actual numbers of prior presidencies have been investigated to date. Eleven percent of Canadian university CEOs in 1981 were in a presidency other than their first (Muzzin & Tracz, 1981). These findings were replicated by two studies completed several years later in the United States, that found over 17 percent of university CEOs in another presidency (Green, 1988b; Ross et al., 1993). It appeared as though there was a development of professional academic administrators.

The past decade and a half demonstrated that the university presidency was becoming less the domain of the career academic, and more the domain of the career academic administrator. The findings from prior studies demonstrated an increased willingness of a CEO to take on a second or third presidency.

- (RQ5) In how many presidencies has the typical Canadian university CEO served?

#### **Internal versus external hiring.**

All university CEOs can be classified as having been hired from an institution external to the institution in which they currently served, or were from the institution they currently served. Several concerns developed from the issue of hiring an internal or an external candidate for a presidency.

Birnbaum believed that “limiting vertical mobility [minimized] possible conflict between members of competing subunits” (1971, p. 144). This statement clearly aligned itself with the notion of educational institutions as flat hierarchies, but with the intent of maintaining civility within the institution by hiring an impartial external candidate who has limited knowledge of the internal culture of the institution. By bringing in an executive administrator from outside, a university broadened the field from which administrators came, thus increasing the positions from which administrators came to their positions.

It came as no surprise that since the first quarter of this century there was a strong increase in the number of external candidates hired as CEOs. From less than 50 percent in 1924, external candidates made up over 70 percent of the CEOs of institutions in 1993 (Cohen & March, 1986; Poskozim, 1984; Ross et al., 1993).

Clearly there was a shift toward the hiring of an outsider. Political infighting within faculties at universities was part of this shift, but the development of the career academic administrator was another (Birnbaum, 1971).

- (H1) The typical Canadian university CEO was hired as an external candidate.

#### **Years in present position.**

University CEOs could be in their first year of their presidency or in their tenth year. The duration of CEOs' terms in office were examined by few people prior to the 1980s. The number of years in the presidency was recognized as the best manner in which to assess the duration of the CEOs' career (Cohen & March, 1986).

The CEOs in Canadian universities held their positions for approximately eight years (Muzzin & Tracz, 1981). However, the study failed to examine the percentage of individual CEOs by the number of years in office. Perhaps one CEO was in office for 25 years, which would skew the results. In recent studies, over 10 percent of university CEOs were in the first year of their presidency, while the majority had completed one to 5 years (Green, 1988b; Ross et al., 1993). Both studies (Green, 1988b; Ross et al., 1993) found that CEOs were in their positions for seven years (median).

The current presidency of the university CEOs was either a recent development or not. The presidency was a position of constant renewal, and as such the number of years in office remained relatively stable.

- (RQ6) How long has the typical Canadian university CEO been in their current presidency?

#### **Faculty tenure in present position.**

Tenure was most frequently associated with academics, not administrators, of academic institutions. Since the presidency was often filled by an academic who moved into an administrative career, faculty tenure was occasionally granted. The conflict between the granting or not granting of faculty tenure was evident in the available literature.

In the United States less than 35 percent of university CEOs held faculty tenure at their institutions (Green, 1988b; Ross et al., 1993). Several conclusions were drawn from this fact. First, since the presidency was an administrative role, the individual may have been given a guaranteed contract. Second, the CEO may have turned down faculty tenure if its granting would have caused a division within the institution. Nonetheless, faculty tenure was rarely bestowed upon university CEOs.

As Canadian institutions were regarded as more academically inclined than many of their counterparts in the United States, it was difficult to determine whether the same findings were applicable to Canadian university CEOs. Such a determination was only possible if the issue of presidential faculty tenure was studied.

- (RQ7) What percent of Canadian university CEOs held faculty tenure in their present position?

### **Employment History**

In examining the employment history of university CEOs, the literature was broken into three separate sections: academic, administrative, and outside (non-academic institution related) employment. The outside career was addressed in the section regarding the administrative career. As the findings of many of the studies on these areas were interrelated, it was difficult to separate them into subsections.

#### **Academic employment.**

The academic career of the university CEO referred to the number of years spent as a professor in a full-time status. Typically it was expected that a CEO of an academic institution would spend a number of years developing a career that would satisfy the faculty of an institution (Bolman, 1965).

Over the course of the past 30 years, the academic side of a university CEOs' career decreased. In the mid 1960s and early 1970s, the typical university CEO spent approximately 11 years as a professor prior to moving into any administrative capacity at an academic institution. During this same time period, those university CEOs who had not started their careers in education moved into teaching positions (Ferrari, 1971). Almost 15 years later, only a quarter of the university CEOs had not entered the classroom before assuming a university presidency (Green, 1988b). When combined with those who had taught for five years or less, over fifty percent of university CEOs had short academic careers, if any. In the mid 1980s the median number of years that a CEO served as a faculty member was five. By 1993 these figures had barely changed. Over 49 percent of university CEOs had academic careers of five years or less (Ross et al., 1993).

It was logical to assume that Canadian university CEOs followed a similar pattern, or was it? If Canadian CEOs held higher rates of faculty tenure, would they therefore hold longer academic careers?

- (RQ8) What is the length of the typical Canadian university CEOs' academic career?

### **Administrative employment.**

The development of an administrative career appeared to be evident by the length of time individuals held the positions of dean, vice-president, CEO, or other formal academic administrator. This was not the case, as few studies actually examined the length of the administrative career.

Administrative careers of the university CEOs were much the same in duration as the academic career. The administrative career lasted approximately 10 years (Cohen & March, 1986; Ferrari, 1971). Nearly 70 percent of university CEOs held full-time employment in a purely administrative capacity (Ross et al., 1993). These studies were the lone sources of information related to the administrative career, although implied information was available. Unfortunately, researchers deemed the exploration of the administrative career as marginal and unnecessary for examination, leaving a void that needed to be filled.

As the literature was limited, it necessitated the development of a question related to the existing administrative career. Before introducing the question, the outside career had to be examined, as it also had no literature to explain the hiring of government officials who had never worked at an educational institution. The lack of existing literature required that the following questions be raised for this study.

- (RQ9) What is the length of the typical Canadian university CEOs' administrative career?
- (RQ10) What is the length of the typical Canadian university CEOs' outside (non-academic related) career?

### **Career Pattern Models**

Through the examination of several studies on career patterns of university CEOs, two specific patterns emerged, the academic pattern and more recently the administrative

pattern. The development of the career patterns for university CEOs began with the study of the presidency as a whole, and quickly moved to specialized areas, such as the two specified career patterns. Three main studies contributed to the understanding of career patterns. The academic career pattern, herein referred to as the CM model, was fostered by the work of Cohen and March (1986), as well as Moore et al. (1983) and Wessel and Keim (1994). The development of an administrative career pattern was relatively new, as it was developed in 1994 (Wessel & Keim, 1994). These two models shaped the way university CEOs careers were examined.

#### **Academic career pattern.**

The development of a career model for those individuals who became university CEOs was one of the products of Cohen and March's research. The typical academic career pattern as they understood it followed a "six-rung ladder: [CEO], academic vice-president or provost, dean, department chair, professor, student or teacher or minister" (Cohen & March, 1986, p. 20). As their model was theoretical, not all university CEOs followed or matched this particular pattern. The pattern was strictly hierarchical in nature, which implied an ordered and controlled mobility in a particular manner.

The primary foundation of the CM model stemmed from the findings of studies on the career and profile of university CEOs. Findings showed that CEOs entered the work force through an academic position; then after some time the individual moved into an administrative position, moving through the administrative hierarchy over time to a presidency (Bolman, 1965; Green, 1988a; 1988b; Ferrari, 1971). The CM model was never intended to be used as a normative model, however there was nothing Cohen and March could do when it was used in this manner in 1983 by Moore et al.

The CM model was used as a framework to which a university CEOs' career was applied, determining whether it followed the normative academic career pattern. It was this type of application of the CM model that started the study of the CEOs' careers. Moore et al. structured the analysis of the presidential careers so that they were limited to the CM model. In the CM model, future CEOs began their careers in academia as faculty, climbed through the hierarchy and became CEO. Fourteen variations of the CM model

were proposed. Five positions: [CEO], vice-president, dean, department chair, and faculty were placed in order: (1) no position missing, (2) three with one position missing, (3) four with two positions missing, and (4) six with three positions missing (Moore et al., 1983).

Two major studies were completed based on the above described model. The results of the first study yielded 3.2 percent of CEOs following the normative pattern (all five positions were attained), which left 96.7 percent with a pattern variation (Moore et al., 1983). Of this remaining group, 16.7 percent missed an administrative link between faculty and CEO, while 14.1 percent missed the chair or dean position (Moore et al., 1983). Those CEOs who missed two positions made up 30.7 percent of the sample, while those missing three represented 32.1 percent (Moore et al., 1983). The results of the second study found that “slightly more than 69 percent of the [CEOs] fit into the [CM model]....” (Wessel & Keim, 1994, p. 221). The results were similar to those of the Moore et al. study. Wessel and Keim found that only 2.6 percent of their sample matched the CM model perfectly (1994). The most traveled career path within the CM model was the variation where the CEO skipped the positions of department chair and dean (Wessel & Keim, 1994). Through the studies of Cohen and March, Moore et al., and Wessel and Keim, the academic career pattern of the university CEO was identified.

The literature in this and previous sections on the “Career Patterns” suggested that the Canadian university CEOs were possibly more academically focused in terms of their careers. Were Canadian CEOs more academically inclined in terms of their careers?

- (RQ11) What is the typical academic career pattern of the Canadian university CEO?

#### **Administrative career pattern.**

The administrative career pattern was developed in response to the growing number of CEOs who developed careers that could not be placed into the CM model.

The administrative model was based on the premise that university CEOs began their career in administration, possibly having “minimal faculty experience but extensive administrative experience” (Wessel & Keim, 1994, p. 220). The administrative experience



was nonacademic-related in that it did not incorporate the normative academic positions of department chair, dean, or academic vice-president.

Following the pattern established in the academic model, the administrative model used three positions: [CEO], senior administrative staff, and entry/middle level administrative staff, placed in order of, (1) no positions missing, (2) five with one position missing, and (3) one with two positions missing (Wessel & Keim, 1994).

Of the 270 university or college CEOs sampled, 31 percent had careers that followed the administrative model. Less than 10 percent of the university CEOs were employed in all three administrative positions (Wessel & Keim, 1994).

- (RQ12) What is the typical administrative career pattern of the Canadian university CEO?

As there were two career patterns into which the career history of university CEOs were placed in the United States, it was logical to conclude that two patterns existed in the Canadian context.

- (H2) There are two career patterns to the presidency of the Canadian university, one being academic, the other administrative.

### **Profiles of University CEOs**

To address the career pattern fully within the context of the individual focused OCM model, it was necessary to address the traits of the individual (Vardi, 1980). The most comprehensive studies on the profiles of university CEOs were completed by Cohen and March (1986), Ferrari (1970), Green (1988a; 1988b), Ingraham (1968), and Ross et al. (1993). The lone Canadian study (Muzzin & Tracz, 1981) examined several specific areas, but never created a comprehensive profile. Through these major studies a profile was developed. The specific traits that made up the profile were: sex, age, marital status, religion, and academic background (field of study and highest degree earned). By

examining the CEOs in terms of these traits, a profile was created, similar to that of the career pattern.

- (RQ13) What is the official title of the Canadian university CEO?

### Sex

The use of sex as a defining trait of the presidential profile was rare until the latter half of the twentieth century. (Sex was coupled with the gender related terms men and women to improve the readability of the study.) As late as 1965, women were not recognized as viable candidates for a university presidency - outside of all-women colleges and universities (Bolman, 1965). Prior to Ferrari's study in 1970, few studies attempted to develop a profile that included women.

Since the late 1960s women typically held 10 percent of the university presidencies. The percentage varied from 9.7 percent in 1968 (Ingraham, 1968) to 11.8 percent in 1990 (Ross et al., 1993). The increase of two percent was accounted for by the number of women who had academic careers that allowed them to move through the hierarchy at the university. They spent 20 years developing their careers. While the majority of women (90 percent) led same-sex institutions in the 1960s and early 1970s (Ferrari, 1970), in recent years they led the more typical co-educational institutions. In 1990 women held 287 out of 2,423 presidencies in the United States (Ross et al., 1993). The most recent study completed in 1996 found that women increased their share in the presidency from 5 percent in 1975, to over 16 percent in 1995 (ACE, 1996). The lone Canadian study found that women accounted for less than five percent of the CEOs at universities (Muzzin & Tracz, 1981).

The finding related to sex showed the slow acceptance of women into the presidency across North America. Has the progress that was demonstrated in the United States occurred in Canada?

- (RQ14) What is the sex of the typical Canadian university CEO?

### Age

Age was the most examined trait of the university CEO, followed since the early 1900s (Bryan, 1914). Typically, age was used to identify the population of CEOs, as well as creating a reference as to when an individual became a CEO (age at accession).

Since the duration of the typical CEOs' career was known to be approximately 20 years prior to a presidency, it came as no surprise when the age of the typical CEO was found to be 54 (Ross et al., 1993). The age remained relatively constant since the 1960s and 1970s when it was reported to be approximately 53 to 55 (Demerath, Stephens, & Taylor, 1967; Ferrari, 1970; Ingraham, 1968). Fifteen years after Ferrari's study, Green (1988b) found that the age was no different. The age at accession was 45 (Ferrari, 1970), this finding also remained consistent over time (Green, 1988b; Ross et al., 1993). In Canada, the typical CEO was 49 on average (Muzzin & Tracz, 1981). One plausible explanation for this lower age was that a number of younger CEOs were hired prior to the study, lowering the average age.

The findings established a consistent age profile over the past 30 years. The typical CEO was in their early fifties, however the variation of the Canadian CEO made this assumption somewhat awkward.

- (RQ15) What is the age of the typical Canadian university CEO?

### Marital Status

Marital status was virtually a non-issue prior to the latter half of the twentieth century, as almost all CEOs were married, outside of those at Roman Catholic institutions. Less than two percent of university CEOs were not married, excluding Roman Catholic institutions (Bolman, 1965; Ferrari, 1970). This traditional institution (marriage) was found to have shifted rather dramatically in recent years. Specifically it marked the largest difference between the men and women who served in the presidency.

According to Green (1988a), "only slightly more than one-third of all women [CEOs] were married (compared to 90 percent of all men)" (p. 47). These percentages changed dramatically when Roman Catholic institutions were removed from the analysis.

Lay CEOs were more likely to be married (93 percent of men and 49 percent of women) (Green, 1988a). By 1990 there were marginal shifts in the earlier findings, as 91 percent of the men and approximately the same percent of women were married (Ross et al., 1993). Of those not married, 2 percent of the men were divorced, compared to 13 percent of the women; while 2 percent of men were unmarried, compared to 15 percent of women (Ross et al., 1993).

Specific references were made by Green with regard to the issues of marital status and the employment of the CEOs' spouses. Green (1988a) implied that by hiring men, universities often benefited from a wife who worked within the university community voluntarily, as 55 percent of wives were not employed. This contention was founded on the fact that only 19 percent of men were not employed (Green, 1988a).

Two distinct profiles in terms of marital status were visible. First, if the CEO was a man it was very likely that he was married, compared to variability of a woman's marital status. Second, a profile was visible, but to accurately examine the presidency it was necessary to also examine men and women separately, not only together.

- (RQ16) What is the marital status of the typical Canadian university CEO? Is the spouse employed? If so, where does the spouse work? Full-time or part-time?

### **Religion**

In examining religion as a characteristic, several general scenarios were addressed. Individuals of specific faiths (Roman Catholic, Protestant, Jewish, etc.) typically led institutions that were affiliated with their particular religion. There were exceptions; however, they were not dwelled upon.

The dominant religion of CEOs was Christianity, specifically Protestantism. Protestants accounted for nearly 60 percent of all university CEOs in the United States, followed in strength by Roman Catholicism (24.5 percent), Other (agnostic, atheist, Islam, Hinduism, and Buddhism, etc.) (14.1 percent), and Judaism (3 percent) (Green, 1988b). These findings remained relatively stable over time. In 1993, Protestants still made up the majority (although smaller), while Roman Catholics and Other increased their share of the

presidencies (Ross et al.). Those of the Jewish faith retained the same percentage of presidencies.

It was apparent that university CEOs were typically Christians, specifically Protestants, and to a lesser degree Roman Catholics.

- (RQ17) What is the religion of the typical Canadian university CEO?

### **Academic Background**

The literature on the academic background of university CEOs addressed two distinctively different areas: academic field of study and highest degree earned. Academic field of study was important in that it demonstrated key areas of interest to the individuals who became university CEOs. The highest degree earned demonstrated the academic achievement of the university CEO. A number of studies completed since the 1960s addressed the characteristics of the field of study as part of the presidential profile.

#### **Field of study.**

CEOs were placed into four categories in terms of field of study: education, humanities, social sciences (including history), and other (Bolman, 1965). Twenty-five percent of university CEOs came from education, 27 percent from humanities, 28 percent from social science, and 20 percent from other fields. Similar findings were published by Ingraham (1968) and Ferrari (1970) indicating that the majority of CEOs came through the Faculty of Education or Arts in terms of their education.

A recent study (Green, 1988b) found that the majority of CEOs (over 43 percent) had academic backgrounds in the field of education. Humanities and social sciences both decreased from the earlier studies. Slightly over 11 percent of the remaining CEOs came from science related fields (Green, 1988b). A slight decrease in the number of CEOs from the arts field was noticed in a 1993 study (Ross et al.). While education (42.5 percent) and social sciences (11.0 percent) both decreased, humanities (17.4 percent) increased (Ross et al., 1993). Science related fields enjoyed the greatest increase in terms of the

total population of CEOs with an increase of two percent over the 1988 findings (Ross et al., 1993).

The lone Canadian study offered a different profile in terms of academic field of study. Muzzin and Tracz (1981) found that most Canadian CEOs came from the professional fields (Law, Engineering, Education, Medicine, Theology) at 31.6 percent, 27.6 percent from science (Mathematics, Chemistry, Physics, Biology), 15.3 percent from social sciences (Psychology, Economics, Political Science, Anthropology), and 12.2 percent from humanities (History, English, Philosophy, Classics). These findings marked a contrast in the profile of Canadian and American university leaders.

Several explanations were formulated to explain the difference between the American and Canadian studies. First, these findings were merely another difference between two different academic cultures. Second, as noted by Wecter (1948), Canadian universities tended to appoint individuals to lead based on the historical and recognized strengths of the institution. An example of this was the selection of J.R. Evans to lead the University of Toronto.

It was clear that the fields of study of university CEOs were likely to be professional- or science-based in Canada, and based in education or the traditional arts in the United States.

- (RQ18) What is the most common field of study for the typical Canadian university CEO?

#### **Highest degree earned.**

Through an examination of the highest degree earned, it was possible to follow the emphasis placed on academic achievement by CEOs, as well as universities (related to the individual versus organizational theories). One expected a leader of an academic institution to achieve high standards, commanding the respect of fellow administrators, faculty, students, alumni, and the external community. McDonagh, Schuerman, and Schuerman (1970) found that 80 percent of university CEOs obtained a Ph.D. as their highest degree. Cohen and March (1986) agreed, finding that the percentage of those

with doctorates had increased since the beginning of the twentieth century to almost 80 percent (this percentage was higher for “better known” institutions). Most universities were led by individuals who received either a Ph.D. or an Ed.D. Approximately 55 percent of university CEOs earned a Ph.D., while 22 percent earned an Ed.D. (Ross et al., 1993). This finding meant that 23 percent of university CEOs received other types of degrees. They included Master’s (12 percent), Religious Degree (4 percent), J.D. (3 percent), and M.D. (2 percent) (Ross et al., 1993).

In order to fit the typical university CEOs’ profile, a candidate earned a doctorate in the field most accepted in the country in which the individual wanted to work. A facet of the highest degree earned that was not addressed was the location where the degree was earned. Did CEOs go abroad to study?

- (RQ19) What is the most common title of the highest degree earned?
- (RQ20) Where was the highest degree earned?

### Summary of the Literature Review

Through the review of the literature, particular patterns in terms of careers and traits were evident. It was necessary to create a normative career pattern and profile as recognized through the existing literature. By creating a normative career pattern and profile, comparisons and discussion related to this study were undertaken within the context in which they were presented and addressed.

Findings showed that the career pattern of a university CEO need not develop from a strictly academic career. While the majority of university CEOs had academic careers, a noticeable number had administrative careers. What jobs made up the normative career pattern of the CEO?

The academic pattern provided the career pattern for most leaders. These CEOs came from vice-presidencies, deans, department chairpersons, and faculty. The pattern they followed was similar to the CM model (Cohen & March, 1986; Moore et al., 1983; Wessel & Keim, 1994). Researchers recognized a career that began at the instructional level and moved to administrative practice within 10 to 15 years. The career pattern was

one in which an individual, prior to their accession to the presidency, taught, performed administrative functions in their academic field, and obtained upper-level administrative positions.

The second pattern was grounded in administration. The parameters of the administrative pattern were determined by Wessel and Keim (1994), which included entry and mid-level administrative staff, senior staff, and the CEO. The vast majority of university CEOs came from the academic career pattern, as opposed to the administrative career pattern (Wessel & Keim, 1994). The application of the two types of career patterns was similar, in that they both led to the hiring of external candidates (Ross et al., 1993).

Developing trait profiles was less complicated than career patterns, in that only one major profile existed when CEOs were examined as a population. Granted, differences appeared when the population was examined by sex. The CEOs' profile tended to follow this form: male, in his late forties or early fifties, married, Christian (typically Protestant), recipient of a Ph.D. or Ed.D. in the arts if American, or the professional programs or sciences if Canadian.

It was through the findings on the university CEO that the hypotheses and research questions were developed for this study. Muzzin and Tracz (1981) made an attempt to create a career pattern and profile of CEOs in Canada, but a number of years passed and another study was needed to examine university CEOs in Canada to further the study of university CEOs at educational institutions.

By placing the pertinent hypotheses and research questions within the body of the literature review, the rationale and foundation for this study were integrated. The format and content of the literature review made it more practical to develop the research questions and hypotheses within the body of the literature review. Thus, all the pertinent hypotheses and research questions were addressed in the context of the literature that drove this study.



## **CHAPTER THREE**

### **Methodology**

This study investigated the development of the Canadian university CEOs' career patterns and profiles. This chapter presented the study design, the sample and sampling criteria, the instrumentation, the data collection, the data analysis, and procedures.

#### **Study Design**

Since this study intended to provide a description of the career patterns and profiles of Canadian university CEOs, a descriptive survey design utilizing a questionnaire was adopted. Educational researchers (Anderson, 1988; Best, 1959; Borg, 1963) noted that questionnaires were often employed in education and the social sciences because they could provide for descriptive analysis of a sample. As a methodological approach, the use of a questionnaire within the survey technique was successfully used by scholars examining the university CEO (Ferrari, 1970; Green, 1988a; 1988b; Moore et al., 1983; Ross et al., 1993; Wessel & Keim, 1994).

#### **Sample and Sample Criteria**

To be eligible for the study's sample, one had to be the CEO of a university or member college of the Association of Universities and Colleges of Canada (AUCC). Membership in the AUCC was given as a criteria as it insured a standardized population that met an existing set of attributes. There were four criteria used in establishing the sample:

1. Full-time CEO at the time of the study;
2. Institution with membership in the AUCC;
3. Willingness to communicate via English correspondence;
4. Willingness to participate in the study.

These criteria provided a population of 83 candidates, of which 69 were men and 14 were women. The initial sample included 58 respondents. Three people declined to participate, and the remainder received follow-up contacts. The final study sample numbered 61, of which 54 were men and 7 were women. The 54 men made up 78 percent of the total

eligible male population, whereas the 7 women made up 50 percent of the eligible female population. The total response rate was 73 percent.

### **Instrumentation**

The instrument took the form of a survey questionnaire. This method of gathering data was derived from studies of university CEOs in the United States (Cohen & March, 1986; Ferrari, 1970; Green, 1988a; 1988b; Moore et al., 1983; Ross et al., 1993). The instrument itself was modeled after two particular questionnaire designs, that of Ferrari (1970) and Ross et al. (1993). A draft questionnaire was reviewed by several individuals, notably a university CEO, a statistician, and a professor, for corrections prior to its mailing.

The survey instrument (see Appendix A) consisted of questions divided into two major categories:

1. Character Profile (Items 1-16). This included information concerning age, sex, place of birth, marital status, spousal employment, ethnicity, language, and educational achievements.
2. Career Profile (Items 17-22). This included information concerning employment history in terms of location of employment, years of employment, faculty tenure, position titles, and institutional movement.

On December 4, 1996, the McGill University Research Ethics Committee gave their approval to the proposed study and instrument (see Appendix B).

The complete mailing consisted of three separate parts. The package sent to the CEOs consisted of: a letter describing the project and soliciting CEOs' cooperation (see Appendix C); the "Consent Form" to be signed, outlining aspects of confidentiality, withdrawal from the study etc. (see Appendix D); and the questionnaire titled "Canadian University Presidents Study." Each subject received these three documents as well as a SASE to return the completed package. All correspondence with subjects was completed on McGill University, Faculty of Education letterhead.

### **Data Collection**

On December 4, 1996, all 83 potential subjects were mailed a package containing those items presented in the instrumentation (including Appendixes A, C, and D). This mailing was the first contact made with the subjects with regard to this study. All envelopes were marked with the McGill departmental address, thus all envelopes were returned to the Faculty of Education at McGill University. January 20, 1997 was set as the date at which time all subjects who had not participated were contacted via telephone and asked if they planned to participate. If the subject answered "no," then there was no further contact. If the answer was "yes," they were sent another package. The second collection ended February 7, 1997.

### **Data Analysis**

To identify the career patterns and profiles of the Canadian university CEO, the data analysis consisted of four sections related to the questionnaire, the curriculum vitae, the constructed data file, and the testing of hypotheses and research questions.

Data from the 22 items on the questionnaire were coded into 31 variables (see Appendix E). These 31 variables included nominal, interval, and ratio variables.

The correspondence to the CEOs included a request for a copy of their Curriculum Vitae. The Curriculum Vitae and employment history items were used to create a career pattern. These items enhanced the analysis of career related data, and produced additional findings.

From the questionnaire and Curriculum Vitae the data file was constructed. The file was placed into a spreadsheet program to improve access to the data, as well as to amend any items that were questionable in nature. The data file itself consisted of 61 records based on the information supplied by the CEOs. Not all items were answered; therefore, the use of the sample size in all tables was included.

All data were analyzed through an appropriate statistical method. A frequency analysis was run on all nominal variables, while a descriptive analysis was run on all interval and ratio variables. It was through the application of these two methods of statistical analysis that quantitative analysis was conducted. The hypotheses and research

questions were examined exclusively through frequency and descriptive statistics. The quantitative data were analyzed in terms of percentages allowing the results to be displayed in tabular and statistical summaries.

## **CHAPTER FOUR**

### **Analysis and Findings**

In chapter four, an analysis of the findings of the career patterns and profiles of Canadian university CEOs was presented. First, the sample was examined based on their demographic traits and characteristics. Then two hypotheses and 12 research questions related to the career patterns were examined. Eight research questions related to title, sex, age, marital status, religion, academic background (field of study and highest degree earned) were then examined, creating a profile. The analysis concluded with a few additional findings related to place of birth, first language, ancestral background, honorary degrees, boards, and institutional affiliations.

#### **Description of the Sample**

Of the 83 survey instruments distributed to the eligible university CEOs across Canada, 61 (73 percent) were returned. There were 54 male respondents (78 percent) and 7 female respondents (50 percent). Men clearly outnumbered women in university presidencies. Respondents had their institutions placed into a category that was used to determine whether an institution was considered broad or focused. Of the 61 CEOs, 36 (59 percent) came from broad institutions: 86.1 percent were men and 13.9 percent were women. Twenty-five individuals (41 percent) were CEOs from focused institutions: 92 percent were men and 8 percent were women.

#### **Career Patterns of University CEOs**

The two hypotheses and 20 research questions were developed from the literature review to guide the study of the career patterns of the Canadian university CEOs. The analysis and findings were presented in order of the development of the literature review related to the career patterns. This was followed by findings related to the profiles, and completed by a section of additional findings. Some analysis included subgroups of data (sex and institutional type) to enhance and clarify the career patterns. Because the data

were descriptive in nature, the findings were presented using numbers and percentages. Where applicable a comparison was made within the subgroups.

### **First Position**

- (RQ1) What is the typical first position of employment for Canadian university CEOs?

Nearly 50 percent of Canadian university CEOs entered the work force as faculty members at a college or university (Table 1). Ten percent of the CEOs entered the work force as teachers in elementary or secondary schools, and 15 percent entered through science related positions such as an engineer or research scientist. The remaining 25 percent came from other administrative and academic positions (clergy members, civil servants, etc.).

When compared by sex, 47.2 percent of the men entered as faculty members at universities and colleges compared to 71.4 percent of the women. Nearly 10 percent of future CEOs entered as teachers at the primary or secondary level, men at 10 percent and women at 9.4 percent. Seventeen percent of the men came from science related positions, whereas none of the women who became CEOs were from a science related field. The remaining 26.4 percent of the men and 14.3 percent of the women began their careers in other fields.

In examining the data when applied to institutions with a broad mandate versus those with a focused mandate, subtle differences were noted. The broad institutions had 52.8 percent of their leaders coming from the position of professor, compared to 45.8 percent for the focused institutions. Teachers made up 8.3 percent of the first positions at broad institutions compared to 12.5 percent at the focused institutions. Slightly less than 20 percent (19.4 percent) of broad institution CEOs began careers in a science related field, over double that of focused institution leaders (8.3 percent). Of the remaining CEOs, 19.4 percent from broad schools and 33.3 percent of focused schools had their first career position outside the three fields mentioned.

Table 1

First Position of Employment (Percentage of CEOs)

Titles	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=60)	(n=53)	(n=7)	(n=36)	(n=24)
Professor	50.0 (1)	47.2 (1)	71.4 (1)	52.8 (1)	45.8 (1)
Teacher (El/Sec)	10.0	9.4	14.3 (3)	8.3	12.5 (3)
Science Field	15.0 (3)	17.0 (3)	0.0	19.4 (3)	8.3
Other	25.0 (2)	26.4 (2)	14.3 (3)	19.4 (3)	33.3 (2)
Total	100.0	100.0	100.0	99.9	99.9

NOTE: All totals are equal to 100 percent unless impacted by rounding errors, therefore no totals will be given for the remaining tables in this chapter, unless the totals are not out of 100 percent. The numbers at the head of the columns represent the subject total. The bracketed numbers within the columns represent an ordinal ranking.

Title in Previous Position

- (RQ2) What is the typical previous title of Canadian university CEOs?

Of the CEOs, 18.3 percent served as a president or chancellor at other institutions prior to their current position (Table 2). Nearly 31.7 percent had served as a vice-president immediately before they became CEO; 15 percent were deans, 11.7 percent were professors, and 5 percent were directors of programs or institutes. The remaining 18.3 percent came to the presidency from outside these standard academic positions (Associate Dean, Chaplain, Deputy Minister, etc.). The positions from which individuals moved to the presidency were quite varied.

When comparing the previous position title by sex, differences were evident. Just over 30 percent of the men moved to a presidency from a vice-presidency compared to just under 43 percent of the women. The next most popular position for the men was a prior presidency at 18.9 percent, slightly higher than that of the women at 14.3 percent. Seventeen percent of the men held the title of dean prior to their presidency, while none of the women held this title. While 13.2 percent of the men came to the presidency from a professorship, none of the women made this move. The position of director was the

previous position for 3.8 percent of the men and 14.3 percent of the women. The remainder, 17 percent of the men and 28.6 percent of the women, came from other positions.

It was evident in examining the data in respect to institutional type that broad institution CEOs came from academic administrative positions more than the focused institution leaders. The vice-presidency provided the largest percentage of previous positions for broad institution leaders at 41.7 percent compared to 16.7 percent for focused institution leaders. Over 22 percent of broad institutions had CEOs who moved from another presidency; this was the case for 12.5 percent of the focused institutions. In the broad institutions 13.9 percent were deans, 5.6 were directors or professors, and the remaining 11.1 percent came from other positions. The focused institutions had 16.7 percent from the position of dean, 4.2 percent from director, 20.8 from professorship, and the remainder (29.2 percent) from other positions.

Table 2

Title in Previous Position of Employment (Percentage of CEOs)

Title	Sex			Institutional Type	
	All (n=60)	Men (n=53)	Women (n=7)	Broad (n=36)	Focused (n=24)
President	18.3 (3)	18.9 (2)	14.3	22.2 (2)	12.5
Vice-Presidents	31.7 (1)	30.2 (1)	42.9 (1)	41.7 (1)	16.7
Dean	15.0	17.0	0.0	13.9 (3)	16.7
Director	5.0	3.8	14.3	5.6	4.2
Professor	11.7	13.2	0.0	5.6	20.8 (2)
Other	18.3 (3)	17.0	28.6 (2)	11.1	29.2 (1)

Years in Previous Position

- (RQ3) How long had the typical Canadian university CEO been in their previous position?

While the median number of years in the previous position were five for all CEOs, the total was five for males, six for females, five for broad institutions, and seven for



focused institutions. To accurately develop career patterns, the data were also examined through a frequency analysis. Fifty-six percent of all subjects held their previous position from one to five years (Table 3). The next largest period of time was 6 to 10 years which contained 37.2 percent of the CEOs. The remaining 6.8 percent held their positions from 11 years or more.

The men maintained their position for shorter periods of time than the women, 57.7 percent compared to 42.9 percent in the time frame of 1 to 5 years. While 34.6 percent of the men held their previous position for 6 to 10 years, 57.1 percent of the women held their positions for the same length of time. The remaining 7.7 percent of the men held their positions for over 11 years.

The institution type provided the largest difference in terms of years in the previous position. CEOs from broad institutions held their positions for shorter periods of time than their counterparts; 62.9 percent of broad institution CEOs held their position for 1 to 5 years compared to 45.8 percent of focused institutions. Of those CEOs who held their previous positions from 6 to 10 years, 31.4 percent were from broad institutions, while 45.8 percent were from focused institutions. The remainder of the CEOs served in their previous position for 11 years or more (5.7 percent from broad institutions and 8.4 percent from focused institutions).

Table 3

Years in Previous Position of Employment (Percentage of CEOs)

Years	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=59)	(n=52)	(n=7)	(n=35)	(n=24)
1 - 5	56.0 (1)	57.7 (1)	42.9 (2)	62.9 (1)	45.8 (2)
6 - 10	37.2 (2)	34.6 (2)	57.1 (1)	31.4 (2)	45.8 (2)
11 - 15	5.1 (3)	5.8 (3)	0.0	5.7 (3)	4.2
16 - up	1.7	1.9	0.0	0.0	4.2

Faculty Tenure in Previous Position

- (RQ4) What percent of Canadian university CEOs held faculty tenure while in their previous position?

Nearly 72 percent of subjects held faculty tenure in their previous position, while the remainder (28.3 percent) did not (Table 4). Men were more likely to hold faculty tenure than women, 73.6 percent of men compared to 57.1 percent of women. The largest disparity between grouped subjects was found when broad and focused institutions were examined. Over 83 percent of individuals at broad institutions held faculty tenure compared to less than 55 percent at focused institutions.

Table 4

Faculty Tenure in Previous Position of Employment (Percentage of CEOs)

Tenure	Sex			Institution Type	
	All (n=60)	Men (n=53)	Women (n=7)	Broad (n=36)	Focused (n=24)
Yes	71.7	73.6	57.1	83.3	54.2
No	28.3	26.4	42.9	16.7	45.8

Present Position

Similar to the findings on the first position and prior position, the present position provided data with respect to the number of presidencies, the number of universities at which an individual has worked, internal versus external hiring, the number of years in the present position, and tenure.

Number of presidencies.

- (RQ5) In how many presidencies has the typical Canadian university CEO served?

Over 83 percent of Canadian university CEOs were serving in their first presidency (Table 5). Nine CEOs (14.8 percent) were serving in their second, while only one held a third presidency. Slightly higher percentages of the women (85.7 percent) were in their first presidency than men (83.3 percent). Twenty-five percent of CEOs from broad institutions were serving in a second or third presidency compared to only 4 percent of CEOs from focused institutions.

Table 5

Number of Presidencies (Percentage of CEOs)

Presidencies	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=61)	(n=54)	(n=7)	(n=36)	(n=25)
First	83.6 (1)	83.3 (1)	85.7 (1)	75.0 (1)	96.0 (1)
Second	14.8 (2)	14.8 (2)	14.3 (2)	22.2 (2)	4.0 (2)
Third	1.6 (3)	1.9 (3)	0.0	2.8 (3)	0.0

Internal versus external hiring of CEOs.

- (H1) The typical Canadian university CEO was hired as an external candidate.

Over 26 percent of the university CEOs were hired internally, with the remaining 74 percent being external hiring (Table 6). Thirty percent of the men were hired internally, while the remainder (69.8 percent) were hired externally. No women were hired internally. In the broad institutions less than 14 percent of CEOs were hired internally compared to 45.8 percent from focused institutions.

Table 6

Internal versus External Hiring of CEOs (Percentage of CEOs)

Internal v. External	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=60)	(n=53)	(n=7)	(n=36)	(n=24)
Internal Hiring	26.7	30.2	0.0	13.9	45.8
External Hiring	73.3	69.8	100.0	86.1	54.2

Years in present position.

- (RQ6) How long has the typical Canadian university CEO been in their current presidency?

Less than 11 percent of Canadian university CEOs were in the first year of their presidency (Table 7). If years two to five were included with the first year, then the

percentage increased to 53.6 percent compared to the 33.8 percent of those in office for 6 to 10 years or the 12.6 percent in office for more than 10 years.

Four men (8.2 percent) and two women (28.6 percent) were in their first year of their current presidency. While 38.8 percent of male were in their current position for two to five years, the remainder of women (71.4 percent) were in this category. Fewer than 39 percent of men were in their presidency for 6 to 10 years, while the remaining were been in their current position for more than eleven years.

The majority of those who led broad institutions were in their current position for five years or less (57.6 percent) compared to the majority of focused institution leaders (52 percent) who were in their positions for six years or more. Of those CEOs in their first year of their current position, 12.1 percent were from broad institutions while 8.7 percent were from focused institutions. Fifteen broad institution CEOs (45.5 percent) had their positions for two to five years, while 11 (33.4 percent) had 6 to 10 years in the position and the remaining three (9.1 percent) had more than 10 years service in their position. Of the CEOs from focused institutions, nine (39.1 percent) were in their position for two to five years, eight (34.7 percent) had 6 to 10 years experience, and the remaining four (17.3 percent) had more than 10 years in their current position.

Table 7

Years in Present Position of Employment (Percentage of CEOs)

Years	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=56)	(n=49)	(n=7)	(n=33)	(n=23)
1	10.7	8.2	28.6 (2)	12.1 (3)	8.7
2 - 5	42.9 (1)	38.8 (2)	71.4 (1)	45.5 (1)	39.1 (1)
6 - 10	33.8 (2)	38.8 (2)	0.0	33.4 (2)	34.7 (2)
11 - up	12.6 (3)	14.3 (3)	0.0	9.1	17.3 (3)

Faculty tenure in present position.

- (RQ7) What percent of Canadian university CEOs held faculty tenure in their present position?

Almost 76 percent of Canadian CEOs held faculty tenure at the institution at which they served (Table 8). Over 70 percent of men (76.5 percent) and women (71.4 percent) held faculty tenure. The largest disparity in faculty tenure was found between the two types of academic institutions. Almost 90 percent of CEOs of broad institutions held faculty tenure compared to fewer than 60 percent of their counterparts at focused institutions.

Table 8

**Faculty Tenure in Present Position of Employment (Percentage of CEOs)**

Tenure	Sex			Institution Type	
	All (n=58)	Men (n=51)	Women (n=7)	Broad (n=34)	Focused (n=24)
Yes	75.9	76.5	71.4	88.2	58.3
No	24.1	23.5	28.6	11.8	41.7

**Employment History**

An academic career was one in which an individual was a professor of varying rank, while the administrative career included such positions as dean, vice-president, associate dean or vice-president, CEO, provost, etc. Those positions outside of academics ranged from teacher to doctor, minister to scientist. To adequately develop a career pattern, it was important to address the length of three types of employment sectors during university CEOs' careers.

**Academic employment.**

- (RQ8) What is the length of the typical Canadian university CEOs' academic career?

Over 70 percent of university CEOs spent between 6 to 20 years in academic positions, with the largest group (29.3 percent) spending 6 to 10 years (Table 9). The next highest percentage was shared by those who had careers lasting 11 to 15 years (20.7 percent) and those with careers lasting 16 to 20 years (20.7 percent). Slightly more than

17 percent held an academic position for one to five years, while over 10 percent were never employed in any academic capacity. Only one subject had an academic career that lasted over 20 years.

Over 29 percent of men had academic careers that lasted between 6 to 10 years compared to 28.6 percent of women. Those who had careers lasting 11 to 15 and 16 to 20 years had equal numbers, 21.6 percent of men and 14.3 percent of women in both cases. Of those who spent no time in an academic career, 7.8 percent were men compared to 28.6 percent of women. The lone subject whose career lasted over 20 years was male.

The bulk of CEOs from the broad institutions had academic careers that ran for 6 to 10 years (34.3 percent) or 16 to 20 years (25.7 percent), whereas only 21.7 percent and 13 percent of focused institution leaders spent the same amount of time in their academic career. More likely at the focused institutions was an academic career lasting 11 to 15 years (26.1 percent), while only 17.1 percent of the broad institution leaders followed the same pattern. Of those who never had an academic career, 8.6 percent were found at broad institutions, while 13 percent were found at focused institutions.

Table 9

Years in Academic Employment (Percentage of CEOs)

Years	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=58)	(n=51)	(n=7)	(n=35)	(n=23)
0	10.3	7.8	28.6 (2)	8.6	13.0
1 - 5	17.2	17.6	14.3	14.3	21.7 (3)
6 - 10	29.3 (1)	29.4 (1)	28.6 (2)	34.3 (1)	21.7 (3)
11 - 15	20.7 (3)	21.6 (3)	14.3	17.1 (3)	26.1 (1)
16 - 20	20.7 (3)	21.6 (3)	14.3	25.7 (2)	13.0
20 - up	1.7	2.0	0.0	0.0	4.3

Administrative employment.

- (RQ9) What is the length of the typical Canadian university CEOs' administrative career?

Ten percent of all university CEOs had spent zero time developing an administrative career at an educational institution (Table 10). The largest single group of CEOs (31.7 percent) spent 6 to 10 years in administrative positions, followed by 21.7 percent of those whose careers were either 1 to 5 years or 11 to 15 years. Those with over fifteen years experience in administrative positions made up the remaining 15 percent (10 percent with 16 to 20 years and 5 percent with more than 20 years).

Those who spent 6 to 10 years in an administrative capacity provided the largest single portion of the sample based on sex (30.2 percent of men and 42.9 percent of women). Over 22 percent of the men held administrative positions for 11 to 15 years compared to 14.3 percent of the women. The women had less time in administrative positions than the men as 28.6 percent worked one to five years, whereas 20.8 percent of men worked the same amount of time. Those CEOs with careers over 16 years were limited (14.3 percent of women and 16 percent of men). None of the women and fewer than 12 percent of the men had spent zero time in administrative positions in an academic environment prior to their current presidency.

The differences between broad and focused institutions were evident as a larger percentage of CEOs from broad institutions spent a greater number of years in administrative positions than their counterparts. The majority of CEOs from broad schools spent over six years in administrative positions, 27.8 percent spent either 6 to 10 or 11 to 15 years in administrative positions. The majority of focused school CEOs spent similar amounts of time in administrative positions as their counterparts (37.5 percent spent 6 to 10 years and 12.5 percent spent 16 to 20 years). Only 2.8 percent of broad school leaders had not spent time in administrative positions in academia compared to 20.8 percent of focused school CEOs.

Table 10

Years in Administrative Employment (Percentage of CEOs)

Years	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=60)	(n=53)	(n=7)	(n=36)	(n=24)
0	10.0	11.3	0.0	2.8	20.8 (2)
1 - 5	21.7 (3)	20.8 (3)	28.6 (2)	25.0 (3)	16.7 (3)
6 - 10	31.7 (1)	30.2 (1)	42.9 (1)	27.8 (2)	37.5 (1)
11 - 15	21.7 (3)	22.6 (2)	14.3	27.8 (2)	12.5
16 - 20	10.0	9.4	14.3	8.3	12.5
20 - up	5.0	5.6	0.0	8.3	0.0

Outside employment.

- (RQ10) What is the length of the typical Canadian university CEOs' outside (non-academic) career?

The majority of the Canadian university CEOs spent some amount of time developing a career outside of academic institutions. However, over 43 percent never worked outside formal academic institutions (Table 11). Of those who spent time in outside careers, 30 percent worked 1 to 5 years, 10 percent for 6 to 10 years, 8.3 percent for 11 to 15 years, and 8.4 percent for over 16 years.

Slightly more than 47 percent of the men had no employment experience outside of academic institutions compared to 14.3 percent of women. Men spent less time in outside positions than women, as 32.1 percent of men had careers lasting one to five years while the percentage for women was 14.3. A minority of men (20.7 percent) had outside employment lasting over six years, while the majority of women (71.5 percent) had outside careers of six years or more.

Exactly half of focused institution CEOs were never employed outside of academic institutions compared to 38.9 percent of broad institution leaders. The next largest groups were those who had careers lasting one to five years (38.9 percent of broad school leaders and 16.7 percent of focused school leaders). Of those whose outside careers lasted 6 to 10 years, 5.6 were from broad schools while 16.7 percent were from focused schools. Of



the remaining CEOs who had outside careers, 16.7 percent of broad and focused school leaders spent more than 11 years employed outside academic institutions.

Table 11

Years in Outside Employment (Percentage of CEOs)

Years	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=60)	(n=53)	(n=7)	(n=36)	(n=24)
0	43.3 (1)	47.2 (1)	14.3	38.9 (2)	50.0 (1)
1 - 5	30.0 (2)	32.1 (2)	14.3	38.9 (2)	16.7 (3)
6 - 10	10.0 (3)	7.5	28.6 (2)	5.6	16.7 (3)
11 - 15	8.3	5.7	28.6 (2)	11.1 (3)	4.2
16 - 20	1.7	0.0	14.3	0.0	4.2
20 - up	6.7	7.5	0.0	5.6	8.3

Career Pattern Models

- (RQ11) What is the typical academic career pattern of the Canadian university CEO?
- (RQ12) What is the typical administrative career pattern of the Canadian university CEO?
- (H2) There are two career patterns to the presidency of the Canadian university, one being academic, the other administrative.

Upon the analysis of the employment histories of 59 CEOs in this study, two career patterns leading to an academic institutions presidency were identified. The first pattern (FIG. 1), labeled the Academic Career Pattern, was the model identified by Cohen and March (1986) and expanded with variations by Moore et al. (1983). In this model, the person began as a member of a faculty, became a department chairperson, dean of a college, academic or executive vice-president, and finally CEO. However, there was no specific order that had to be followed. An individual could have been a chairperson after being a dean or vice-president.

Variation	1	2	3	4	5	6	7	8	9	10	11	12	13	14
President	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Vice-President	•		•	•			•	•				•		
Dean	•	•		•		•					•			O
Dept. Chair	•	•	•		•			•		•			A	
Faculty	•	•	•	•	•	•	•		•				•	•
Missing 1				Missing 2 Positions					Missing 3 Positions					
Position														

FIG. 1. Academic Career Pattern Variations for University Presidents

NOTE: "O" means that a person had employment outside a post-secondary institution; "A" indicates administrative experience within a college or university. Model by Cohen and March (1986), adapted by Moore et al. (1983), and Wessel and Keim (1994).

The second career pattern to the college presidency was the Administrative Career Model identified by Wessel and Keim (1994) (FIG. 2). In this model, the person had little to no faculty experience but extensive experience in administrative positions. Movement to the presidency through this model began with an entry- or middle-level administrative position, moving into a senior administrative staff position, and then to a presidency.

Variation	15	16	17	18	19	20	21
President	•	•	•	•	•	•	•
Senior Staff	•	•	•		O	A	
Entry/Middle Staff	•		O	•	•	•	O
Missing 1 Position						Missing 2 Positions	

FIG. 2. Administrative Career Pattern Variations of University Presidents

NOTE: "O" means that a person came from employment outside a post-secondary institution; "A" means that a person had minimal faculty experience. Model by Wessel and Keim (1994).

Table 12A showed the percentage of CEOs who followed one of these career patterns to a Canadian university presidency. Slightly more than 86 percent of the CEOs careers fit into the academic model and 13.6 percent followed the administrative model.

The career patterns of men and women CEOs were similar to the composite of all CEOs. Following the academic pattern were more than 86 percent of men and almost the same percent for women. Those CEOs who followed an administrative career were approximately 14 percent of both men and women.

However, among the two types of Canadian academic institutions, over 91 percent of broad institution CEOs followed the academic pattern compared to less than 80 percent of their counterparts at focused institutions. Almost 9 percent of broad institution CEOs followed an administrative career pattern, while over 20 percent of those at focused institutions followed the same pattern.

Fourteen variations of Academic Careers were identified. Nine CEOs (15.3 percent) perfectly matched the model. Over 33 percent missed one position along the way to the presidency, 28.8 percent missed two positions, and 6.8 percent missed three positions. Variation 1 and Variation 6 were the most common version of the Academic Career Pattern, as 15.3 percent of the CEOs followed these paths. In Variation 1 the person began their career as a faculty member and moved through the positions of chairperson, dean, and vice-president prior to becoming CEO. In Variation 6 the person began their career as a faculty member became dean and moved into a presidency, skipping the positions of chairperson and vice-president.

Table 12A

The Academic Career Pattern (Percentage of CEOs)

Variation	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=51)	(n=45)	(n=6)	(n=32)	(n=19)
1	15.3 (3)	13.5 (3)	28.6 (2)	25.7 (3)	0.0
2 - 4	35.6 (1)	38.5 (1)	14.3 (3)	34.3 (1)	37.5 (1)
5 - 8	28.8 (2)	26.9 (2)	42.9 (1)	28.6 (2)	29.2 (2)
9 - 14	6.8	7.7	0.0	2.9	12.5 (3)
Total	86.5	86.6	85.8	91.5	79.2

Only 15 members of the sample followed the Administrative Career Pattern, so interpretation was based on very small numbers. Nevertheless, seven variations were identified among the Administrative Career Pattern. Some of the CEOs missed one or two of the positions in the pattern (Table 12B). Two CEOs (3.4 percent) matched the Administrative Career Pattern perfectly. Almost 9 percent of university CEOs missed one administrative position prior to their presidency. One individual proceeded into a presidency directly from a position outside higher education, with no previous position in higher education.

Table 12B

The Administrative Career Pattern (Percentage of CEOs)

Variation	Sex			Institution Type	
	All (n=8)	Men (n=7)	Women (n=1)	Broad (n=3)	Focused (n=5)
15	3.4 (2)	3.8 (2)	0.0	5.7 (1)	0.0
16 - 20	8.5 (1)	7.7 (1)	14.3 (1)	0.0	20.8 (1)
21	1.7 (3)	1.9 (3)	0.0	2.9 (2)	0.0
Total	13.6	13.4	14.3	8.6	20.8

In an attempt to gain further insight into the career patterns of Canadian university CEOs, the employment histories of 59 CEOs were examined and compared, using responses and Curriculum Vitae. Individuals came to their presidencies from 14 different positions, 10 rooted in academic positions and four from outside positions (see Appendix F). Of the ten academic positions only five contained more than two individuals: vice-president (19 CEOs), dean (9 CEOs), president (9 CEOs), professor (7 CEOs), and director (3 CEOs). From these five positions only two patterns contained CEOs with identical employment histories. Two CEOs (one male and one female, both of broad institutions) moved from the position of professor to chairperson to dean to vice-president and then to a presidency. The only other pattern with more than one person following the complete employment history was that of three individuals (two men--one from a broad institution, the other from a focused institution, and one woman--from a broad institution) who moved from the position of professor to vice-president to a presidency. Clearly,

there were a multitude of paths, be they academic or administrative, to a university presidency.

### **Profiles of University CEOs**

In the creation of Canadian university CEOs' profiles, several variables were examined: position title, sex, age, marital status--including spousal employment, religion, academic background--including field of study, highest degree earned, and location. Analysis of these variables led to composite profiles of the university CEOs. As in the previous section on career patterns, sex and institution type were incorporated to extend the analyses.

#### **Position Title**

- (RQ13) What is the official title of the Canadian university CEO?

The typical leader of a Canadian higher educational institution held the title of president (Table 13). Of the 61 institution leaders, 67.2 percent used the title president, followed by rector (14.8 percent) and principal (8.2 percent) with the remainder using another title.

A few more women (71.4 percent) held the title of president than did men (66.7 percent). The men had a greater variety of titles as they outnumbered the women in the sample almost eight to one. For example 9.3 percent of the men held the title principal while none of the women held this title.

Seventy-five percent of the CEOs at broad institutions went by the title of president while 56 percent of their counterparts at focused institutions went by the same title. All CEOs at broad institutions had traditional titles: 16.7 percent were rectors and the remaining 8.3 percent were principals; there were no position titles that fell in the other category. At the focused institutions, 12 percent were rectors, 8 percent were principals, and 24 percent went by another title (director, director general, provost).

Table 13

Position Title (Percentage of CEOs)

Title	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=61)	(n=54)	(n=7)	(n=36)	(n=25)
President	67.2 (1)	66.7 (1)	71.4 (1)	75.0 (1)	56.0 (1)
Rector	14.8 (2)	14.8 (2)	14.3 (3)	16.7 (2)	12.0 (3)
Principal	8.2	9.3	0.0	8.3 (3)	8.0
Other	9.8 (3)	9.3	14.3 (3)	0.0	24.0 (2)

Sex

- (RQ14) What is the sex of the typical Canadian university CEO?

Almost 90 percent of Canadian university CEOs were men (Table 14). Over 88 percent of the university CEOs were men while 11.5 percent were women. Men held 86.1 percent of the CEOs at broad institutions and a greater percentage at focused institutions (92 percent). Of the institutions, broad institutions had a larger percentage of the women serving in the CEO position than focused institutions. Nearly 14 percent of CEOs at the broad institutions were held by the women while 8 percent of the focused institution leaders were women.

Table 14

Sex (Percentage of CEOs)

Sex	Institution Type		
	All	Broad	Focused
	(n=61)	(n=36)	(n=25)
Men	88.5	86.1	92.0
Women	11.5	13.9	8.0

Age

- (RQ15) What is the age of the typical Canadian university CEO?

The median age of CEOs in the 1996 - 1997 academic year was 54 years; the mean was 54.7 years. The great majority of CEOs (87.3 percent) were 41 to 60 years of age. The majority of CEOs (87.3 percent) were in their 50s; 47.3 percent were 51 to 55, while 25.5 percent were 56 to 60 (Table 15).

When examining the data based on sex, 100 percent of the women were 60 years old or less, 85.7 percent were 51 to 55 and the remaining 14.3 percent were 56 to 60. The men tended to have a broader distribution of age. Over 16 percent of the men were 50 or less while 41.7 percent were 51 to 55 and 27.1 percent were 56 to 60, leaving 14.6 percent over the age of 60.

Both broad and focused institutions had a majority of their CEOs between age 51 to 60; at broad institutions 46.9 percent of the CEOs were 51 to 55, 18.8 percent were 56 to 60 compared to 47.8 percent and 34.8 percent for the same age groups at focused institutions. While the oldest CEO was found at a focused institution, a larger percentage of broad institution CEOs were over the age of 60. Of those CEOs 50 or less, 15.6 percent led broad institutions while 13 percent led focused institutions.

Table 15

Age (Percentage of CEOs)

Age	Sex			Institution Type	
	All (n=55)	Men (n=48)	Women (n=7)	Broad (n=32)	Focused (n=23)
41 - 45	1.8	2.1	0.0	3.1	0.0
46 - 50	12.7 (3)	14.6 (3)	0.0	12.5	13.0 (3)
51 - 55	47.3 (1)	41.7 (1)	85.7 (1)	46.9 (1)	47.8 (1)
56 - 60	25.5 (2)	27.1 (2)	14.3 (2)	18.8 (3)	34.8 (2)
61 - 65	10.9	12.5	0.0	18.8 (3)	0.0
66 - up	1.8	2.1	0.0	0.0	4.3

Marital Status

- (RQ16) What is the marital status of the typical Canadian university CEOs? Is the spouse employed? If so, where does the spouse work? Full-time or part-time?

More than four in five of the CEOs were married. Almost seven percent of the CEOs were divorced or separated, while 5.6 percent never married--all were CEOs of religious affiliated institutions (Table 16). Over 85 percent of the men were married, compared with slightly more than 57 percent of the women. Almost 6 percent of the men were separated while 14.3 percent of the women were separated. Two of the men (3.7 percent) and women (28.6 percent) were divorced. Thirty-three CEOs (91.7 percent) at broad institutions were married compared to seventeen (68 percent) of their counterparts at focused institutions. While a small percentage of broad institution CEOs were separated (2.8 percent) or divorced (5.6 percent), a larger percentage of focused institutions leaders were separated (12 percent) or divorced (8 percent). Only focused institutions had CEOs who were never married (12 percent).

Table 16

Marital Status (Percentage of CEOs)

Marital Status	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=61)	(n=54)	(n=7)	(n=36)	(n=25)
Never Married	4.9	5.6 (3)	0.0	0.0	12.0 (3)
Married	82.0 (1)	85.2 (1)	57.1 (1)	91.7 (1)	68.0 (1)
Separated	6.6 (3)	5.6 (3)	14.3 (3)	2.8 (3)	12.0 (3)
Divorced	6.6 (3)	3.7	28.6 (2)	5.6 (2)	8.0

Spousal employment.

Among CEOs, there was almost a 60 percent probability that the spouse was employed (Table 17). Under 55 percent of the men had an employed spouse; 100 percent of the women had a working spouse. A spouse was more likely to be working off-campus at another organization or to be self-employed (50 percent for wives, 74 percent for husbands) than to be working at the same institution as the CEO (4.2 percent for wives, 25 percent for husbands). At broad institutions less than 50 percent of the CEOs had an employed spouse, while 6.1 percent were employed at the same institution. In contrast, slightly more than 21 percent of spouses of the focused institution CEOs were not employed, while 5.3 percent were employed at the same institution. Of the spouses from



broad institutions who were employed, 18.1 percent worked at another organization and 21.2 percent were self-employed. The spouses at focused schools were more likely to work at another organization (47.4 percent) or be self-employed (26.3 percent).

Table 17

**Spousal Employment (Percentage of CEOs)**

Employment	Sex			Institution Type	
	All (n=52)	Men (n=48)	Women (n=4)	Broad (n=33)	Focused (n=19)
Same Location	5.8	4.2	25.0 (3)	6.1	5.3
Another Location	28.8 (2)	29.2 (2)	25.0 (3)	18.1 (3)	47.4 (1)
Self-Employed	23.1 (3)	20.8 (3)	50.0 (1)	21.2 (2)	26.3 (2)
Not Employed	42.3 (1)	45.8 (1)	0.0	54.5 (1)	21.1 (3)

**Full-time and part-time spousal employment.**

In examining the employment of the CEOs' spouses it was evident that there was almost a 50-50 split on full- (51.7 percent) and part-time (48.3 percent) employment (Table 18). The men had a greater percentage of spouses that worked part-time (52 percent) than the women (25 percent). Approximately 50 percent of the spouses of both broad and focused institution CEOs were employed part-time or full-time.

Table 18

**Full-Time and Part-Time Spousal Employment (Percentage of CEOs)**

Time	Sex			Institution Type	
	All (n=29)	Men (n=25)	Women (n=4)	Broad (n=14)	Focused (n=15)
Full-Time	51.7	48.0	75.0	50.0	53.3
Part-Time	48.3	52.0	25.0	50.0	46.7

**Religion**

- (RQ17) What is the religion of the typical Canadian university CEO?

Over 80 percent of the CEOs identified themselves as Christians; of that, 32.7 percent identified themselves as Protestant and 30.9 percent Roman Catholic (Table 19). CEOs of the Jewish religion made up fourth largest group at 7.3 percent following non-specific Christians at 18.2 percent. The remainder of the CEOs were classified in the other category which included agnostics, atheists, etc. Christianity, Protestantism and Roman Catholicism were popular among both men (14.6 percent Christian, 35.4 percent Protestant, and 33.3 percent Roman Catholic) and women (42.9 percent Christian, 14.3 Protestant, and 14.3 percent Roman Catholic), while Judaism was only represented by the men (8.3 percent). Broad institution CEOs were predominately Christian (77.5 percent), specifically Protestant (35.5 percent), and the only place where Jewish CEOs were found. Focused institutions had a larger percentage of Christians (88.5 percent), of which the majority were Roman Catholic (41.7 percent).

Table 19

Religion (Percentage of CEOs)

Religion	Sex			Institution Type	
	All (n=55)	Men (n=48)	Women (n=7)	Broad (n=31)	Focused (n=24)
Christian	18.2 (3)	14.6 (3)	42.9 (1)	19.4 (3)	16.7 (3)
Protestant	32.7 (1)	35.4 (1)	14.3	35.5 (1)	29.2 (2)
Catholic	30.9 (2)	33.3 (2)	14.3	22.6 (2)	41.7 (1)
Jewish	7.3	8.3	0.0	12.9	0.0
Other	10.9	8.3	28.6 (2)	9.7	12.5

Academic Background

The topic of academic background was addressed in a three-fold manner. First, the area of focus, or field of study for the CEOs' highest degree was identified. Second, the highest degree earned was then identified to give a comprehensive profile of the academic endeavors of the Canadian university CEO. Third, the location of study for the terminal degree was identified.

**Field of study.**

- (RQ18) What is the most common field of study for the typical Canadian university CEO?

Over a quarter of the university CEOs received their terminal degree in a Profession (Law, Medicine, Theology, Engineering), as identified by Muzzin and Tracz (1981) (Table 20). Humanities (25 percent), Science and Social Science (18.3 percent) were the next most frequent fields of study. Although Professions were the CEOs' most frequent choice, this varied considerably by sex and institutional type. While the men had 32.1 percent of their highest degrees from Professions and 20.8 percent from Science, the women had no representatives in these two fields. The largest group of the women (42.9 percent) received their highest degree in Social Sciences compared to 18.3 percent of men. Approximately the same percentage of men (24.5 percent) and women (28.6 percent) had received their degree in Humanities; Other degrees constituted a total of 7.5 percent for the men and 28.6 percent for the women. A near equitable distribution of the field in which CEOs received their highest degrees was visible at broad institutions compared to the dominance of Professions (37.5 percent) and Humanities (29.3 percent) at focused institutions.

Table 20

**Field of Study (Percentage of CEOs)**

Subject	Sex			Institution Type	
	All (n=60)	Men (n=53)	Women (n=7)	Broad (n=36)	Focused (n=24)
Professions	28.3 (1)	32.1 (1)	0.0	22.2 (3)	37.5 (1)
Sciences	18.3	20.8 (3)	0.0	25.0 (1)	8.3
Social Sciences	18.3	15.1	42.9 (1)	19.4	16.7 (3)
Humanities	25.0 (2)	24.5 (2)	28.6 (3)	22.2 (3)	29.2 (2)
Other	10.0	7.5	28.6 (3)	11.1	8.3

**Highest degree earned.**

- (RQ19) What is most common title of the highest degree earned?

Over 75 percent of the university CEOs received a Ph.D. as their highest degree (Table 21). The remaining degrees, Ed.D. (3.3 percent), M.A. (6.7 percent), M.Sc. (5 percent), and Other (8.3 percent) made up the remainder of the degrees earned. The highest degree by sex only strengthened all degrees held by the men, except that of the M.A. which dropped to 3.8 percent, while the women either had a Ph.D. (71.4 percent) or a M.A. (28.6 percent). Ph.D. and Ed.D. degrees combined for over 85 percent of the highest degrees earned by the CEOs of broad institutions compared to 70.9 percent at focused institutions. One CEO held a presidency at a broad school with a Master's degree, while 25 percent of those at focused institutions held that degree. Other types of degrees (D.Sc., MD, and business related degrees) made up the remaining 11.1 percent of broad and 4.2 percent of focused institution CEOs' degrees.

Table 21

Highest Degree Earned (Percentage of CEOs)

Degree	Sex			Institution Type	
	All (n=60)	Men (n=53)	Women (n=7)	Broad (n=36)	Focused (n=24)
Ph.D.	76.7 (1)	77.4 (1)	71.4 (1)	83.3 (1)	66.7 (1)
Ed.D.	3.3	3.8	0.0	2.8	4.2
M.A.	6.7 (3)	3.8	28.6 (2)	0.0	16.7 (2)
M.Sc.	5.0	5.7 (3)	0.0	2.8	8.3 (3)
Other	8.3 (2)	9.4 (2)	0.0	11.1 (2)	4.2

Location of study for highest degree.

- (RQ20) Where was the highest degree earned?

A majority of the university CEOs attended institutions outside of Canada to receive their highest degree (Table 22). While Canada was the most frequented location to receive a degree (45 percent), the UK (16.7 percent), USA (25 percent), France (10 percent), and other countries (3.3 percent) made up the collective majority. A smaller percentage of the men (44.7 percent) received their degrees from outside Canada than the women (57.1 percent). The most frequented country for the men was the USA (24.5

percent) followed by the UK (18.9 percent), while the women split their locations evenly between the USA and France (28.6 percent). Approximately 45 percent of the CEOs from the two types of institutions attended Canadian institutions. While those leading broad institutions were more likely to attend schools in the UK (22.2 percent) than their counterparts (8.3 percent), over 40 percent of those at focused institutions had attended universities in the USA (29.2 percent) or France (12.5 percent) compared to 22.2 percent and 8.3 percent of those at broad institutions.

Table 22

Location of Study for Highest Degree (Percentage of CEOs)

Location	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=60)	(n=53)	(n=7)	(n=36)	(n=24)
Canada	45.0 (1)	45.3 (1)	42.9 (1)	44.4 (1)	45.8 (1)
UK	16.7 (3)	18.9 (3)	0.0	22.2 (3)	8.3
USA	25.0 (2)	24.5 (2)	28.6 (3)	22.2 (3)	29.2 (2)
France	10.0	7.5	28.6 (3)	8.3	12.5 (3)
Other	3.3	3.8	0.0	2.8	4.2

Additional Findings

Through the gathering of the data on Canadian university CEOs, several findings were made with regard to the career patterns and profiles. The findings included topics such as place of birth, first language, mother's and father's ancestral backgrounds, honorary degrees, the number of boards to which a CEO belonged, and number of academic institutions for which the CEOs worked. The exploration of the findings in these areas helped create a broader analysis than otherwise expected.

Place of Birth

More than a quarter (26.7 percent) of the Canadian university CEOs were born outside of Canada (Table 23). While 74.1 percent of the men and 66.7 percent of the women were born in Canada, 25.9 percent and 33.3 percent were not. Broad institutions had a larger percentage of their CEOs born in Canada (83.3 percent), than did the focused

institutions (58.3 percent). Only 6 of the CEOs (16.7 percent) from broad institutions were foreign born compared to 10 of those (41.7 percent) from focused institutions.

Table 23

**Place of Birth (Percentage of CEOs)**

Place of Birth	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=60)	(n=54)	(n=6)	(n=36)	(n=24)
Canada	73.3	74.1	66.7	83.3	58.3
Foreign	26.7	25.9	33.3	16.7	41.7

**First Language**

Slightly less than 75 percent of the university CEOs spoke English as their first language compared to 23 percent who spoke French and 3.3 percent who spoke another language (Table 24). While 75.9 percent of the men spoke English as their first language, the percentage of the women was almost 20 percent lower at 57.1 percent. A lower percentage of the men (22.2 percent) spoke French as their first language than the women (28.6 percent). Broad institution CEOs (80.6 percent ) were more likely to speak English as their first language than their counterparts at focused institutions (64 percent). Those who spoke French as their first language held a larger percentage of presidencies at focused institutions (32 percent) than at broad institutions (16.7 percent).

Table 24

**First Language (Percentage of CEOs)**

Language	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=61)	(n=54)	(n=7)	(n=36)	(n=25)
English	73.8	75.9	57.1	80.6	64.0
French	23.0	22.2	28.6	16.7	32.0
Other	3.3	1.9	14.3	2.8	4.0

### **Mother's Ancestral Background**

Twenty-six of the CEOs (44.1 percent) identified their mother's ancestral background as British (Table 25). Mothers of western European heritage, excluding the British and French, made up the next largest group at 23.7 percent followed by the French at 20.3 percent. Almost 9 percent of the mothers were of eastern European ancestry, while the remaining 3.4 percent were of other heritage.

When examining the mother's ancestry by the CEOs' sex it was evident that the vast majority were of European descent. Those of British descent were represented strongest among the men (46.2 percent), while 28.6 percent of the women's mothers represented the British, western European, and French with the remaining 14.3 percent eastern European. The men's mothers were less likely to have French ancestry (19.2 percent) than western European ancestry (23.1 percent), 7.7 percent of the remaining mothers had eastern European heritage.

Broad institution CEOs were more likely to have mothers with British heritage (50 percent) than their counterparts (36 percent). The mother's heritage of focused institution leaders was evenly split between French and western European background (28 percent) as well as those of eastern European and other ancestry (4 percent). Those from broad institutions were also mainly Europeans, led by western Europeans (20.6 percent) and French (14.7 percent) with almost 12 percent representing eastern European heritage.

Table 25

#### **Mothers' Ancestral Background (Percentage of CEOs)**

Ancestry	Sex			Institution Type	
	All (n=59)	Men (n=52)	Women (n=7)	Broad (n=34)	Focused (n=25)
British	44.1 (1)	46.2 (1)	28.6 (3)	50.0 (1)	36.0 (1)
French	20.3 (3)	19.2 (3)	28.6 (3)	14.7 (3)	28.0 (3)
W. European	23.7 (2)	23.1 (2)	28.6 (3)	20.6 (2)	28.0 (3)
E. European	8.5	7.7	14.3	11.8	4.0
Other	3.4	3.8	0.0	2.9	4.0

### **Father's Ancestral Background**

The ancestral heritage of the CEOs' fathers was predominately British (49.2 percent) followed by French (20.3 percent) and western European (16.9 percent) (Table 26). Of the remaining 13.6 percent, 8.5 percent of the fathers were of eastern European heritage while 5.1 percent were of other ancestries.

Over 48 percent of the men had fathers of British origin compared to 57 percent of the women. An equal percentage of their fathers had French or western European ancestry (19.2 percent), while 28.6 percent of the women had fathers of French heritage and none representing western European countries. Four of the men and one of the women had fathers of eastern European ancestry.

The majority of fathers of broad institution CEOs were British (57.1 percent) followed by French and western European both at 14.7 percent, and completed by the 11.8 percent of eastern European heritage. Of CEOs at focused institutions, 36 percent of their fathers were British followed by the French (28 percent), western European (20 percent), other (12 percent), and eastern European (4 percent).

Table 26

#### **Father's Ancestral Background (Percentage of CEOs)**

Ancestry	Sex			Institution Type	
	All (n=59)	Men (n=52)	Women (n=7)	Broad (n=34)	Focused (n=25)
British	49.2 (1)	48.1 (1)	57.1 (1)	58.8 (1)	36.0 (1)
French	20.3 (2)	19.2 (3)	28.6 (2)	14.7 (3)	28.0 (2)
W. European	16.9 (3)	19.2 (3)	0.0	14.7 (3)	20.0 (3)
E. European	8.5	7.7	14.3 (3)	11.8	4.0
Other	5.1	5.8	0.0	0.0	12.0

### **Honorary Degrees**

Reception of honorary degrees was not a common occurrence as 72 percent of all CEOs had never received one (Table 27). Of those awarded honorary degrees, 6.6 percent of the CEOs received one, two, or four. Three CEOs received five or more honorary degrees, the most being nine.



Almost three quarters of the men had never received honorary degrees compared to 57.1 percent of the women. The bulk of the men awarded honorary degrees received one to four in total, while the most was nine. Two, four, and five honorary degrees were awarded to individual women who had received such commendations.

Only one CEO (4 percent) from a focused institution received an honorary degree compared to 16 CEOs (44.4 percent) from broad schools. Out of the broad institution CEOs, those who received one to four honorary degrees made up 36.1 percent of the population, while three separate CEOs each received five, six, and nine degrees respectively.

Table 27

Honorary Degrees Received (Percentage of CEOs)

Honorary Degree	Sex			Institution Type	
	All (n=61)	Men (n=54)	Women (n=7)	Broad (n=36)	Focused (n=25)
0	72.1 (1)	74.1 (1)	57.1 (1)	55.6 (1)	96.0 (1)
1	6.6	7.4 (2)	0.0	8.3	4.0 (2)
2	6.6	5.6	14.3	11.1 (3)	0.0
3	3.3	3.7	0.0	5.6	0.0
4	6.6	5.6	14.3	11.1 (3)	0.0
5	1.6	0.0	14.3	2.8	0.0
6	1.6	1.9	0.0	2.8	0.0
9	1.6	1.9	0.0	2.8	0.0

Boards

Fewer than 10 percent of the university CEOs were not involved with any type of board outside of their own institution (Table 28). A majority of the CEOs (72.1 percent) served on two to four boards. Of those serving on more than four boards, 9.8 percent served on five boards and the remaining 6.6 percent served on six boards. Only one CEO served on a single board.

While five men (9.8 percent) were not involved in external boards, only one woman (14.3 percent) was not involved in external boards. The majority of men (74.1 percent) and women (57.2 percent) were involved in two to four external boards. Those

CEOs involved in four boards made up the largest group of men (31.5 percent), while the largest group of women (42.9 percent) who participated in two boards. The least represented number of boards was one for men (1.6 percent), and both one and three for women (0.0 percent).

Twenty-eight of the 36 CEOs of broad institutions were members of two to four external boards compared to 16 of the 25 CEOs from focused institutions. While 2.8 percent of broad institution leaders were not involved in external boards, 20 percent of focused institution leaders were not involved. The largest group of broad institution CEOs, almost 40 percent, served on four external boards compared to the 32 percent of focused institution CEOs who served on two boards. Three leaders of broad and focused institutions were involved with five external boards, but only broad institution CEOs (11.1 percent) were involved with six boards.

Table 28

Boards (External Involvement of CEOs) (Percentage of CEOs)

Boards	Sex			Institution Type	
	All	Men	Women	Broad	Focused
	(n=61)	(n=54)	(n=7)	(n=36)	(n=25)
0	9.8	9.3	14.3	2.8	20.0 (2)
1	1.6	1.9	0.0	0.0	4.0
2	24.6 (2)	22.2 (2)	42.9 (1)	19.4 (3)	32.0 (1)
3	18.0 (3)	20.4 (3)	0.0	19.4 (3)	16.0
4	29.5 (1)	31.5 (1)	14.3	38.9 (1)	16.0
5	9.8	9.3	14.3	8.3	12.0
6	6.6	5.6	14.3	11.1	0.0

Institutional Affiliations

By the time a CEO reached their current position the majority had served in some capacity at three or more academic institutions. Twenty-three percent of CEOs had served at only one institution, while 24.6 percent served at either two or three institutions. Only 11.4 percent of CEOs served at more than four separate institutions.

The rank of the percentages held true for the majority of men and women serving in a CEO capacity, as 68.4 percent of men served at two to four institutions, while 71.5 percent of women served at the same number.

The greatest differences in results came when the data were examined based on institutional type. Less than 14 percent of broad school CEOs had only been employed at one academic institution compared 36 percent of focused school CEOs. Twenty-eight percent of CEOs from focused schools were at their second institution, for a combined total of 76 percent having served at one to three institutions. Twenty-two percent of broad school leaders had served at two institutions, while 33.3 served at three and 22.2 percent served at four, the remaining 8.4 percent served at five to six institutions. Focused institutions had individual CEOs who had served at five, six, seven, and nine separate institutions.

Table 29

Institutional Affiliations of CEOs (Percentage by CEOs)

Institutional Affiliation	Sex		Institution Type		
	All	Men	Women	Broad	Focused
	(n=61)	(n=54)	(n=7)	(n=36)	(n=25)
1	23.0 (3)	24.1 (3)	14.3	13.9	36.0 (1)
2	24.6 (2)	24.1 (3)	28.6 (2)	22.2 (3)	28.0 (2)
3	24.6 (2)	25.9 (1)	14.3	33.3 (1)	12.0 (3)
4	16.4	14.8	28.6 (2)	22.2 (3)	8.0
5	3.3	3.7	0.0	2.8	4.0
6	4.9	3.7	14.3	5.6	4.0
7	1.6	1.9	0.0	0.0	4.0
9	1.6	1.9	0.0	0.0	4.0

## **CHAPTER FIVE**

### **Conclusions and Discussion**

The central focus of this study was to define the career patterns and profiles of the Canadian university CEO. As well, it was anticipated that a career pattern model and profile would be defined. This chapter provided some discussion about the results obtained from the data provided by 61 Canadian university CEOs. The chapter was broken into three major sections. The first section restated the purpose and set the framework through which the conclusions were provided. The first section also focused on the conclusions regarding career patterns and profiles of the Canadian university CEOs. The second section provided a discussion relating the findings of the study to prior research. The third section addressed the implications of the study as they related to further research and practice.

#### **Summary of the Findings**

This section on findings focused on two main issues: the career patterns and the profiles of Canadian university CEOs. The order in which the findings and analysis were completed was the same for the discussion. Therefore, the career patterns were examined from the first position through the current position. The profiles were developed through sex, age, marital status, religion, and academic background.

#### **Findings Regarding the Career Patterns**

The findings from an examination of the career patterns suggested several conclusions. First, the entry position of an educator (professor or teacher) was the most prevalent, suggesting that an educational career was vital to obtaining a future presidency. If an educator position was not the entry position, those who started in other fields quickly moved into the educator position, predominately in higher education institutions.

Second, the previous position of employment for Canadian university CEOs was dominated by upper level administrative positions, suggesting experience in academic management was necessary prior to moving into a presidency. The time required in the

previous position, generally five years or less, demonstrated the mobility within the administrative side of higher educational institutions. Mobility was associated with risk. However, this was not the case with those who moved into a presidency, as over 70 percent held tenure in their previous position. The importance of academic and administrative employment was evident by the time required in these two fields, approximately 10 years in each. These findings related to employment suggested that CEOs were meeting socialization requirements for their current position.

Third, findings related to the current position suggested that the majority of CEOs were new to their position, implying that a limited number of CEOs had an interest in a presidency at another institution. CEOs were not hired by the institutions where they had completed their duties in their previous position. They were hired externally. The majority of CEOs were in their positions for five years or less, suggesting that long careers (those over 10 years) were not typical. CEOs were secure in their positions, more so than in their previous position, as over 75 percent held faculty tenure (an increase of 5 percent).

Fourth, two career patterns were identified, though a strong majority followed the academic career pattern. The position of dean was the least potent position in the academic career pattern, and the one for which other kinds of administrative experience were most often substituted. Faculty experience was the dominant entry position for CEOs. Only eight CEOs in the academic career pattern skipped over a faculty position. In the administrative career pattern, the least potent position was the entry/middle staff position. Five of the eight CEOs who followed the administrative career pattern either missed this position completely or held such a position in an organization not related to academics. The academic and administrative career patterns were an accurate depiction of the career experience of the current Canadian university CEOs in a general sense. More individuals conformed to variations of the "norms" than to the "norms" themselves.

Finally, the careers of university CEOs were incredibly varied, so varied that a composite profile or Canadian career model for university CEOs was not developed. Within this study, a chronological examination of the CEOs' careers found only two career patterns that mirrored one another from entry position to current position.

Therefore, it was concluded that developing a model was inappropriate as the career pattern resembled the structure of a “familytree” more than a standardized career pattern.

The career pattern model put forth by Cohen and March (1986) and Moore et al. allowed for position titles to be placed within a framework that did not take the chronological order of the positions into consideration. By ignoring the chronological progression of the career, researchers developed a pattern that created a misleading representation of university CEOs’ careers. By replacing the academic and administrative career patterns with the notion of a familytree, or “career tree,”<sup>2</sup> a concise model was developed (See Appendix F). The careertree demonstrated that while particular positions were common to the CEOs, the actual chronological progression of their careers was radically different. The careertree followed the same pattern as a familytree. The top position was the presidency followed by all previous positions, which in turn were followed by their previous positions until the first position was reached. When mapped, the careertree provided a comprehensive view of the chronological and ordered development of the CEOs’ career. The comprehensive view of the CEOs’ careers suggested that there was no ordered movement through positions in any particular order—there was a randomness to their career development.

### **Findings Regarding the Profiles**

The findings from an examination of the profiles of the Canadian university CEO suggested several conclusions.

First, the position of university CEO was dominated by men, as women made up less than 20 percent of the population, and less than 12 percent of the respondents. Second, the median age of the CEOs was 54, with a majority in their 50s. Third, the majority of CEOs were married. Women CEOs differed most from the marital findings as less than 60 percent were married; the remainder were either separated or divorced. Less than 60 percent of the spouses of university CEOs were employed. Husbands were likely to hold full-time employment, whereas wives were either not employed or worked part-

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<sup>2</sup> The notion of a career tree means that the career pattern branches out like that of a family tree. Career positions make up levels within the career tree demonstrating the development of similar and dissimilar careers.

time. Fourth, Christians, predominately Protestants, held the majority of university presidencies. Fifth, in terms of academic background, CEOs held a Ph.D. in a Profession or Humanities subject from an institution outside of Canada. None of the women held their highest degree in a Profession or Science, instead all were in Humanities or Social Sciences.

### **Findings Regarding Additional Findings**

The additional findings were related to place of birth, first language, mother's and father's ancestral background, honorary degrees, and external boards.

The majority of the Canadian CEOs were born in Canada, despite the almost 27 percent who were foreign born. A greater percentage of broad institution CEOs were born in Canada than those at focused institutions.

The majority of CEOs spoke English as their first language; this majority was lower among women and focused institution CEOs.

British ancestry was dominate among mother's and father's backgrounds. French accounted for one fifth of the total of both parents. On the whole, 95 percent of the university CEOs were of European heritage through both their mother's and father's family.

Honorary degrees were infrequently bestowed upon the university CEOs. Less than 30 percent of CEOs had ever received one. Almost half of those at broad institutions received one honorary degree or more compared to 4 percent of focused institution CEOs (one recipient). The number of honorary degrees bestowed upon the CEOs ranged from zero to nine.

Most CEOs were involved in the community outside of their institutions serving in some capacity on a number of boards. The majority of institutional leaders served on two to four boards. Almost all broad university CEOs served on external boards, while 20 percent of focused institution CEOs served on none.

### **Discussion of the Findings**

The discussion of the findings on the Canadian university CEOs was developed in the same manner in which the literature review, and findings were organized. The discussion revolved around the career patterns and profiles of the CEOs, as introduced in the statement of the problem. Various areas of focus for the literature review aided in the development of the research questions, which allowed for the findings from this study to be compared with those of prior studies.

### **Career Patterns of University CEOs**

As in previous sections the focus of the discussion moved from early positions to the current presidency.

As stated in the summary of findings, the career patterns of the Canadian university CEO began with a teaching position at a university. Having spent roughly ten years in a teaching position, the individual moved into academic administration, where another ten years was spent. Having moved through the hierarchy of positions (in no set order)- department chairperson, dean, vice-president- the individual became CEO through an external hiring.

The Canadian university CEO developed career patterns that could not be identified as American, or be seen as strongly related to the prior Canadian study (Muzzin & Tracz, 1981). The data that defined the career pattern in 1981 in Canada, and more recently in the United States, was a portrait of a career pattern at a given time. The career patterns that were uncovered from the 1996 Canadian university CEO, was unique unto itself. For almost 30 years, researchers had examined the academic career pattern, and more recently the administrative pattern, which accommodate the titles of the CEOs' prior job titles. The current study found that there were existing career patterns, in the sense of an ordered path of positions, that led to a university presidency. However, these career patterns did not account for the ordered chronological development of the CEOs career. What existed was a career pattern that was identified as a careertree. The career tree contradicted Cohen and March's (1986) notion of a career pattern, suggesting that their model represented a career pattern typology. This discussion centered around the findings



of this study in reference to its similarities and differences to previous American and Canadian studies. The findings relevant to creating a greater understanding demonstrated the importance of continued study of the university CEOs.

### **First position.**

The entrance into the career ladder or stream was for the CEOs of 1996 - 1997 the same as it was for the CEOs of 1965 (Bolman) and 1971 (Ferrari). A teaching position at an institution remained the primary entrance into the career pattern of the university CEOs. Muzzin and Tracz (1981) noted that CEOs had to "do one's time" in academia in order to move from the teaching and instructional side to the administrative side of a university.

### **Previous position.**

This study found that individuals moved to the presidency from a variety of positions. The dominant previous positions were vice-president, dean, CEO, professor, and director. These findings were counter to the findings of Muzzin and Tracz (1981) who found that over 52 percent of the CEOs came directly from the position of dean, followed by department heads, vice-presidents, and a prior presidency. An apparent shift toward hiring those from the dominant administrative positions has taken place. Such a move shifted the Canadian CEOs into career patterns that were more like those of American university CEOs (Ross et al., 1993).

Within this study, several issues related to the previous position were addressed, such as the number of years in previous position and faculty tenure in previous position. Again, the findings related to these two areas provided a marked difference to those of American CEOs' career patterns. Canadian university CEOs tended to spend a longer period of time in their previous position (37 percent spent 6 to 10 years) than their American counterparts (28.5 percent spent 6 to 10 years). Perhaps the longer time period in a previous position in Canada was explained by the fact that over 70 percent of CEOs held faculty tenure in their prior position compared to less than 40 percent of their American counterparts (Ross et al., 1993).

### **Present position.**

The current position offered the greatest range in terms of studies for comparison and discussion. There was an increase in the number of CEOs in their second or third presidency since 1981 (Muzzin & Tracz). In 1996 - 1997, over 15 percent of the presidencies were filled by candidates who had already been a CEO, an increase of 4 percent since 1981. This finding appeared to represent another shift toward the American career pattern that found less than 19 percent of the CEOs serving in more than their first presidency (Ross et al., 1993).

In 1981 (Muzzin & Tracz) over 40 percent of Canadian university CEOs were found to have been hired internally; this percentage decreased to less than 27 percent. In fact, the percentages for internal and external hiring were less than one full percent off the findings of the ACE study of American university CEOs (Ross et al., 1993).

The Canadian CEOs' career again proved similar to that of their American counterparts in terms of the number of years in the current presidency herein. One percent separated the CEOs who were in their first year, 10.7 percent of Canadian CEOs compared to 11.7 percent of American CEOs (Ross et al., 1993). A comparable number of Canadian and American CEOs spent over 11 years in their current positions. However, a larger percentage of American CEOs were in their position for longer periods of time. In short, the Canadian CEOs spent less time in their presidency than their counterparts in American institutions.

One of the greatest areas of disparity between Canadian and American presidencies was faculty tenure in the current position. Over 75 percent of Canadian CEOs held faculty tenure at their institution compared to less than 35 percent of American CEOs (Ross et al., 1993).

While career pattern findings as they related to the current position showed some development in terms of trends in Canada, it was difficult to assess their importance relative to the study of Muzzin and Tracz. The prior Canadian study was limited in its focus, which hampered the development of a comparison in this study, but at the same time it demonstrated the importance of conducting a more comprehensive examination of

the CEOs' career pattern. Therefore, the findings demonstrated trends in Canada, while demonstrating the similarities and differences of Canadian and American university CEOs.

### **Employment History.**

This study was consistent with previous studies of CEOs in that it found extensive employment histories in academic and administrative positions, with some limited experience outside academic institutions and, that, mostly for women CEOs. These findings were consistent with findings in the United States in the 1960s and 1970s (Bolman, 1965; Ferrari, 1970); however, CEOs in the United States recently spent much shorter periods of time as faculty members (Ross et al., 1993).

Almost 90 percent of Canadian university CEOs had an academic career, while this was the case for less than 75 percent of American university CEOs. Also of surprise was the duration of the academic career in the United States (6 years) compared to Canada (10 years).

Clearly, Canadian institutions placed an emphasis on hiring a CEO who had a strong academic background balanced by an equal number of years in an administrative capacity. It appeared that Canadian institutions were more traditional in their hiring of administrators, in the sense that they hired academics, not just administrators. American institutions hired a quarter of their CEOs with no academic experience.

The study of the CEOs' careers outside of academic institutions was limited, and not examined in the Canadian context, except for addressing the CEOs after they left office, not before they entered it. Regardless, the Canadian university CEOs spent a limited amount of time in outside positions (median of two years). Almost half were never employed outside of a formal post-secondary institution.

It was safe to conclude that Canadian institutions valued a balance of proven academic scholarship with academic administrative training. While this may be the case in the United States in elite institutions, it was not well addressed in recent literature. Therefore, it was evident that the career history of Canadian university CEOs was much different than their counterparts in the United States and the Canadian CEOs of 1981.

### **Career pattern models.**

The career patterns of the university CEO were examined in this study as being either academic or administrative in nature. The model for this study was developed by several researchers (Cohen & March, 1986; Moore et al., 1983; Wessel & Keim, 1994). This study placed the Canadian CEOs into one of the two models. Over 85 percent of Canadian university CEOs developed careers that could be described as academic in nature, while the remainder were administrative. In the United States less than 70 percent of the CEOs followed a career pattern that could be described as academic in nature (Wessel & Keim, 1994). While all presidents had their career history placed into the academic or administrative career pattern, it seemed inappropriate to rely only on this model. Therefore, the careertree model was proposed.

The careertree model allowed for an ordered chronological examination of individual careers and all CEOs' careers. By developing the careertree model it was hoped that careers would be seen as having a randomness quality about them. While individuals might have the same position titles during a career, they may not be in the same order; thus, it would be inappropriate to conclude that two individuals had the same career pattern. The careertree affirmed the existence of the flat hierarchy in universities. While consistent position titles were held in the first couple of levels, they quickly changed into a broad spectrum of titles.

By utilizing the academic and administrative career patterns one type of career pattern was identified. Through the use of the careertree it became apparent that though careers may fit in a model, they were not necessarily similar in their development.

### **Summary of career patterns discussion.**

One thing was clear, the Canadian university CEOs had careers that were different from those of their predecessors and those of their counterparts in the United States. CEOs entered the work force in the same position and end up in the same position, but their careers were loosely similar, bordering on aspects of randomness.

Several concerns arose during the study of the career pattern. First, the application of position titles into a framework was misleading in the creation of a "career

model.” It was misleading in that it did not account for ordered movement. A CEO could have been a professor, a vice-president, a dean, followed by a department chair. Yet within the CM model all that was known was that the CEO held the four major titles of the academic career pattern. By placing titles into a framework, scholars attempted to reject the notion of academic institutions being a flat hierarchy (Bossert, 1982; Estler & Miner, 1981; Holmes, 1982; Scott, 1978). After examining the chronologically ordered career history of the Canadian university CEOs, it was evident that a typical career pattern did not exist. Researchers could identify the previous position of a CEO and the second previous position, but after that the career patterns were so varied that a clear pattern could not be recognized. As noted in the findings, only two career patterns contained multiple individuals, throwing the notion of the existence of a career pattern into limbo. The existence of a career typology through the academic and administrative career model was evident. However, it raised more questions about the use of a model that was not based on an ordered chronological examination- the career tree.

There were several findings that were considered salient. First, it was apparent that the university CEOs career pattern was unique to the individual. While the majority of the CEOs entered the work force through an educational position, the balance of their employment experience was related to administrative functions. The academic who inadvertently moved into an administrative position was not found to be the norm. Those individuals who moved into upper-level management positions at universities clearly wanted to be administrators. This position was supported by the development of a balanced career history, as well as the fact that individuals moved into the presidency from a variety of positions. Canadian universities were led by professional administrators, who happened to be academics prior to moving into the CEO position.

Second, those who moved into a presidency were protected from capricious removal by faculty tenure. Very little risk in terms of employment security was found in the presidency.

Third, while this study focused on the CEOs as a population, breaking the CEOs down into sex and institutional types provided a clear portrait of the differences found between men and women, and broad institutions and focused institutions.

Women were not hired through an internal network at an institution they served, they were externally hired. Women were also newer to their position than men. It was evident that there has been a slow transition toward the hiring of women for both types of institutions. Men and women clearly had different career patterns.

Broad and focused institution CEOs provided a contrast in terms of their qualifications and their history. It was evident that broad institution presidents had a stronger academic background (held a larger percentage of faculty tenure), and were more recognized for their achievements. Focused institution CEOs were less secure in their position, and were also less likely to come from an academic administrative position to their current position. Institutional differences marked a strong contrast between the career patterns of the CEOs.

### **Profiles of University CEOs**

To have an adequate discussion on the profiles of the Canadian CEOs it was necessary to define the profile, then discuss the relationship to prior research.

The typical Canadian university CEO was male, 54 years old, married, had a spouse who was either not employed or works part-time outside of the university community, was a Christian (Protestant), who earned a Ph.D. in a Profession or Humanities from an institution not in Canada. If the CEO was a woman, then her age was 53, she was not married, and had earned a Ph.D. in Social Sciences or Humanities at a non-Canadian institution. If she was married, her spouse was employed full-time.

### **Sex.**

One of the largest changes that occurred in the Canadian presidency was the increasing number of women who served as CEOs. In 1981 Muzzin and Tracz stated, "This study is consistent with previous studies of [CEOs] in that there are virtually no women" (p. 339). This situation was no longer valid. Women made up almost 12 percent of the respondents, and almost 17 percent of the available population in Canada. This increase paralleled the growing number of women serving as CEOs in the United States. The percentages were almost identical.

### **Age.**

As the Canadian universities CEOs' median age was 54, it was clearly placed within the parameters and findings of prior studies from the United States. While the age was similar to that of the CEOs' counterparts, it had changed dramatically within the Canadian context. From 1981 to 1997, the age of the university CEO increased approximately five years. Several explanations explained this shift. First, the CEOs in office in 1997 had been in their position for longer periods of time. Second, the development of a career that took 20 years to unfold, paired with an increased number of academic administrators, might have provided those hiring CEOs the opportunity to select a veteran administrator, who was not available in the past.

The increased age of the CEO may be related to the influence of administrative careers, as civil servants moved into academic institutions after serving 20 to 25 years in public life. Regardless of the reason, the CEOs of Canadian universities have aged considerably in the past 15 years.

### **Marital Status.**

Related to sex was the marital status of the CEOs. The findings of this study were consistent with those found in American studies (Green, 1988a; 1988b; Ross et al., 1993). Men were far more likely to be married than women in Canada. However, compared to the American findings, Canadian women were more likely to be married, and men were less likely to be married than their counterparts. The divorce or separation rate of the women in university presidencies related to the difficulty women face in becoming institutional leaders.

The spousal employment rate was higher in Canada than in the United States. However, the employment of wives in Canada was more likely to be part-time, whereas a greater percentage held full-time positions in the United States. Also of interest was the fact that the spouses of Canadian CEOs were more likely to be self-employed than their American counterparts.

### **Religion.**

The religious affiliation of the university CEOs marked another difference between Canadian and American CEOs. Christianity was the dominate religion among university CEOs in Canada and the United States. Those CEOs of Jewish or Roman Catholic faith held a larger percentage of the presidencies in Canada than they did in the United States, while Protestants held a smaller share. Canadian CEOs presented a more diverse population in terms of their religious preferences than their counterparts.

### **Academic background.**

Academic background was addressed in a threefold manner: field of study, highest degree earned, and location of the institution where the highest degree was earned. In terms of the development of a profile and comparisons to the past, this section offered the most insight into the changes that occurred to the Canadian university CEOs.

In 1981, the majority of Canadian university CEOs (58.2 percent) received their highest degree in a Profession or Science related field (Muzzin & Tracz). It was speculated that change would occur when institutions became concerned with the alienation of the student body and the fiscal dilemmas (Muzzin & Tracz, 1981). The speculation of yesterday turned into today's reality. A shift in the focus of university CEOs' academic backgrounds occurred. While the Professions still ranked as the most common type of degree, it was followed by Humanities. Science moved into a tie with Social Sciences for the third most popular degree; the profile had changed.

The highest degree remained standard, as the typical CEO received a Ph.D. The findings from this study merely echoed the findings of American studies (Green, 1988b; Ross et al., 1993). One of the interesting facets of the Muzzin and Tracz study was their use of "geographic circling" to identify where CEOs came from to their current presidency. Issues included in geographic circling were place of birth and where one attended university. In the current study, 16 of the 61 CEOs (26.7 percent) were foreign born. The 26.7 percent represented an increase of almost 10 percent since 1981, when the percentage of foreign born CEOs was 18.7 percent. Not only were Canadian CEOs



coming from other countries, but the majority were receiving their highest degrees from other countries, too.

Less than 50 percent of Canadian university CEOs received their terminal degree from a Canadian university. Favorite locations around the world were the United States, UK, and France. In many respects, the diversification of the presidency was vital in that the leaders of multicultural institutions were given an opportunity to examine issues and concepts in a different context than they might encounter in Canada.

### **Summary of profiles discussion.**

The profiles of the Canadian university CEO were varied and numerous, more importantly they are ever-evolving. The profile lets the potential role aspirant look at themselves as more or less like those who were CEOs. Shifts will occur; therefore continued study of the profile is vital.

Several salient findings were located within the analysis of this study. Though the number of women was low, their profile provided a true contrast to that of the men. Findings showed an increase in the number of women who were CEOs. Women were older than men when afforded their first opportunity in a presidency. Marital status demonstrated a difficulty women face in moving through the academic ranks toward a presidency. Women also held less formal titles than men, director general and director were more common than the traditional president, principal, or rector.

A majority of the CEOs were no longer staying in Canada for their education, nor were they necessarily born in Canada. All findings related to the CEOs' profile made it clear that differences were evident when examining men and women, as well as broad and focused institutions. Clearly, broad institutions selected leaders that fit into their institution's culture, often hiring the traditional academic over the administrator.

Were the CEOs of Canadian universities more like their American counterparts than their Canadian predecessors? It was difficult to determine as so little research on the profile of CEOs has been done in Canada compared to the United States. Clearly in some respects Canadian and American CEOs were similar- sex, marital status, highest degree earned- but these did not make Canadian and American CEOs alike. Our societies and

cultures determined how we fit into our surroundings more than our profile. The Canadian CEOs' profile in 1996 - 1997 was varied compared to recent American profiles and the Canadian presidential profile of 1981. It was the fact that shifts occurred and impacted on the profile that was important. To continue to study the profile and development of trends in the future more research in this area is needed.

### **Implications**

The study of the career patterns and profiles of the Canadian university CEO had several implications. First, the lack of studies and research on the university presidency in Canada led to the near exclusive use of United States studies to provide the theoretical and practical literature relevant to this study. By completing a broad study on the career patterns and profile, future researchers will have a base from which their studies could compare shifts in the findings largely unavailable prior to this study.

Second, the career patterns of the Canadian university CEOs were identified as fitting the academic or administrative career model. At the same time, the lack of a historical chronologically ordered career pattern validated the notion that universities and higher educational institutions were flat hierarchies with almost indiscernible career patterns. The findings and concerns relevant to the career pattern will hopefully lead to some debate over the use of career pattern models and typologies. The CM model should be valued as a typology, as it clearly does not follow any ordered development of a career pattern; it merely plugs position titles into a typology model. To assist in the development of studies on career patterns, a careertree model was proposed to examine the ordered chronological aspects of the career.

Third, the profile of the Canadian university CEO was ever-shifting; with each new CEO the profile changed. By creating a profile for the CEOs in 1996 - 1997, a researcher in later years could examine shifts that have occurred with Canadian CEOs related to a Canadian study, not an American study.

To understand any change in the career patterns or the profiles, responsibility must be taken by the educational community to provide accurate studies on Canadian issues. For the identity of the Canadian CEO to be understood we must develop a broad base of

literature. The findings provided through this study will aid researchers and educators by providing them with a concrete framework in which the career patterns and profiles of the Canadian university CEO may be examined. Issues related to decision making processes can now be examined within a broader context- that of a particular type of university CEO. Future research may bring may new findings, but we would never know if they were new if we had not already researched the field thoroughly.

The greatest contribution of this study was that it demonstrated that the individuals who became university CEOs had diverse career patterns and profiles. Noting the diversity, it was evident that a CEO was selected by an institution to fit the needs of that particular institution. While the career pattern and profile demonstrated the standards and appropriateness of the candidate's socialization for a presidency, ultimately it was the university that chose the candidate. Clearly, universities did not select CEOs based on their career pattern, as almost none were identical. These findings require further study of the Canadian university CEO beyond their career pattern and profiles; it requires the examination of the hiring process as viewed by the institutions. Ultimately this study examined the individual and found that the organization based its selection process on something other than career patterns and profiles- that of a symbolic fit between the potential CEOs' qualities and the institutions' needs.

### **Future Research**

While this study was able to examine the career patterns and profiles of Canadian university CEOs, and establish a career pattern model and profile for future research, more studies are required to answer questions that developed through this study. I support any research that would further the study of these individuals, and their office.

Replication of this study is recommended using the total population of Canadian university CEOs. Results could be gathered on individual CEOs each time they come to a new presidency, and a comprehensive study could take place at five year intervals. The results of such a study could then be compared with this one to ascertain whether significant differences exist. The development of a databank on Canadian university CEOs' career patterns and profiles would aid in accessing issues related to the presidency.

As noted in the literature review, this study examined the CEOs, not the presidency. A like study could be undertaken to determine differences in presidencies based on organizational type (doctoral granting, comprehensive, small universities). Such a study could develop patterns and profiles specifically oriented to the needs and types of institutions. For example, would the CEO of a small university have a similar career pattern or profile when compared to a CEO of a large institution? Why or why not? Does a university's culture dictate the selection process of CEOs.

All 61 university CEOs in this study were selected by particular institutions for particular reasons. Since the career patterns and profiles of CEOs were known, a study of why these individuals were selected to be institution leaders should be undertaken. An examination of the selection process might offer insight into the development of a university's culture, hierarchy, and politics.

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**CANADIAN UNIVERSITY PRESIDENTS STUDY****Section 1 Character Profile**

1. Name of Institution: \_\_\_\_\_
2. Name of Chief Institutional Officer: \_\_\_\_\_
3. Exact position title (e.g., president, principal): \_\_\_\_\_
4. Date appointed to present position: \_\_\_\_\_  
month/year
5. Do you hold a tenured faculty position at this time?  
(1) \_\_\_\_\_ yes  
(2) \_\_\_\_\_ no
6. Sex:  
(1) \_\_\_\_\_ male  
(2) \_\_\_\_\_ female
7. Age:  
\_\_\_\_\_
8. Place of Birth (city, include country if outside Canada): \_\_\_\_\_
9. Marital Status:  
(1) \_\_\_\_\_ never married  
(2) \_\_\_\_\_ married  
(3) \_\_\_\_\_ separated  
(4) \_\_\_\_\_ divorced  
(5) \_\_\_\_\_ widower/widow  
  
Do you have any children?  
(1) \_\_\_\_\_ yes  
(2) \_\_\_\_\_ no  
  
If currently married, does your spouse have paid employment?  
(1) \_\_\_\_\_ yes, in the same institution  
(2) \_\_\_\_\_ yes, in another institution or organization  
(3) \_\_\_\_\_ yes, self-employed  
(4) \_\_\_\_\_ no  
  
If your spouse is employed, is the employment:  
(1) \_\_\_\_\_ full-time  
(2) \_\_\_\_\_ part-time

10. What is your first language?  
 (1) \_\_\_\_\_ English  
 (2) \_\_\_\_\_ French  
 (3) \_\_\_\_\_ Other (please specify) \_\_\_\_\_
11. What is the predominant ethnic background of your ancestors, (e.g., Scottish, German, Spanish, Japanese)? (Optional)  
 (1) Mother's Family \_\_\_\_\_  
 (2) Father's Family \_\_\_\_\_
12. What is your religion (if agnostic or atheist please indicate)? (Optional)  
 (1) \_\_\_\_\_ Christian (please specify denomination) \_\_\_\_\_  
 (2) \_\_\_\_\_ Jewish  
 (3) \_\_\_\_\_ Muslim  
 (4) \_\_\_\_\_ Hindu  
 (5) \_\_\_\_\_ Buddhist  
 (6) \_\_\_\_\_ Other (please specify) \_\_\_\_\_
13. Please fill in the following regarding your formal education at the university level:
- | Institution Attended | Major Subject | Degree |
|----------------------|---------------|--------|
| _____                | _____         | _____  |
| _____                | _____         | _____  |
| _____                | _____         | _____  |
| _____                | _____         | _____  |
14. Please list any academic honours or distinctions earned during your undergraduate and graduate education: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
15. Have you been awarded an honorary degree from another college or university?  
 (1) \_\_\_\_\_ yes  
 (2) \_\_\_\_\_ no
- If yes, please give the number of honorary degrees received \_\_\_\_\_  
 and/or the number and types of other honorary degrees \_\_\_\_\_  
 name of the institution(s) \_\_\_\_\_

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

☐ corporate board(s)  
☐ educational organization board(s)  
☐ community service board(s)  
☐ college or university board(s)  
☐ health board(s)  
☐ foundation board(s)  
☐ governmental elected or appointed board(s)  
☐ religious, church-related board(s)  
☐ other (please specify) \_\_\_\_\_

## Section 2 Career Profile

17. With how many colleges or universities have you been associated as a faculty member or an academic administrator (including your present institution)?

\_\_\_\_\_

18. If the current presidency is not your first, please indicate how many institutions you have served in the presidential capacity?

\_\_\_\_\_

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

\_\_\_\_\_

Prior to your present presidency, how many years did you serve as a full-time academic administrator?

\_\_\_\_\_

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

\_\_\_\_\_

20. Position held immediately *prior to assuming current presidency*:

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

For how many years did you hold this position? \_\_\_\_\_

Did you hold a tenured faculty position during this time?

(1) \_\_\_\_\_ yes

(2) \_\_\_\_\_ no

21. First position held *on a full-time basis*:

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

22. Please list all full-time positions in chronological order from most recent, excluding those positions for which answers have already been given (include title, institution, city, and number of years in position):

Title	Institution	City	Years
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name of contact person if further information is required: \_\_\_\_\_

Telephone number (\_\_\_\_\_) - \_\_\_\_\_



# McGill

Faculty of Education  
McGill University  
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Faculté des sciences de l'éducation  
Université McGill  
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Facsimile/Télécopieur:  
(514) 398-4679

## CONSENT FORM

I hereby sign this document giving my consent to participate in the study being conducted by Robert C. MacGuire of McGill University. I understand that I will be part of a study that will focus on the career patterns and profiles of Canadian university presidents. The study is intended to contribute toward the development of a distinctively Canadian career pattern and profile for the study of academic administration, as well as historical purposes.

I have been informed, through correspondence, that the completion of the questionnaire is entirely voluntary. I may terminate my participation at any time. If I choose to terminate my participation, I will receive written confirmation of my withdrawal from the study.

I have also been informed that the questionnaire is confidential, with the allowance for personal staff and the researcher to complete the questionnaire under my direct authority. My answers to items on the questionnaire shall not be used for use other than specified herein. Further, no reports shall identify me or the institution I represent in any way.

---

Date

---

Participant's signature

---

Researcher's signature

Study: ROB - March 17, 1997

Number Of Variables = 31      Data Record Length = 38

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Variable 1      SCHOOL NAME  
Format: N2      SCHOOL NAME  
Offset: 1

1-70

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Variable 2      TITLE  
Format: N1      TITLE  
Offset: 3

1=PRESIDENT      3=PRINCIPAL  
2=RECTOR          4=OTHER

---

Variable 3      YEARS IN OFFICE  
Format: N2      YEARS IN OFFICE  
Offset: 4

1-15

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Variable 4      TENURE  
Format: N1      TENURE  
Offset: 6

1=YES          2=NO

---

Variable 5      SEX  
Format: N1      SEX  
Offset: 7

1=MALE          2=FEMALE

---

Variable 6      PLACE OF BIRTH  
Format: N1      PLACE OF BIRTH  
Offset: 8

1=CITY          2=TOWN          3=FOREIGN

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Variable 7      MARITAL STATUS  
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Offset: 9

1=NEVER          3=SEPERATED      5=WIDOW/ER  
2=MARRIED      4=DIVORCED

---

Variable 8      CHILDREN  
Format: N1      CHILDREN  
Offset: 10

1=YES          2=NO

---

Variable 9      SPOUSAL EMPLOYMENT  
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Offset: 11



1=SAME

2=ANOTHER

3=SELF

4=NOT

Variable 10 TIME ALLOTMENT  
Format: N1 TIME ALLOTMENT  
Offset: 12

1=FULL-TIME

2=PART-TIME

Variable 11 LANGUAGE  
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1=ENGLISH

2=FRENCH

3=OTHER

Variable 12 MOTHER  
Format: N1 MOTHER'S ETHNIC ORIGIN  
Offset: 14

1=UK

3=WEST EUROPE

5=OTHER

2=FRANCE

4=EAST EUROPE

Variable 13 FATHER  
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1=UK

3=WEST EUROPE

5=OTHER

2=FRANCE

4=EAST EUROPE

Variable 14 RELIGION  
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1=CHRISTIAN

3=ROMAN CATHOLIC

5=OTHER

2=PROTESTANT

4=JEWISH

Variable 15 HIGHEST DEGREE  
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1=PHD

3=MA

5=OTHER

2=EDD

4=MSC

Variable 16 FIELD  
Format: N1 FIELD  
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1=PROFESSIONAL

3=SOCIAL SCIENCE

5=OTHER

2=SCIENCE

4=HUMANITIES

Variable 17 LOCATION  
Format: N1 LOCATION  
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1=CANADA

3=USA

5=OTHER

2=UK

4=FRANCE

Variable 18 HONORARY DEGREES  
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Variable 21 PRESIDENCY  
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Variable 23 YEARS ADMINISTRATION  
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Offset: 26

0-40

Variable 24 YEARS OUTSIDE  
Format: N2 YEARS OUTSIDE  
Offset: 28

0-40

Variable 25 PRIOR TITLE  
Format: N1 PRIOR TITLE  
Offset: 30

1=PRES  
2=VP

3=DEAN  
4=DIRECTOR

5=PROF  
6=OTHER

Variable 26 INSTITUTION  
Format: N1 INSTITUTION  
Offset: 31

1=SAME

2=DIFFERENT

Variable 27 YEARS IN PRIOR  
Format: N2 YEARS IN PRIOR POSITION  
Offset: 32

1-40

---

Variable 28    TENUR  
Format: N1    TENURE  
Offset: 34

1=YES          2=NO

---

Variable 29    FIRST POSITION  
Format: N1    FIRST POSITION TITLE  
Offset: 35

1=PROF                      3=SCIENCE RELATED  
2=TEACHER                  4=OTHER

---

Variable 30    AGE  
Format: N2    AGE  
Offset: 36

40-70

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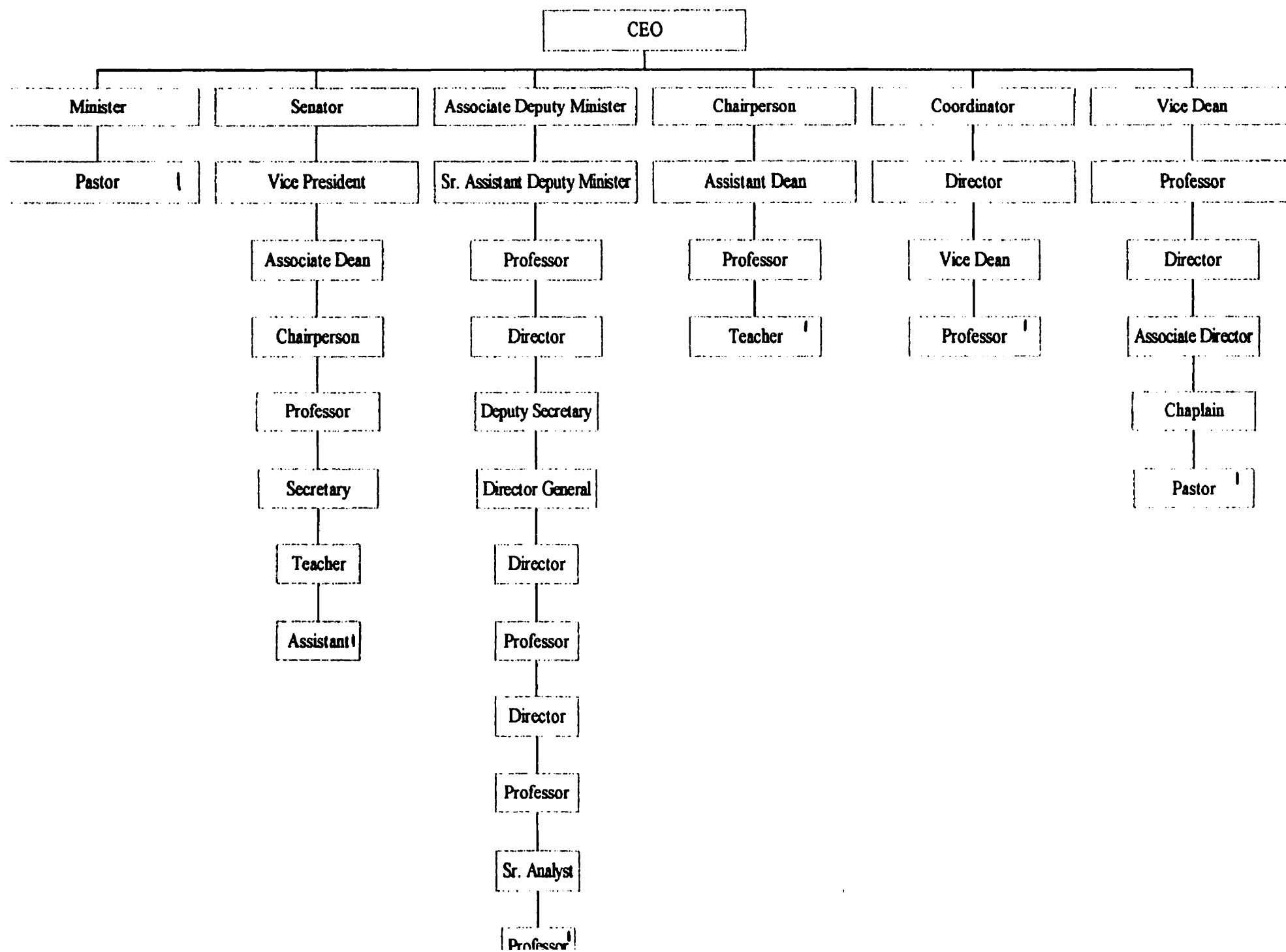
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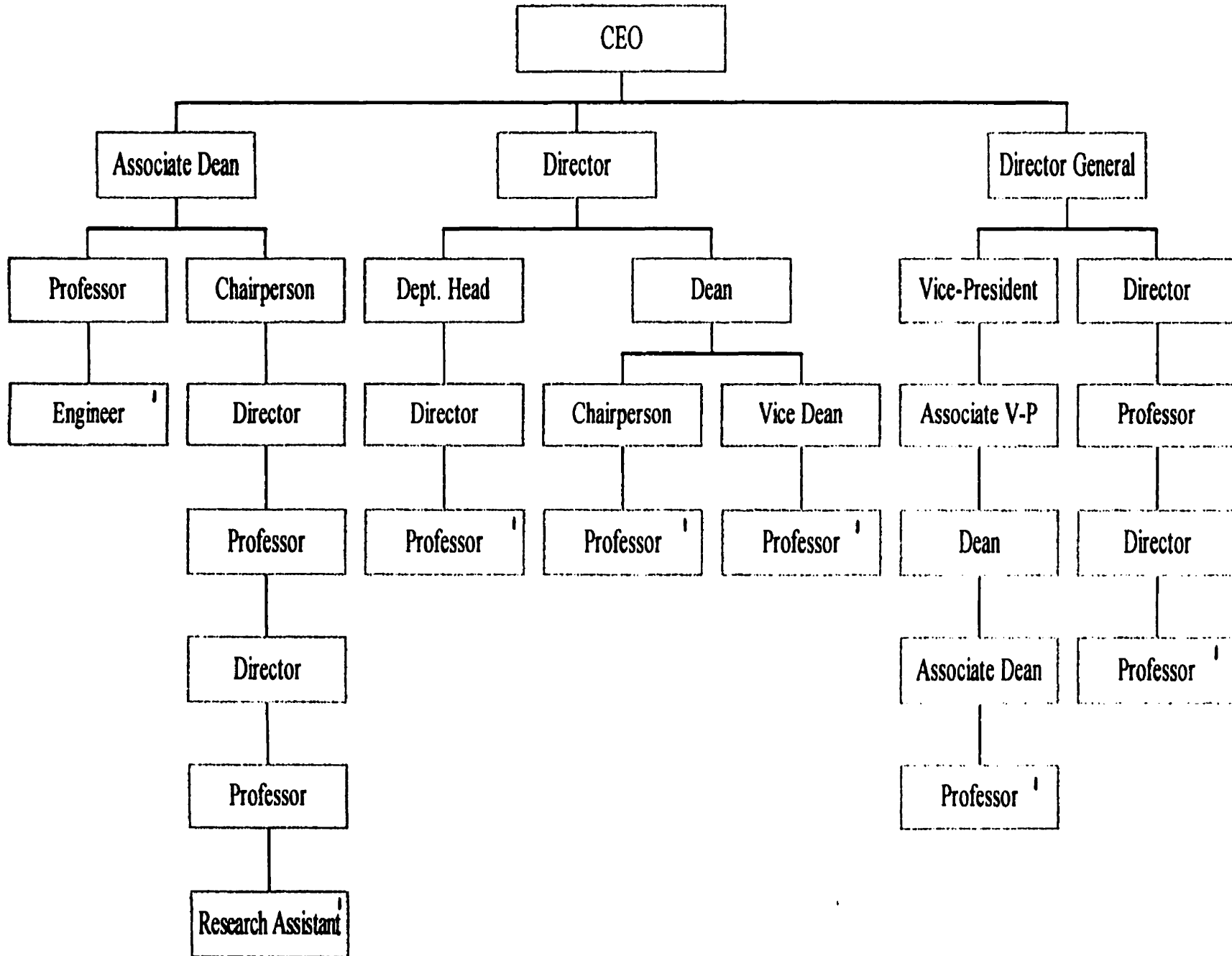
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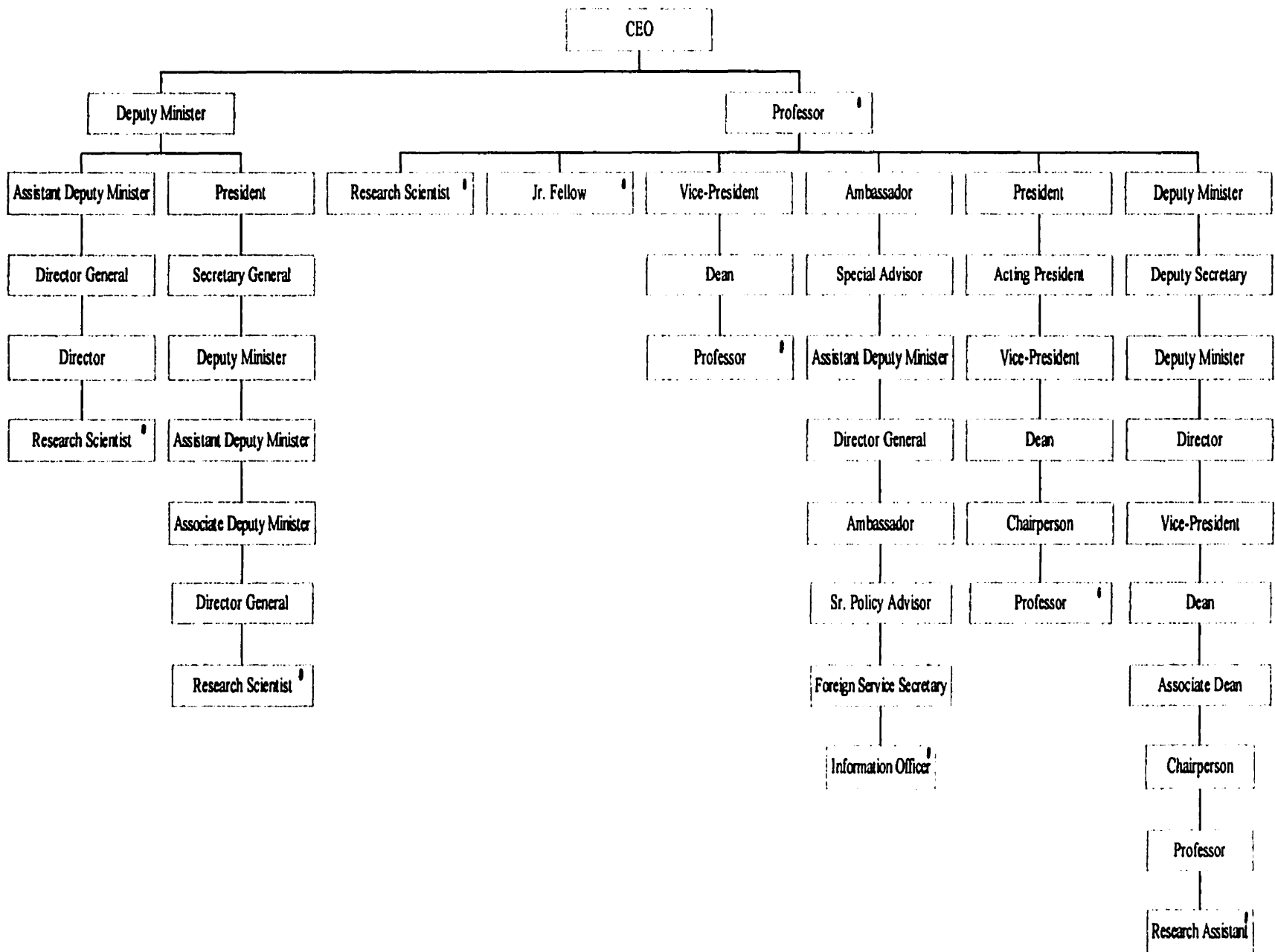
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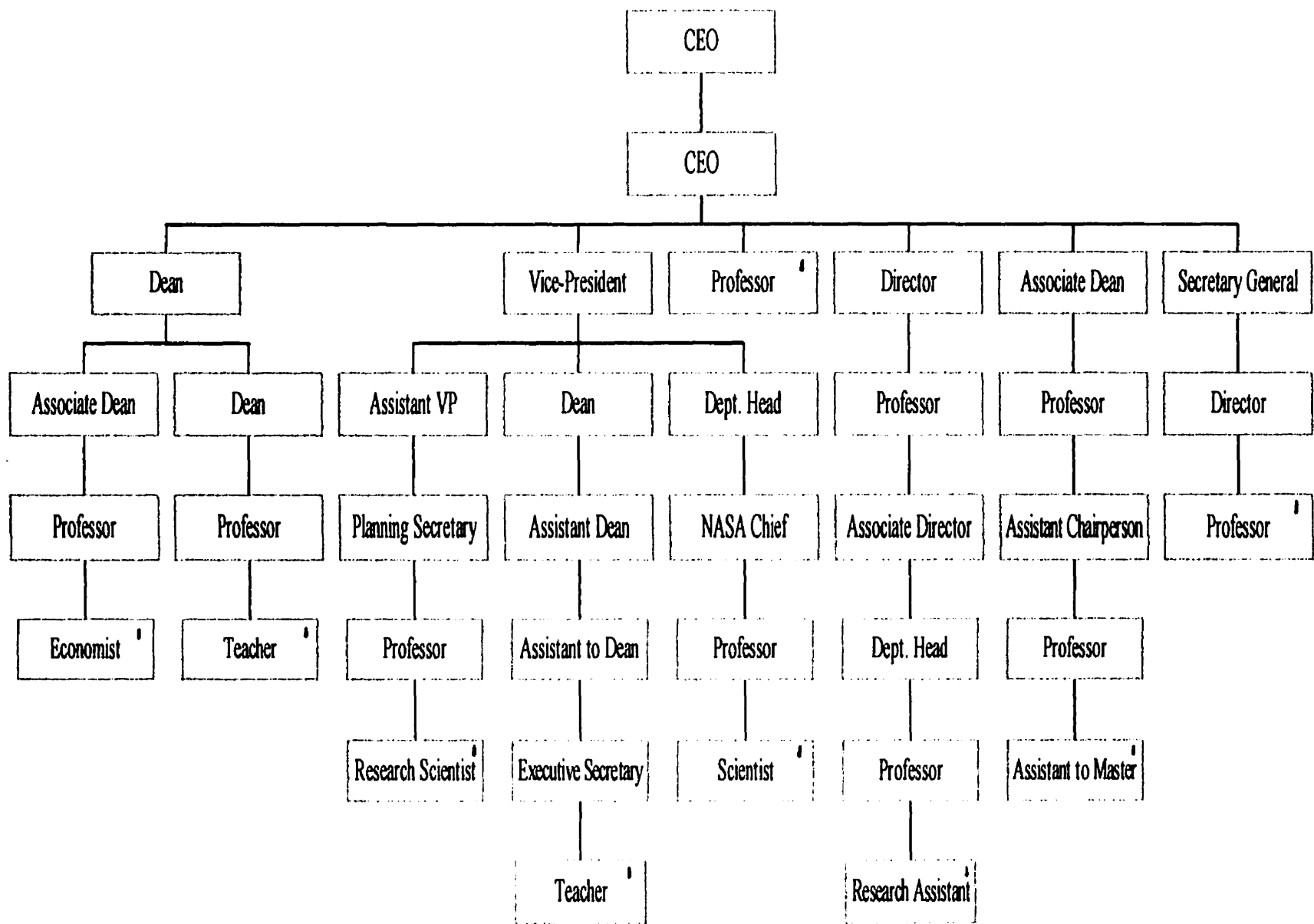
## Appendix F -- Career Tree

The career tree represents the career patterns of 59 Canadian university CEOs. The number inside the boxes at various levels indicated the number of individuals who started their career at that particular entry position. In several instances, individuals shared parts of a career pattern but not all, only individuals who had careers that began in the same position and followed identical steps had numbers greater than one.

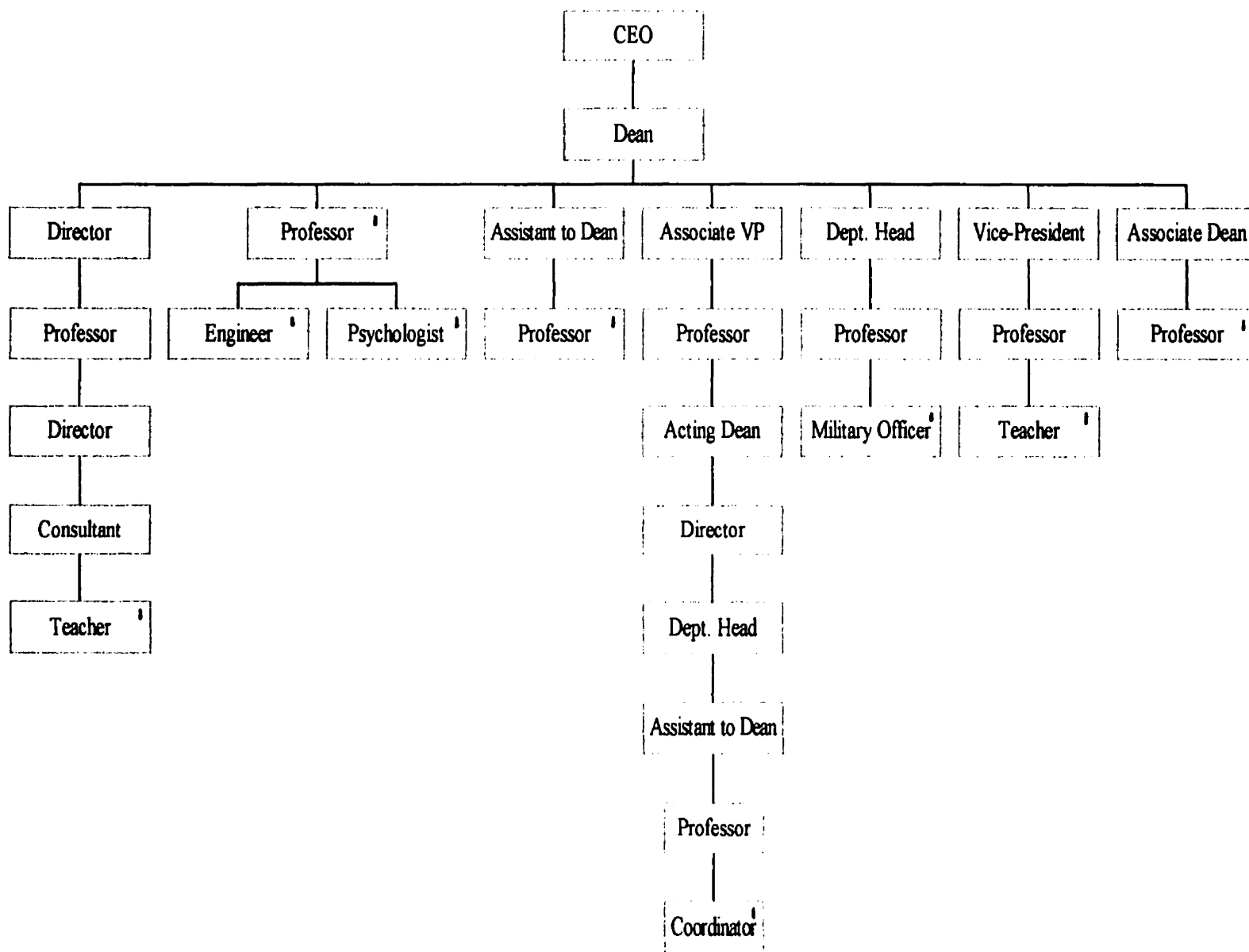


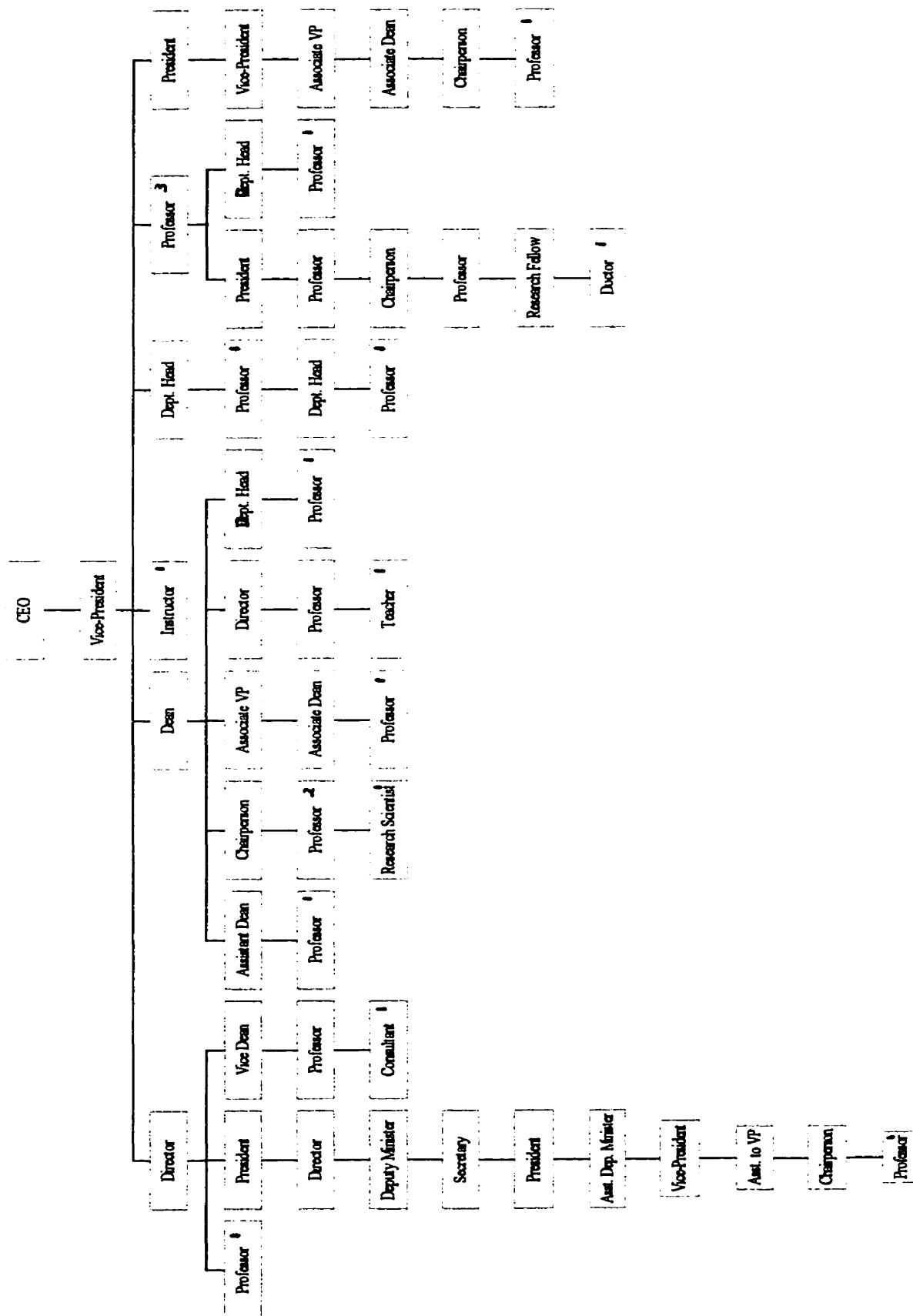




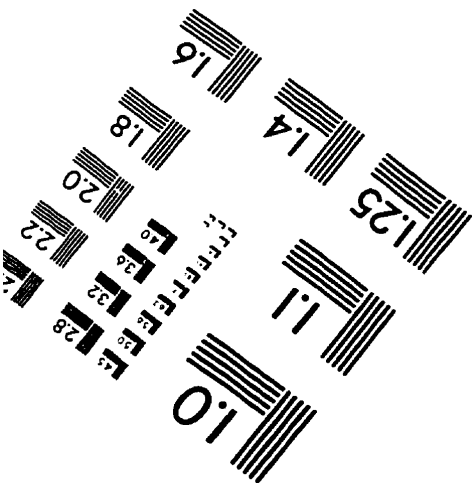
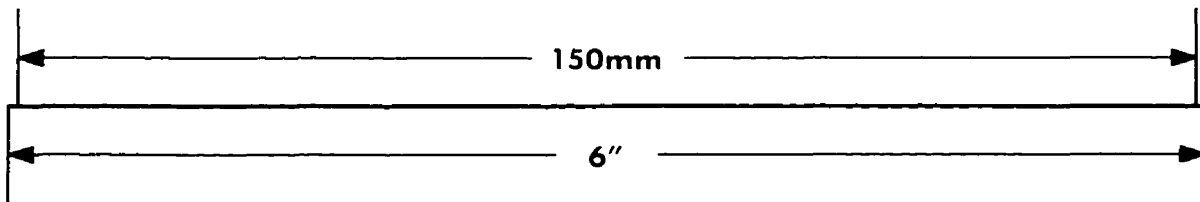
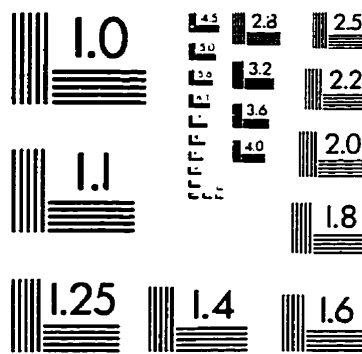
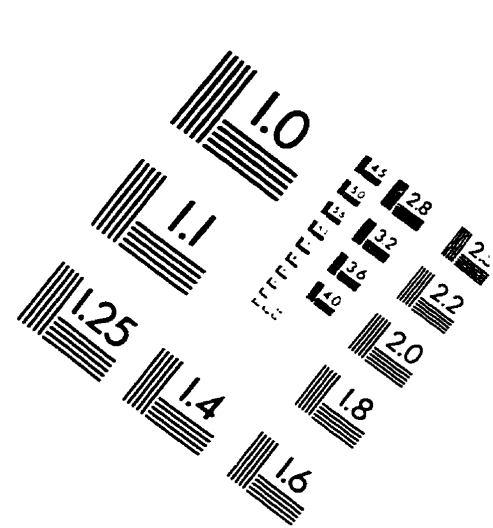
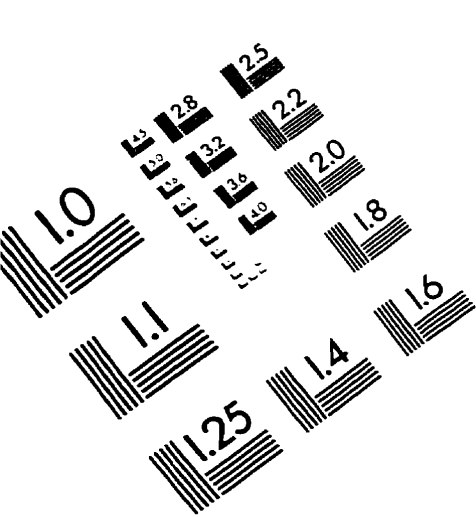








# IMAGE EVALUATION TEST TARGET (QA-3)



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