At the Intersection of Leadership and Career Development: A Narrative Inquiry into the Experiences of ACE Fellows

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Dedications

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Abstract of the Dissertation

At the Intersection of Leadership and Career Development:
A Narrative Inquiry into the Experiences of ACE Fellows

Colleges and universities face a wave of impending retirements in their administrative leadership ranks that could prove difficult to fill. Extant literature has primarily explained presidential paths as hierarchical ladders that aspirants move through from primarily a faculty administrative ladder and less frequently from nonfaculty positions. Although the career paths of presidents have been documented, the personal considerations an individual makes for choosing these pathways are not articulated. This study examined the career paths and considerations of potential senior leaders in higher education with a goal to understand how alumni from the American Council on Education (ACE) Fellows Program® (FP) incorporate the proposition of advanced leadership roles into their personal career narratives. Through a narrative inquiry based on Career Construction Theory, this dissertation examined the careers of eight alumni to understand their career paths and considerations.

Findings included highly individualized paths that were elaborated by multiple career metaphors. Fellows made decisions about entering higher education, advancing, initially incorporating leadership, and pursuing the FP to explore either a general or specific future leadership role. Fellows made considerations about the potential of a presidency as part of their careers and how to enact other types of senior leadership roles. Fellows also incorporated the concept of self as leader into their identities. Central to this incorporation was choosing an administrative or faculty career at a college or university, taking on an initial leadership role, having mentors reflect their potential for an even greater role, and undergoing the transformation of gaining a broader view of self and

higher education through the FP to achieve this. Fellows expressed a range of certainty about the future of their careers. None of the participants had a definite aspiration of a college or university presidency. All the Fellows viewed themselves as senior leaders, however, and have secured new positions and roles that are congruent with this identity. Understanding the career decisions of these emerging senior leaders can inform the development of future leaders for higher education.

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CHAPTER 1:

THE PROBLEM AND ITS SETTING

The presidency is the pivotal leadership role in a college or university (Birnbaum, 1992). The person who fills this role brings a vision for the future and develops the processes and resources to achieve that vision for the organization. Yet, colleges and universities face a wave of impending retirements in their administrative leadership ranks, particularly at the presidential level, that could be difficult to fill, as a variety of factors make these crucial leadership roles unattractive to high-potential emerging senior administrators.

The purpose of this study was to examine how potential senior leaders incorporate the proposition of advanced leadership roles into their personal career narratives using the alumni of the American Council on Education Fellows Program® (ACE FP) as a microcosm for investigation. The problem of practice explored by this study was the dearth of qualified leaders willing to pursue a college or university presidency. The problem of research this study addressed was that although there is literature about leadership pathways in higher education, this literature did not relate an understanding of why individuals pursue leadership responsibilities and roles as part of a career trajectory. The major significance of this study was its ability to inform the development of future leaders for higher education. Employing a constructivist framework, this dissertation examined the careers of eight alumni of the ACE FP to gain an understanding of their career paths and considerations through a narrative inquiry.

This chapter begins by contextualizing leadership in higher education. The chapter then presents the rationale for the study by outlining the problems of practice and

research, theoretical frameworks, and research question and subquestions. Next, it discusses the study's significance, delimitations, limitations, assumptions, and key definitions to offer additional context for the research. The chapter ends with the subjectivity statement as a way for the reader to understand the researcher's location in this study.

The Context of Leadership in Higher Education

Leadership frequently occurs as part of one's work life and is often integrated into a person's identity (Day & Harrison, 2006; Northouse, 2010). Moving from general notions about leadership to the context of higher education, this section defines leadership and discusses the context of leadership in higher education, including the challenges and rewards of leadership within colleges and universities.

Leadership Defined

Leadership is a complex and multidimensional concept that many have attempted to define, contextualize, and theorize (Green & McDade, 1991; Kezar, Carducci, & Contreras-McGavin, 2006; Northouse, 2010). As Northouse (2010) commented, "There are almost as many different definitions of leadership as there are people who have tried to define it" (p. 2). In his text on leadership, Northouse (2010) suggested the following definition: **"**Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). Leadership activities produce change through establishing direction, aligning people, and motivating and inspiring followers (Northouse, 2010). Building upon this general notion of leadership, academic leadership has been defined as building a community of scholars by empowering faculty to set direction and achieve common purposes (Wolverton & Gmelch, 2002).

Beyond the wide variety of definitions of leadership, theorists advance different views of leadership, and these theories continue to evolve (Day & Harrison, 2006; Kezar et al., 2006). (A summary of major leadership theories is offered in Appendix A.) It is notable that only one theory, the skills approach, remotely discusses leadership in the realm of careers (Northouse, 2010). The skills approach to leadership emphasizes skills and abilities that can be learned and developed over the course of a person's career as he or she confronts and solves more complex organizational problems and ascends the leadership hierarchy (Northouse, 2010). Indeed, Day and Harrison (2006) note the lack of leadership development theories and the emphasis on developing one's practice of leadership.

Higher Education Leadership: Challenges and Rewards

Higher education leadership roles—and particularly those at senior levels and the presidency—have their own challenges and rewards, with unique forces at play in leading and managing universities and colleges. These positive and negative influences contribute to individuals' view of the viability of leadership roles as part of their careers. Central challenges to higher education leaders include the environment in which it occurs, the divide between administration and faculty, and the resulting negative perceptions of leadership. Just as there are challenges, a number of rewards exist.

Challenges. Through a constellation of forces, higher education exists in a more turbulent, threatening, and competitive environment than it had even just a few decades ago (Rich, 2006). External influences include financial constraints, the need for assessment and accountability, and an environment of globalization and competition. An urgent need for leadership exists since regular state funding increases have ceased.

Finances, however, are just part of the picture. The decreased funding comes at a time when the forces of accountability, assessment, globalization, and competition among institutions are part of daily life of a college or university (Fethke & Policano, 2012; Kezar et al., 2006; McDemmond, 2010). Other factors at play include political forces and technology (Rich, 2006). The political priority of higher education has declined at the same time that public demands for accountability have increased. Whereas in prior generations, higher education was a privilege obtained due to a person's ability to financially access a university education, now higher education is viewed as a public right and a source of economic mobility (McDemmond, 2010; Wergin, 2007). These various forces have converged at a time when tuition and fees have risen due to the decrease in funding for higher education (Rich, 2006). As tuition and fees rise, costs have escalated. At the same time, technological progress allows for less expensive alternatives in program delivery that increase competition in both the United States and globally (Rich, 2006). Myriad forces, therefore, exert themselves on the daily operations of colleges or universities and provide substantial challenges for those who lead these organizations (Fethke & Policano, 2012). The current environment of higher education presents a variety of complexities for those in its leadership ranks or considering the possibility of leadership.

As a result of these forces, institutions espouse a business approach to their operations, which frequently causes a chasm between administrative and academic work (Ekman, 2010; Rich, 2006). Rich (2006) pointed out that "even more than before, university administration is seen as removed from the academic life of the university" (p. 40). Considering positional leadership roles, Rich (2006) asserted that what is

necessary is a new kind of leader who can balance and unite the business and academic priorities and respond to the economic and global forces of the day.

With the challenges of the current culture, many faculty members do not have the inclination or time to be leaders (Selingo, 2013; Wergin, 2007). Moreover, there is often great negativity associated with a leadership role. Wergin (2007) explained:

> Faculty who aspire to leadership roles have to contend with the skepticism and sometimes even derision of their peers. They are described as "crossing over" to administration with unpure motives, such as salary, larger office, an assistant and a hunger for power. They are sometimes seen as seeking a position because their teaching and research are subpar. (p. 4)

The transition from a faculty position to an administrative role has been likened to moving to the "dark side" of the university or college, evoking the evil character Darth Vader and his negative mystical force from the popular *Star Wars* movies (Glick, 2006; Palm, 2006). With the many unfavorable factors dissuading potential leaders from considering an academic presidency, the question arises as to why individuals would take on an executive leadership role.

Rewards. Contrary to the portrayal of administration as the "Dark Side," there are both intrinsic and extrinsic rewards associated with undertaking a leadership role (Murphy, 2003). Extrinsic rewards include the tangible benefits organizations provide, including status, higher salaries, career mobility and advancement, greater institutional authority, and professional recognition (Murphy, 2003). Intrinsic rewards, those personal satisfactions gained in carrying out organizational roles, also play a substantive part in a person's motivation to pursue leadership. The intrinsic rewards leading to satisfaction as a leader in higher education are complex and dynamic and reflect self-actualization and shared experiences with others (Murphy, 2003). As academic leaders tend to be

midcareer professionals who benefit from years of personal and professional development, Murphy (2003) related that their decisions and actions integrate with the goal of self-actualization and the personal growth and motivation that accompanies self-actualization. Leadership, then, is a way to seek a greater sense of self and contribute to a cause greater than oneself.

As professionals, academics also may have a certain outlook about work that contributes to seeking leadership roles. “Career-oriented professionals view work as part of a lifetime plan, a plan to be monitored and nurtured so that they may achieve personal and professional goals” (Murphy, 2003, p. 88). Additionally, Murphy (2003) explained that fostering shared experiences becomes part of the satisfaction of a leadership role that extends from the interpersonal transitions in the classroom, those shared experiences between teachers and students. “The discovery that the significance of shared experiences continues in the leadership role, though with different contours and impacts, is often a pleasant and satisfying realization that enriches the leadership experience for many academics” (p. 89). Therefore, those who assume or aspire to leadership in higher education reap both internal and external rewards, yet the reasons an individual may consider a leadership role are complex, as integrating leadership into a career is an endeavor unique to that person.

Problem of Practice

At the time of this project, U.S. higher education faces a potential crisis of executive leadership, with too few qualified senior administrators aspiring to the presidency. Myriad converging issues support viewing the turnover of this generation of presidents as an impending crisis. Parsing out the issues reveals challenges, including the

age of current presidents along with a variety of barriers related to the perspectives of individuals and the industry of higher education (Barden, 2009; Fain, 2010; Kiley, 2012; Mead-Fox, 2009; Selingo, 2013).

Age of the Presidential Workforce

Dissecting the workforce demographics related to presidential age provides context for understanding trends in the leadership pipeline. The American Council on Education (ACE) has tracked longitudinal trends of academic presidents since 1986. ACE's *The American College President 2012* report (Cook & Young, 2012) noted the following points.

- 58% of current college presidents were older than 61 years, with only 10% aged 50 or younger.
- 32% of current college presidents were between the ages of 51 and 60 years.
- The average tenure as a president was 7 years.

In contrast, 2007 data (ACE, 2007) were as follows:

- 49% of current college presidents were older than 61 years, with only 8% aged 50 or younger.
- 43% of current college presidents were between the ages of 51 and 60 years.
- The average tenure as a president was 8.5 years.

Thus, presidents have been getting older and closer to retirement, and their average time in office has decreased.

The 2012 report reasoned: "Taken together, these findings on age and career path suggest that, as the presidency becomes more complex, institutions are increasingly selecting leaders with a great deal of experience in senior executive roles in higher

education" (Cook & Young, 2012, pp. 7-8). Other studies have supported these age-related findings (Hartley & Godin, 2010; Song & Hartley, 2012). In a study on compensation and retirement planning, LaFond (2010) also found through a survey of 209 presidents that 26% of respondents planned to retire by 2013 and 54% by 2016.

In sum, with current presidents older than previous cohorts, with them holding their offices for shorter terms, and with more than half planning retirement in the near future, higher education can expect significant turnover in this executive role (ACE, 2008). The question, then, becomes: Who will serve as college and university presidents, and from where will they come?

Barriers to Leadership

The perspectives of individuals and the industry frame the discussion of barriers to leadership. Individual barriers relate to the evolution of the president's role and higher education's traditional view of leaders. Industry barriers encompass a lack of a discernible pipeline of candidates moving towards the presidency, an aversion by colleges and universities to develop talent and address succession planning, and national leadership development programs that are not being robustly used as a talent management strategy (Leon, 2005; Luna, 2012). When combining these perspectives, a complex picture emerges as context for the potential crisis in college and university presidential leadership.

Individual barriers. Two key issues support viewing the turnover of this generation of presidents as an impending crisis: (a) the evolution of a president's role in response to the environment, and (b) higher education's traditional view of leaders.

Evolution of the presidency in response to the environment. Directly related to an individual's decision not to pursue a college presidency has been the evolution of the president's role and the associated challenges from that evolution (Ekman, 2010; Mead-Fox, 2000). The customary focus of a president has been internal, leading faculty and students through the educational mission. In recent years, however, the presidency has taken on an external focus, with an emphasis on fundraising, regulations, and responsibilities that are external to the educational process, but critical to the health of the organization (Cook & Young, 2012; Hartley & Godin, 2010; Weingartner, 1996). For some potential leaders, this altered focus has made a presidency less attractive due to the decreased emphasis on education (Mead-Fox, 2009). Using ACE data, the Council of Independent Colleges (CIC) examined chief academic officers (CAOs) from their schools to understand their aspirations and consideration of a potential university presidency. CIC study participants indicated that they were not pursuing presidential appointments largely because of the unappealing nature of presidents' work (Hartley & Godin, 2010). Other reasons included not wanting to live in the public eye, impending retirement, and the time demands of the presidency (Hartley & Godin, 2010). Thus, the ways in which a president's role has evolved from a largely internal role to primarily an externally facing role with extreme time demands has contributed to a view of the president's role as unattractive and has dissuaded potential candidates from considering it as a step in their career path.

Fethke and Policano (2012) also noted the decreasing tenures of public university presidents and invoked the dynamics of governance as part of the explanation.

> Such financial challenges call for bold changes, which is precisely what universities are least accustomed to doing. Presidents find themselves sandwiched

> between state legislatures and governing boards demanding significant shifts in how the university operates and faculty senates defending an academic culture that is both resilient and excruciatingly resistant to change. (p. 1)

Fethke and Policano (2012) concluded, "No wonder the reward for most university presidents who do little other than seek consensus is a short tenure in office" (p. 1). The change in focus to an external role with the pressures of serving multiple stakeholders with competing priorities contributes to the dearth of qualified candidates in the executive workforce pipeline (Barden, 2013). These factors support the understanding of barriers to an individual's consideration of a leadership role, particularly the presidency.

Higher education's traditional view of leaders. Some individuals face barriers related to the lack of diversity in the highest-level positions within universities. Diversity remains a multidimensional, complex endeavor critical to academic excellence in higher education (Brown-Glaude, 2009). Gender, race/ethnicity, and nontraditional backgrounds all serve as elements of diversity for higher education leaders. Although the gender, racial, and ethnic backgrounds of students have changed to better reflect the diversity of American society, this diversity has not been reflected in the demographics of current college leaders (June, 2007; McCurtis, Jackson, & O'Callaghan, 2009). Today's universities, with all their challenges and rewards, face a need for gender, racial, and ethnic diversity in those who lead them in order to reflect those who seek higher learning (Amey, 2006; Betts, Urias, & Betts, 2009; Brown-Glaude, 2009; Kezar, 2009). The following sections examine gender, race/ethnicity, and nontraditional leadership candidates.

Gender. An aspect of a diverse institution is gender balance in terms of students, faculty, and leaders. During colonial America, the idea of women attaining or even

desiring a college education was not even considered (Solomon, 1985). Once forbidden from education, women recently received 59% of master's degrees and 50% of doctoral degrees (Rainey, 2011). According to the White House Project (2009):

- Nationally, women comprise 57% of all college students but only 26% of full professors, 23% of university presidents, and 14% of presidents at doctoral degree–granting institutions.
- The number of female presidents has not changed in the last 10 years.
- Women account for fewer than 30% the board members on college and university boards.
- Female faculty have not progressed in closing the salary gap with their male counterparts. In 1972, they made 83% what male faculty made; today they make 82% of what male faculty make (p. 10).

Thus, researchers noted a disadvantage for women, despite increasing parity in their sheer numbers in colleges and universities (Rainey, 2011; White House Project, 2009).

Additionally, women's career mobility may be limited by societal and institutional barriers (Conley, 2005). In describing the societal barriers, Caplan (1993) elaborated on a number of paradoxes related to women's experiences in academe based on interviews with students, faculty, and administrators. Childbearing and rearing is one such example. If a woman faculty member has children, others perceive her as not taking her career seriously, but if she does not have children, she might not be taken seriously because of the possibility of having children (Caplan, 1993). Thus, children limit her mobility in academe and place her in a double-bind (Caplan, 1993).

Women also face social costs for career success—including more household responsibilities, an increased risk of being single or divorced, and fewer children—because careers are largely structured based on male gender roles, which can result in role overload (Tower & Alkadry, 2008). Moreover, the hierarchical nature of organizations reflects a masculine context and values, whereby career success involves a linear trajectory toward an ultimate goal (Tower & Alkadry, 2008). Women frequently choose more varied career paths through academe to accommodate various personal goals and values. These personal commitments are often disruptors to advancement (Conley, 2005). In addition, women's progress in the academy hinges on society being open to having women there in the first place. This progress also requires women who acquire the experiences and scholarly productivity necessary to move up the faculty ladder, as well as organizational structures that positively influence the advancement of women, despite the many paradoxes of mobility (Bain & Cummings, 2000; Caplan, 1993; Lester, 2009).

Thus, women have made small gains in executive leadership in academia even as they filled student and faculty ranks in larger numbers. As Madden (2002) noted, "While those who write about women in higher education acknowledge progress toward equity, not one argues that women have achieved equal status with men" (p. 120). While the number of women presidents has increased from 1986, when only 9.5% of college presidents were women, to 2011, when 23% were women, the number is not proportional to the number of women students, who comprise 57% of enrolled students in colleges and universities (ACE, 2007; Cook & Young, 2012; White House Project, 2009). Women remain underrepresented in higher education leadership roles.

Race and ethnicity. As students, faculty, and staff have become more racially diverse, it has become increasingly important to develop a more diverse pool of senior leaders (ACE, 2008). According to the most current ACE study on the presidency, 87% of presidents were Caucasian and 77% were male (Cook & Young, 2012). In 1986, 8% of college presidencies were filled by people of color, and in 2006, the number of minority presidents peaked at 13.5%. Since that time, 12.6% of college presidents were people of color, which ACE noted as a concerning decline (ACE, 2007; Cook & Young, 2012).

> While the number of college students from diverse ethnic/racial backgrounds has steadily increased, the same level of diversity has not been achieved for those holding leadership roles in higher education (Harvey & Anderson, 2005) and certainly not for positions that traditionally lead to the college presidency (Jackson, 2004). (McCurtis et al., 2009, p. 65)

Affirmative action and other efforts have had a positive effect in increasing the number of minority and women leaders in academe, although more work is needed to achieve greater representation approaching parity (Moses, 2009). When diversity is lacking in the upper levels of leadership, it is more difficult to create a multicultural campus (McCurtis et al., 2009).

In addition to the challenge of balancing personal and professional life roles, women and administrators of color face additional challenges. Moses (2009) articulated four barriers for women faculty of color to obtaining leadership roles: (a) issues with the current structure of promotion and tenure, (b) divides between junior untenured and senior tenured faculty members, (c) unclear pathways connecting faculty and senior administrative roles for those with aspirations, (d) policies and practices that are unfriendly toward families, and (e) unsupportive environments that condone racism and sexism in its subtlest forms. Moses concluded that individuals had much to overcome and

had to envision senior-level roles for themselves. To overcome these barriers, she advocated that women and people of color find an institution that fits with personal goals and values, select a pathway to leadership early in their career, build networks, accept requests strategically for challenges outside of their goals and scope, take calculated risks, build confidence, and invoke self-care strategies. Moses advocated that personal agency was critical in moving into leadership roles, particularly for future women leaders of color.

While much has been written about diversity in general, minimal literature exists on higher education administrators of color, their preparation, and strategies for advancement (McCurtis et al., 2009). Amey (2006) noted:

> A central criticism of leadership literature in post-secondary education has been that it is focused only on presidents and, therefore, given the demographics of higher education that the stories, ideas, philosophies, and "truths" have been those of older white men. The perspectives of women and leaders of color have been included in the literature only slowly and unevenly. (p. 56)

One recent study (Leon & Jackson, 2009), however, examined data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) to determine the extent of underrepresentation of people of color in administrative leadership roles in general and in upper-level roles in particular. The study found that on an individual level, (a) Asian faculty were the most likely to become leaders, (b) women were making gains in advancement into leadership positions, (c) the likelihood of a leadership role increased with age, and (d) individuals with higher academic degrees were more likely to be found in positions of leadership (Leon & Jackson, 2009). Institutional-level analysis revealed that faculty interested in administrative roles fared better in regions of the country with more colleges, were more likely to become leaders at smaller institutions focused on

teaching, and had a higher probability in public institutions of obtaining an upper-level position (Leon & Jackson, 2009). Attaining leadership roles also correlated with job satisfaction, the acceptance of a new job, and/or moving to another institution for a new position. Thus, Leon and Jackson (2009) arrived at a tentative model for understanding the representation of people of color in higher education administration. McCurtis et al. (2009) have called for an increased focus on developing midlevel leaders of color, viewing formal programs and research on leaders of color at all levels in organizations as an imperative:

> In order to thrive in an increasingly competitive and diverse global market, institutions of higher education cannot leave leadership development for people of color to chance (Leon, 2005). Developing leaders of color requires special attention and focus because racism and inequities in the workplace are still a prevalent issue in the United States. (p. 65)

Thus, higher education faces an imperative to select and develop leaders who reflect the changes in their student bodies and can ultimately contribute to the industry's competitiveness in the current environment.

Nontraditional backgrounds. Universities have not yet embraced nontraditional candidates (those who come to leadership from positions other than the faculty line), as demonstrated by the CAO position remaining the primary route to the presidency (Cook & Young, 2012). According to the ACE study of the presidency, 70% of presidents had experience as a faculty member, with 54% coming to the presidency from either a CAO or previous presidency. Only 23% were other senior executives prior to their presidencies, and 11% were from outside higher education. Most presidents have risen through the traditional faculty ladder, starting from an entry-level faculty position and taking administrative roles with increasing responsibility until becoming a CAO, the

traditional stepping stone to a university presidency (Birnbaum & Umbach, 2001; Cook & Young, 2012; Wessel & Keim, 1994).

Professional administrators, offering a different type of diversity, comprise another potential pool of leaders that could fill presidential roles. Hiring committees and governing boards, however, seem not to view leaders from other areas of the university, such as student or business affairs, as viable presidential candidates because of their lack of faculty experience (ACE, 2007; Barden, 2009; Cook & Young, 2012; Wessel & Keim, 1994). Underscoring the tendency to hire from the faculty line, Wessel and Keim (1994) concluded that the nonacademic career path is a less predictable path for presidential aspirants. In *Renewing the Academic Presidency: Stronger Leadership for Tough Times* (Kerr & Gade, 1986), a national commission of the Association of Governing Boards of Universities and Colleges recommended that institutions be open to presidential candidates from nontraditional backgrounds as well as administrators in the ranks. "Boards should seek candidates who are consultative, yet decisive, respectful of academic traditions, yet unafraid to use nontraditional strategies" (Association of Governing Boards of Universities and Colleges, 1996, p. 22). Put a different way, "Another concern is whether higher education is prepared to take full advantage of the depth and richness of its talent pool to fill these critical positions [presidencies]" (King & Gomez, 2008, p. iii). As the presidential role increases in complexity, most institutions continue to show a preference for the tried-and-true ("traditional" candidates) over candidates with other backgrounds (the "nontraditional" candidates), thus not completely embracing the full diversity of candidates who could be considered for presidencies (Cook & Young, 2012).

Predicting that one-quarter of higher education institutions faced the impending retirement of their presidents, King and Gomez (2008) viewed these retirements as an opportunity for higher education to diversify its leadership. Higher education's traditional view of leaders in concert with the evolution of the presidency has limited the notion of what constitutes viability for the presidential leadership role. A potential pipeline of leaders, therefore, remains untapped.

Industry barriers. Barriers situated within the industry of higher education play a role in understanding the potential shortage of presidential candidates. The lack of a robust pipeline, succession planning, and participation in leadership development programs are issues within higher education that pose barriers to leadership.

Lack of a robust pipeline. Higher education, as an industry, has not paid sufficient attention to the intentional development of its leaders, resulting in an inadequate pipeline of senior leaders. As governing boards seek appropriate candidates for filling presidencies, they find smaller pools of traditional candidates than they desire (Fain, 2010; Mead-Fox, 2009). The *Chronicle of Higher Education* reported a common lament of presidential searches, "Throughout higher education, search committees for president and provost are faced with an uncomfortable reality: It is increasingly difficult to find superior candidates" (Mead-Fox, 2009, p. 1). Leadership pools have increasingly been shallow, as evidenced by the number of times in which a person is named a finalist in multiple simultaneous searches (Kiley, 2012).

> The candidate pools for several searches overlapped last year. Kumble R. Subbaswamy, who was then provost at the University of Kentucky, was named a finalist in three searches before being named president at the University of Massachusetts at Amherst. Sabah Randhwawa, then provost at Oregon State University, also appeared as a finalist in several searches before being named president at Portland State University. (Kiley, 2012, pp. 2-3)

Such duplication is increasingly the norm, which demonstrates the reduced candidate pools from which colleges and universities have been drawing their executive leaders (Kiley, 2012). As a generation of presidents and other senior leaders in higher education reach retirement, there is increasing concern about who will fill these vacancies, as institutions have not developed their talent pools in an intentional manner, resulting in competition for the same candidates (Ekman, 2010; Fain, 2010; Kiley, 2012; Mead-Fox, 2009; Selingo, 2013).

ACE and CIC have shared the concern about the leadership pipeline, with both associations examining the role of CAOs or provosts, given the importance that this position has played as the key stepping stone to the presidency. According to ACE data (Cook & Young, 2012), 60% of presidents held a CAO or provost position prior to assuming a presidency. The current problem is that "only 30 percent of CAOs intend to seek a presidency, despite ACE data that show the most common path to the president's office is through the CAO position" (Eckel, Cook, & King, 2009, p. x). Overall, these senior administrators averaged 4.7 years in the role, with 47% in the range of 2 to 5 years (Eckel et al., 2009). With 29% of CAOs aged 61 or older, King and Gomez (2008) suggested that many would not pursue presidencies and instead would retire or return to the faculty. This speculation was born out by Eckel et al. (2009), who noted, "The most common career moves after a CAO position (as reported by successors) are to retire (21%), move into a presidency (20%) or return to the faculty (18%)" (p. X). Other career moves after serving as a CAO include taking a position outside higher education, moving to a different CAO position, and taking an administrative role other than CAO or president (Eckel et al., 2009). Based on these data, the people who have traditionally been

the major supply pool for presidential searches are not applying for the anticipated numbers of impending presidential openings (Eckel et al., 2009; Hartley & Godin, 2010; King & Gomez, 2008).

Using ACE data, the CIC examined CAOs at their constituent independent institutions to discern the status of the problem for this institutional sector (Hartley & Godin, 2010). First, the average age of CIC CAOs was found to be 57, which was younger than that for other institution types, with 47% between the ages of 51 and 60 years. The average CAO tenure was 4.3 years, the shortest among all institution types. Fewer than 25% indicated a presidential aspiration, with 30% undecided about whether to pursue a presidency. "Nearly half (47%) of CAOs of CIC institutions indicate that they are not planning to seek a presidency, a response rate exceeded only by CAOs of private research universities" (p. 32). Of those with presidential aspirations, the majority viewed a presidency as their next career step; however, this group tended to be younger and more often persons of color than the nonpresidential aspirants. Hartley and Godin considered this information a positive sign for CIC institutions, in that despite the large number of CIC CAOs who had no interest in pursuing a presidency, there does appear to be a group of younger CAOs who should be targeted for future leadership roles in the institutional sector.

Hartley and Godin (2010) noted that two themes emerged from the available literature on CAOs: (a) their lack of formal training for leadership roles and (b) their taking the position to meet an institutional need rather than a career objective, so that many CAO positions are filled by the "accidental administrator" (p. 42). Both *The CAO Census* (Eckel et al., 2009) and the CIC study (Hartley & Godin, 2010) related a need for

mentoring, developmental experiences, and leadership training to spur potential candidates on to presidential roles. After examining the data regarding the CAO pathway to the presidency and realizing the dearth of CAOs interested in progressing towards the presidency, Eckel et al. (2009) and Hartley and Godin (2010) argued that it is incumbent upon higher education to encourage CAOs to make the step to the presidency and to offer professional development opportunities that encourage and support this step.

In the worst possible scenario, higher education confronts a generation of aging CAOs and their retirements along with a significant diminishment of interest among this leadership pool for application to the presidency, thus deflating the historically most robust pool of candidates for the presidential job.

Lack of succession planning and talent management. A potential solution in addressing the presidential pipeline is succession planning and talent management (Barden, 2009; Hartley & Godin, 2010; Mead-Fox, 2009). Succession planning involves identifying and training employees with high potential for leadership roles (Stevens, 2008). Typically a strategy for executive-level roles, succession planning is appropriate for all levels of employees in an organization (Fusch & Mrig, 2011; Stevens, 2008). "Succession planning provides an organization with a surplus of talent by helping members realize their potential" (Gonzalez, 2010, p. 2). Unlike corporations that often intentionally develop talent and succession plans for their leaders, colleges and universities rarely engage in talent development or plan for leader succession (ACE, 2006, 2007; Barden, 2009; Hoppe, 2003; Mead-Fox, 2009; Stripling, 2011). Gonzalez (2010) commented:

> Although academia is becoming more like a business in many respects—not all of them positive—it has not borrowed one of the best attributes of business culture:

> its tradition of developing leadership through succession planning. As a result much talent is underutilized. (p. 1)

As explained by Schiemann (2009), talent management utilizes human resources systems and activities that support the acquisition, development, and retention of employees in an organization. Talent acquisition focuses on identifying, recruiting, and selecting qualified employees. Talent development involves training, managing performance, and rewarding employees. Talent retention requires effective utilization of recognition and rewards, professional development, and supervision. These activities support corporations' efforts to maintain human capital.

Higher education has underutilized all of these strategies (Gonzalez, 2010). Barden (2009) argued that barriers to invoking these strategies have included the egalitarian nature of colleges and universities, faculty dislike of administrators and administrative work, and the unacceptable nature of handpicking a successor because of the multiple constituencies involved in presidential selection (Barden, 2009). The egalitarian nature of higher education has not embraced succession planning. "It just doesn't come naturally in academe to single people out for leadership potential early in their careers, leaving others behind" (Barden, 2009, p. 3). That philosophy across the industry of higher education has left a leaky pipeline of leaders. Higher education's leadership crisis, then, has compounded because of its reluctance to develop the necessary talent and its lack of willingness to consider succession planning as a strategy for filling presidential and other leadership vacancies. As an industry, higher education does not address succession planning and talent management, leaving individuals to their own devices. It is critical for organizations to understand and support individuals'

decision processes and pathways to leadership roles in order to ensure a robust pipeline of leaders.

Lack of robust usage of leadership development programs. Leadership development programs—either institutionally or nationally based—offer at least a partial solution to the support needed to develop a robust pool of potential leaders who may one day pursue presidencies. As an example, the CIC study found that fewer than 30% of their CAOs participated in a formal leadership development program prior to assuming that role (Hartley & Godin, 2010). Although leadership development programs exist as support for leadership aspirants, a large portion of the emerging administrator pool seems not to be taking advantage of these programs to assist their leadership development.

Seen through another perspective, participation in leadership development programs often rests not on the individual but on the institution and on a supervisor. "Fewer than 20 percent of institutions offer a formal coaching/mentoring program and only one-third offer any kind of in-house leadership development program" (Fusch & Mrig, 2011, p. 7). Local leadership development programming efforts seem to be scarce, but may just be unreported because of their ephemeral nature due to funding vicissitudes and senior-level endorsement. In a study of presidential retirements, 71% of the presidents were aware of leaders on campus who had presidential aspirations, yet a potential leader's development rested with the individual supervisor's ability—and not on any institutional development strategy or investment—to support this interest in leadership (Fusch & Mrig, 2011; LaFond, 2010). Such institution-based programs could play an important role in helping to cultivate a local pool of leadership aspirants to fill senior job openings (Barden, 2009; Ekman, 2010).

Leadership development programs exist primarily at the national level, with sponsorship primarily by national nonprofit organizations. (See chapter 2 for a summary of national leadership development programs.) Most target various affinity audiences (e.g., presidents, CAOs, aspirants, women, and people of color). They vary greatly in structure, length, components, class size, and emphasis (Kezar, 2009; Turner & Kappes, 2009). As examples, the Bryn-Mawr HERS program targets women, the Harvard Institute for Educational Management program solicits senior-level leaders with 10+ years of administrative experience, and the ACE FP attracts middle administrators and high-potential emerging senior leaders. These programs range from a series of intensive weekends, to 2-week residential experiences, to a 15-month engagement including an internship-like placement with a presidential mentor at another institution. Although no accurate totals exist for how many emerging leaders participate in national leadership programs each year, the numbers are still low compared to the size of the emerging pool of leaders.

Summary

The higher education community faces a crisis of finding sufficient numbers of emerging leaders experienced and willing enough to ascend to the college and university presidency. A series of recent studies have documented the demographic shifts in the presidency and presidential pipeline that cause this leadership gap to become imminent. A variety of individual and industry-wide barriers create a complex landscape that diminishes the size of the emerging leader pipeline at a time when the largest number of presidential slots in decades will be in need of filling. Thus, the problem of practice

addressed by this study was the dearth of qualified leaders willing to pursue a college or university presidency.

Problem of Research

The problem of research this study addressed was the limited understanding of the reasons individuals pursue leadership responsibilities and roles as part of a career trajectory. To describe this problem, this section presents an overview of the leadership pathways literature, including peer-reviewed studies, ACE studies, and dissertation studies.

Overview of the Peer-Reviewed Scholarship

A review of the peer-reviewed scholarship relating to presidential pathways yielded no studies that discussed the reasons individuals pursue leadership responsibilities and roles as part of a career trajectory. According to a literature search focused on peer-reviewed articles only (see Table 1.1), many studies and articles addressed the careers of higher education administrators. Considering all leadership positions, peer-reviewed articles ranged in focus from the styles of leadership to strategies for leader effectiveness to the implications of leaders. Only four articles focused on the pathway from chair to president (the presidential pathway), and all four used a quantitative counting of positions and pathways. These studies found two primary versions of the pathway: the traditional academic line, where one begins in a faculty role and moves up the organization's administrative structure, and an administrative line, where one begins in a nonfaculty role and moves through hierarchical positions in administration. However, nonexistent in these pathway studies was a relating of an understanding of the reasons individuals pursue leadership responsibilities and roles as

part of a career trajectory. Fewer than 10 articles found through the database search stressed the importance of training leaders for these opportunities, and the connection of leadership with a person's career development was only tangential at best. The 36 peer-reviewed articles ultimately found contained the four seminal articles related in this study as well as articles that covered information about the particular positions used as search terms (president, CAO, dean, department, and chair). Articles more often related "how to" perform a particular type of positional leadership role rather than career paths and considerations, the focus of this study.

Table 1.1
Search Engine Results for Peer-Reviewed Leadership Pathway and Career Literature

	Results (n)	
Key words	ProQuest (included ERIC)	Academic Search Complete
Higher education + careers	200,808	2,365
Higher education + careers + leaders	70,185	69
Higher education + careers + leaders + administration	36,438	20
Higher education + careers + leaders + administration+ president	19,680	1
Higher education + careers + leaders + administration + president + CAO	209	0
Higher education + careers + leaders + administration + president + CAO + dean	69	0
Higher education + careers + leaders + administration + president + CAO + dean + department chair	36	0

Note. Literature search conducted April 27, 2013. ProQuest and Academic Search contain peer-reviewed articles.

Seminal Studies

Four peer-reviewed studies with a national scope serve as the seminal literature (Birnbaum & Umbach, 2001; Cohen & March, 1974; Moore, Salimbene, Marlier, & Bragg, 1983; Wessel & Keim, 1994). Table 1.2 summarizes these key studies, with

Table 1.2
Seminal Peer-Reviewed Studies on Leadership Pathways (in Chronological Publication Order)

Authors	Date	Population	Key findings	Importance	Citations
Cohen & March	1974	Four previous studies on presidents, 42 then-current presidents	Most presidents' careers began as college faculty. The person assumed administrative duties out of a supervisor's request. The faculty member was then promoted through the hierarchy of academic administration, typically a six-rung ladder beginning with student, moving to professor, then to a chair of a department	First major study to look at presidential pathways nationally in a rigorous empirical manner. Introduced the ladder rungs on the way to the presidency.	1,900
Moore, Salimbene, Marlier, & Bragg	1983	4,092 administrators from 4-year institutions	Cohen and March's (1974) six-rung ladder to the presidency did not accurately describe presidential pathways, as only five of the presidents (3.2%) in their study perfectly matched the trajectory. Individuals consistently skipped rungs along the ladder.	Through national, empirical data, elaborated, clarified, and filled in detail about the proposed ladder rung pathway espoused by Cohen and March.	43
Wessel & Keim	1994	291 presidents at private universities and colleges	Both academic and administrative career paths, with their own set of variations, most accurately describe the ascent of presidents in private, 4-year institutions. Presidents more often followed the academic path.	Introduced the concept of non-traditional pathways to the presidency and documented their viability.	20
Birnbaum & Umbach	2001	ACE data on college presidents published for the years 1986, 1990, and 1995	There are four pathways to the presidency: Scholar, Steward, Spanner, and Stranger. Having one specific path that every aspirant to the presidency should follow is overly simplistic.	Introduced a new way to consider presidential pathways, based on jobs previously held and orientations toward the job.	32

further detail provided in chapter 2. The first important presidential pathway study was by Cohen and March, published in 1974. The study was foundational for empirically establishing the hierarchy of positions within a college or university that lead to a presidency. That is, most presidents began as college faculty and assumed administrative duties out of a supervisor's request. The faculty member was then promoted through the hierarchy of academic administration conceived by Cohen and March (1974) as typically a six-rung ladder beginning with student, moving to professor, then to chair of a department, dean, provost, and ultimately president.

Nine years later, Moore et al. (1983) built upon the work of Cohen and March (1974) using a lens that examined career trajectories, including normative paths for each role, as well as adherence and variation. They found that Cohen and March's (1974) six-rung ladder to the presidency did not completely describe presidential pathways, as only five of the presidents (3.2%) in their study perfectly matched the trajectory. These researchers found that most presidents consistently skipped rungs along the climb (Moore et al., 1983). Ten years later, Wessel and Keim (1994) published a pathways study of presidents in 4-year private institutions that delineated distinct administrative and academic pathways to the presidency, each with its own set of variations.

Most recently, Birnbaum and Umbach (2001) addressed this topic and elaborated four descriptive pathways: Scholar, Steward, Spanner, and Stranger. These authors realized that attempting to document a common pathway to the presidency was overly simplistic and instead delineated four pathways based on their analysis of presidential demographic data and institution types. Taken together, these four studies represent the evolution of the literature on presidential pathways in higher education.

As explained in chapter 2 in the presentation and critique of these pathway studies, the strengths in the studies lie in how they parsed the variations of presidential pathways (Birnbaum & Umbach, 2001; Cohen & March, 1974; Moore et al., 1983; Wessel & Keim, 1994). These foundational studies, however, studied pathways only through statistical analysis, without exploring personal considerations that accompanied the represented paths. Such considerations would support an understanding of why individuals pursue leadership responsibilities and roles as part of a career trajectory. Also, the studies were not conducted in the present environment of an increasingly complex and challenging presidential role and a diminishing pool of traditional candidates. Another critique of the pathway literature is that it is backwards-oriented scholarship; that is, research starts with presidents and then looks backwards at the steps taken by these individuals on their way to the presidency. Thus, although informing, this set of studies has its limitations.

ACE Pathways Studies

In addition to the peer-reviewed literature, ACE completed longitudinal studies about the pathways to the presidency in 2008 and 2013. These research reports did not show up in the library searches because they were published by the association and did not appear in peer-reviewed journals; thus, they were obtained directly from ACE. They are fully delineated in chapter 2, as they provide current research data on the pathways. Similarly to the peer-reviewed studies, the ACE reports adopted a quantitative view of the pathways.

Dissertation Studies

A review of the dissertation scholarship relating to presidential pathways yielded no studies that offered an understanding of the reasons individuals pursue leadership responsibilities and roles as part of a career trajectory. Full-blown, national, empirical studies of presidents and their career pathways are costly and difficult to do. Therefore, the bulk of other scholarship on the presidential pathway issue exists in doctoral dissertations. A key word search in ProQuest Dissertations and Theses Online employing a search strategy devised with a George Washington University librarian on the terms "higher education and careers" yielded a massive number of dissertations: 137,281. Further search refinement for dissertations in key words and subject terms narrowed the number to 83, after which 52 were eliminated when their abstracts showed they were irrelevant to the study. Through additional refinements and searches, ultimately 55 were deemed directly related to this study. (A full account of the dissertation search strategy and results appears in Appendix B.)

These dissertations have various foci, approaches, and quality. Their methods were primarily qualitative, and they varied considerably in their sample sizes, tending to examine small numbers, often from a single institution. Dissertation studies on the presidential pathways tended to use single institution types or draw their samples from a single region of the country. Based on a review of this body of work, several themes and various gaps emerged. First, as demonstrated in Appendix C, there are a wealth of career theories extant in vocational psychology alone that could serve as conceptual frameworks for presidential pathway studies, yet none of the dissertations used any of these established theories to examine and explain individuals' career experiences. Second,

except for one dissertation that examined the reasons for not pursuing a particular path, career decisions as a construct were not generally separated from path, trajectories, aspirations, mobility, and ascension (Collins, 2009). The phenomenon of the accidental administrator, someone who had not initially decided to pursue administrative or leadership roles as part of his or her decision to be on faculty, emerged in fewer than 20 of the studies, but the concept was not pursued in much detail. Third, only two studies examined participants of a local leadership development program, yet other literature indicated that participation in leadership development programs is an important vehicle for augmenting and advancing career pathways (Calizo, 2011; Kezar, 2009; Leon & Jackson, 2009). Dissertations were not found on leaders who participated in national leadership development programs. Thus, the examination of the dissertations revealed substantial gaps, including a lack of application of current career development theory, a lack of consideration of individual decisions, and the study of only local programs, rather than national leadership development programs.

Summary

Neither the peer-reviewed nor dissertation scholarship addressed the personal considerations of why people pursue presidential pathways. Four seminal studies established the hierarchy of the presidential pathway and explored variations and nuances relating to that pathway. Examining both the peer-reviewed and dissertation studies revealed a number of deficiencies that hinder full understanding of the presidential pathway. First, the scholarship has not investigated people on their way to—but who have not yet actually achieved—a presidency. Second, the scholarship is heavily slanted toward the academic pathway to the presidency. Although recent studies acknowledge

and touch on the nonacademic pathways, trajectories of these nontraditional aspirants are still less well defined. Third, circumstances that attracted either academic or nonacademic individuals to a presidency were less explored than obstacles. Fourth, participation in a leadership development program and its contribution to the pursuit of leadership roles is not well understood (McDade, 1997). Fifth, no studies took advantage of career development theories to examine and explain individuals' career experience. Sixth, these studies did not explore the personal considerations that accompanied the represented paths, which would support an understanding of the reasons individuals pursue leadership responsibilities and roles as part of a career trajectory. Lastly, the newest study was more than 10 years old. Thus, the current environment of an increasingly complex and challenging presidential role, and a diminishing pool of traditional candidates, was not a context for these studies.

Other issues were noted with doctoral dissertations. First, they had various foci, approaches, and quality relating to presidential pathways, such that comparisons among the studies were problematic. Second, career decisions as a construct were not generally separated from path, trajectories, aspirations, mobility, and ascension, which made it difficult to parse out the considerations of leaders from this literature. Third, only two studies examined participants of a local leadership development program; generally, dissertations were not found on leaders who participated in national leadership development programs.

A group of studies, with particular emphasis on the four seminal projects, have produced the foundation of today's discussion of the leadership pathway to the presidency. However, there are a wide range of deficiencies in this literature, with the

most important being that none probed more broadly to investigate reasons individuals accept leadership roles as part of a career trajectory. Thus, the problem of research or the scholarship gap addressed by this study was that although there is various literature about leadership pathways in higher education, this literature does not discuss the reasons individuals pursue leadership responsibilities and roles as part of a career trajectory.

Theoretical Framework Overview

This study is rooted in a paradigm of inquiry and a theoretical framework and two conceptual frameworks, as there was no single leadership, presidential pathway, or career theory that integrated all of the concepts of investigation. First, the paradigm of inquiry for this study was constructivism, which posits an interpretive, qualitative approach to constructing knowledge that is particular to the participants in the study, with the goal of understanding human experience at a subjective level (Merriam, 2009; Rodwell, 1998). Next, the theoretical framework and two conceptual frameworks supporting this study were career construction theory (CCT), career metaphors, and presidential pathways.

Savickas's (2011) CCT explains a person's career within the broader context of his or her life using stories as a concrete way to elicit and interpret careers. CCT is an applied form of constructivism. A vocational psychologist, Savickas (2001) advocated a postmodern, narrative approach that involves invoking client life stories, which are substantive, retrospective narratives that usually include reflective descriptions about how one has adapted to tasks and traumas. In Savickas's approach, these personal accounts, or life narratives, are contextual and interpretive. Capturing his or her own agency, each individual constructs a career story that moves forward with themes and subplots providing context. "In constructing life narratives, individuals are free to interpret the

facts of their life experiences" (Savickas, 2001, p. 310). In CCT, stories become a means by which to confirm identity, to authenticate choices, and to adapt to life's events (Savickas, 2001). CCT, while serving as one of the three frameworks of this study, also provides the glue to which the other two frameworks adhere, as CCT advocates for ways to capture and explain aspects of the career experience. (Chapter 2 offers a fuller articulation of CCT.)

Career metaphors provide a means to capture the details of the career experience. Metaphors are used by theorists in the career development field to represent various career opportunities, choices, and challenges (Inkson, 2004; Savickas, 2011; Super, 1990). Such metaphors provide a powerful way of capturing and exploring details of career experiences. Metaphoric models relating to careers bring meaning to the research "by interpreting unquantifiable data in ways qualitatively different than would be possible through textual manipulation alone" (Radnofsky, 1996, p. 387). Career theorists, as well as researchers in fields such as business and higher education, have offered a multitude of metaphors that capture various aspects and circumstances in the career development of people advancing (or attempting to advance) through leadership hierarchies. These metaphors have become part of public discourse about careers (Bower & Wolverton, 2009; Eagly & Carli, 2007; Glass Ceiling Commission, 1995). Career metaphors as a way to understand the evolution of careers as advancement (or obstacles) through the leadership hierarchy are presented in chapter 2 and operationalized in chapter 3 and Appendix D (Hewlett, 2007; Inkson, 2004; Plater, 2006).

The models of presidential pathways in higher education offered a third framework for this study. This scholarship initially posited what has become known as

the traditional pathway (faculty member, chair, dean, CAO, president) (Cohen & March, 1974) that has been elaborated on and widened in seminal studies (Birnbaum & Umbach, 2001; Moore et al., 1983; Wessel & Keim, 1994). While the traditional pathway still captures the essence of the leadership progression in higher education, many additional and alternative steps are incorporated into the pathways of most people who advance to the college or university presidency (Moore et al., 1983; Wessel & Keim, 1994). Additionally, a separate progression exists for people who emerge from the administrative side of higher education and make it to the presidency (Wessel & Keim, 1994). Finally, Birnbaum and Umbach (2001) offered another way to consider presidential pathways in their description of Scholar, Steward, Spanner, and Stranger. The presidential pathways literature was explored above in the Problem of Research section, is revised in chapter 2, and is operationalized in chapter 3. Taken together, these three frameworks provide the scaffolding for exploring emerging leaders' careers.

Research Purpose and Questions

The purpose of this study was to examine how potential senior leaders incorporate the proposition of advanced leadership roles into their personal career narratives using the alumni of the ACE FP as a microcosm for investigation. The following research question guided this study:

RQ: How do alumni of the ACE FP, as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives?

This question was operationalized through five subquestions:

1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their curriculum vitae (CV) and stories in light of presidential pathway models and the career metaphor literature?
2. What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions?
3. How have ACE FP alumni incorporated leadership considerations into their careers?
4. How do ACE FP alumni consider the future of their careers?
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?

Summary of Methodology

The chosen methodology was narrative inquiry, which studies stories or narratives that account for people's experiences (Creswell, 2007). The population for this study was high-potential emerging senior leaders in higher education. Through a sampling strategy employing stratification, purposeful selection, and maximum variation, a final sample was identified. As a means to capture emerging senior leaders, the study utilized the proxy of alumni of the ACE FP, a population representing faculty and administrators in higher education who have held positions such as dean, department chair, or program director or unit leaders in student affairs, advancement, or admissions or have as a senior faculty member successfully chaired a major committee or faculty senate (ACE, 2013a). Although other leadership programs could have been selected, the ACE FP has a nearly 50-year history of supporting presidential and senior leadership aspirations by providing a rigorous developmental framework for those in middle-level positions who aspire to

leadership advancement (ACE, 2013a). A sample of eight was drawn from two recent classes. Class members were invited by e-mail to provide a CV and to participate in an interview. This inquiry mapped participants' CVs to various career metaphors and pathways based on the extant literature. The participants' interviews were composed into career stories that were examined for unique and cross-cutting themes based on the elements of CCT. From the participants' stories and CVs, a new theoretical framework explaining individuals' paths to and accompanying considerations about leadership in higher education emerged as the final product of the analysis.

Significance of Study

This study was significant and contributed to the literature in five ways. This was the first study that attempted to go beyond the statistically articulated pathways to the presidency to understand the considerations underlying the career decisions of potential senior leaders. Furthermore, the study helped to illuminate career pathways to assist in extending the presidential pathway literature through personal narratives (Birnbaum & Umbach, 2001; Cohen & March, 1974; Moore et al., 1983; Wessel & Keim, 1994). Second, this was the first study to apply the CCT and narrative inquiry to capture and elaborate the career paths and considerations of senior leaders in higher education (Savickas, 2011; Squire, 2008a). Third, this was the first study to apply career metaphors as a lens for understanding how high-potential emerging leaders derived and explained their career paths. Fourth, as CCT supports the future orientation of careers, this study was the first to examine where leaders were heading rather than providing only a retrospective look at their careers. Finally, the study yielded interpretations about career

development and career pathways that can assist other aspiring leaders in their career development.

Delimitations

Delimitations are the decisions a researcher makes about the study that limit the scope or boundaries of the research (Creswell, 2003). This study was delimited by its selected population, theoretical framework, and methodology. This study was bounded by the selected population, alumni of the ACE FP, as an externally established filter to identify high-potential emerging leaders with suitable backgrounds, experiences, and potential senior leader and presidency interests of relevance to the purpose of the study. Because of the unique qualities of the ACE FP, the findings are not directly transferable to the paths and decisions of individuals who attend other programs. (Chapter 2 contains a summary of the ACE FP, with additional detail provided in Appendix E.) However, findings may be cautiously applicable to those emerging leaders who attend other major, national, intensive leadership development programs.

Additionally, the selection of CCT as the framework delimited this study. CCT operationalized an interpretative worldview, which allowed for ACE Fellows to reflect on their careers and their integration of leadership roles based on sharing their stories with the researcher. While other frameworks or methodologies could have been applied to this study, CCT offered an effective way to intertwine career and leadership development, and thus the scope was confined by the use of this theory. The advantage of this theory, however, was that it espoused a postmodern perspective on careers, which was appropriate to generate an understanding about senior leaders in the current world of work. The decision to use this theory means that this study was bounded by a framework

that valued stories and their interpretations. Therefore, the transferability of this study lies with the reader and his or her own interpretation of the narratives presented.

As an emerging methodology, narrative inquiry has not yet matured with an agreed-upon set of methods in the way that other qualitative approaches have evolved (Webster & Mertova, 2007). Thus, the researcher's ability to invoke a suitable narrative method from the current literature on narrative inquiry and the skill to use it to its fullest extent was an important delimitation of this study. The decision to employ this methodology meant that this study was bound by using a less mature method that has fewer standards for determining how effective the researcher was with this type of inquiry.

The existence of these three delimitations—selected population, theoretical framework, and methodology—affect the scope or boundaries of the research study and affect the transferability of the findings. These issues will be revisited in chapter 5.

Limitations

It is important for researchers to address the limitations related to the population and methodology so that readers have context for the study's interpretation (Creswell, 2003). Two primary limitations were anticipated with this study's population and methodology: (a) its focus on participants from a single program, and (b) the fact that individuals often do not reflect on their careers. The ACE FP was chosen as the population for this study because it filtered and provided access to a pool of high-potential emerging leaders with characteristics of interest for this study. While the ACE FP is known for its comprehensive and intensive approach to developing leaders, and is well respected for that quality, there are other leadership development programs in higher

education, which are detailed in the literature review and Appendix F (Kezar, 2009). Even so, many leaders have undertaken their roles without formal preparation, and their perspectives were likely different and not captured as part of this project.

Second, researchers have also noted people's lack of reflection about their careers (Borges, Navarro, Grover, & Hoban, 2010; Cohen & Mallon, 2001; Savickas, 2001). "We should not be surprised that people apply hindsight to telling the stories about their own lives or that they look at past events in light of the present" (Cohen & Mallon, 2001, p. 65). Another limitation of the study, then, was the ability of these ascending leaders to reflect on and articulate their career stories. Efforts to mitigate these limitations are addressed in chapter 3, with the resulting impact on the study addressed in chapter 5.

Assumptions

There were three key assumptions undergirding this study. While some researchers have noted a general lack of reflection about careers, this study assumed the ability of people to reflect on and tell stories about their lives and the ability of readers to interpret and apply the participants' stories to their own. This assumption was derived through popular writings about human development, how people explain their lives and leadership through their stories, and what stories can mean for their audiences. Gail Sheehy (1995), an author in the popular literature on life's transitions, wrote:

> Each of us tells our own personal story to ourselves, every day. The "mind chatter" that rushes through our brains at 200 words per minute when we're not concentrating on something else becomes the story we are living. I should have done this or I'll never get that. The mind is formed to an astonishing degree by the act of inventing and censoring ourselves. We create our own plot line. And that plot line turns into a self-fulfilling prophecy. Psychologists have found that the way people tell their stories becomes so habitual that they finally become recipes for structuring experience itself, for laying down routes into memory and finally for guiding lives. (p. 169)

In his book on leaders, Noel Tichy (1997) asserted that successful leaders draw from their pasts. Events early in these leaders' lives shaped lessons for them that they used in the future. He asserted that everyone has a usable past, but that leaders just employed theirs better because they recognized defining moments in their lives and communicated the lessons learned from these moments through words and actions (Tichy, 1997). Tichy (1997) echoed sentiments similar to Sheehy's (1995):

> When we know our stories, we know ourselves. Stories, however, are equally important because they allow other people to know us. Stories create real, human connections by allowing others to get inside our minds and our lives. With their human protagonists, dramas, and climaxes, they engage listeners on an emotional and intuitive level that is rarely touched by the purely rational argument. (pp. 77-78)

Because alumni of the ACE FP have spent a year in the Fellowship contemplating their leadership journeys, they may be more likely than others to be able to adequately reflect on and story their lives sufficiently to support this study. Thus, the expectation for this study was that participants were willing and able to narrate their career lives, including their considerations about leadership roles and their own development as leaders.

Second, this study assumed that the ACE FP provided an efficient filtering to identify a manageable population of high-potential emerging senior leaders appropriate for the purpose of this study. Given the potential hundreds of thousands of emerging leaders within higher education, it would have been impossible to identify such individuals, externally verify their high potential for leadership advancement, and efficiently track down these individuals for a research study. The reputation of the ACE FP attracts precisely this population and provides, through its two-tiered, rigorous selection process, an external validation of the high-potential nature of the members of

each ACE FP class (Smith & Ross, 2005; Strathe & Wilson, 2006). Also, the ACE FP's close tracking of its alumni and maintenance of a highly accurate database of contact information assured the greatest probability of successfully contacting these people to solicit study participation (S. A. McDade, personal communication, February 13, 2011). Thus, it was assumed that the ACE FP efficiently provided access to an externally validated population with accurate contact information of high-potential emerging leaders suitable for this study.

Third, with the emphasis in the supporting literature on pathways to the presidency and interest in this study in how high-potential emerging leaders make career decisions that could lead to senior leadership positions, it was assumed that the successful track record of the ACE FP in supporting the advancement of Fellows to the senior positions would provide an appropriate sample of interest for the research questions of this study. As reported in the latest press release announcing the 2014-15 class of Fellows,

> Nearly 2,000 higher education leaders have participated in the ACE Fellows Program since its inception, with more than 300 Fellows having served as chief executive officers of colleges or universities and more than 1,300 having served as provosts, vice presidents and deans. (ACE, 2014, para. 2)

This demonstrates that a large number of Fellows indeed make decisions about their career possibilities and how to integrate leadership roles into their careers, which are core questions of this research study. Thus, the research dealt with these primary assumptions through the course of this study.

Definitions of Key Terms

Key terms for this study are defined in Appendix G.

Researcher Subjectivity Statement

While a positivist approach seeks to understand the world through a values-free lens, the interpretive approach is bounded by values of the researcher (Rodwell, 1998). Accepting the notion that research is inherently values laden is foundational to qualitative research and to the constructivist paradigm (Rodwell, 1998). The choice of the research problem and its framing, the paradigm of inquiry and theoretical framework, the context of the data collection, and the interpretation of findings represent values in action (Rodwell, 1998). As Rodwell (1998) noted, "These values must be explicit and congruent if the inquiry is to produce meaningful results" (p. 18). The researcher's values also are to be considered in the process, and a researcher subjectivity statement addresses these values in action.

Two of my primary values are interwoven into the study: the value of people's lives and stories and the contribution I want to make to leadership in higher education. Twenty years ago, as a new professional in student affairs, I heard educational activist, Dr. Parker Palmer, speak at a conference. His central message was that students are their stories and we, as faculty and administrators, are privileged to hear and support these stories. Palmer's philosophy influenced the way I worked with students in my various administrative roles. One of my sustaining values is to support people and their stories. Although I am not perfect at it, this value bears greatly on this study.

This dissertation also is directly related to my professional goals. When I began doctoral studies, I anticipated that completing a terminal degree would allow me to pursue a senior-level leadership role at a university. Thus, I was interested in what pathways I could consider based on my own convoluted work life with multiple roles in

academic and student affairs working with undergraduates and professional school students in the course of juggling family responsibilities. Considering my work and research with medical students and physicians in their career development prior to doctoral studies, it made sense to combine those interests with my interest in leadership development. This has become a fortuitous event, in that scholars have not viewed leadership as a component of a person's occupational role, and career scholars have not studied leaders. My aim is that this dissertation contributes to this gap in a meaningful way, by connecting leadership and career development in an intentional manner, to assist both aspirants and accidental leaders in their career considerations.

Overview of Dissertation

To summarize, this dissertation sought to understand the career paths and considerations of future senior leaders in higher education who have participated in an intensive leadership development program. This study consists of five chapters. This introductory chapter has offered the rationale for the study by discussing the problem and its setting, the problem of practice, the problem of research, the theoretical framework, the research questions, and methods for data collection and analysis. The significance of the study, delimitations, limitations, assumptions, key terms, and subjectivity statement were introduced as well. Chapter 2 provides a review of relevant literature with sections on CCT, modern metaphors for careers, pathways to the presidency, and leadership development programs in higher education. It connects these pillars to form the foundation of this study. Chapter 3 delineates the narrative research methodology, including the paradigm of inquiry guiding the investigation, the theoretical framework for the study, the population and sample, procedures for data collection and analysis, and

issues related to reliability and ethics. Chapter 4 presents the individual profiles generated from the data collection, and chapter 5 presents the findings. In chapter 6, these data are interpreted, with conclusions and recommendations.

CHAPTER 2:

REVIEW OF THE LITERATURE

This chapter synthesizes the disparate areas of literature that are foundational to this study. The first section covers the theoretical framework for this study, career construction theory (CCT). The next section provides an overview of the concept of career metaphors as a means to extend the theory. The third section details the literature on leadership pathways. The final section discusses current leadership development programs offered to various university personnel. Each section closes by discussing inferences germane to this project, and a chapter summary synthesizes these areas and discusses their relationships.

Career Construction Theory

For the purposes of this study, CCT theory is both a framework unto itself and a glue to which career metaphors and presidential pathways adhere. This study employed Savickas's (2011) CCT, which "holds that individuals build their careers by imposing meaning on vocational behavior" (Savickas, 2011, p. 26). CCT is a theory oriented to career counselors. It posits that individuals derive meaning about their lives and, specifically, careers, through how they narrate their work lives. Through this constructivist paradigm, CCT offers a framework that career counselors can use to dissect the stories, reflect them back to their clients, and support their clients' movement through their careers. This section details the theory's evolution, essence, elements, strengths and weaknesses, and alliance with narrative inquiry. The section concludes with inferences and justification for use of the theory in this study. Related information is provided in Appendix C: Career Theory Typology and Figures.

Evolution of CCT

Career theories describe how people behave within the world of work. Career development theories are explanations of how people develop certain traits, personalities, and self-precepts and the ways in which these developments influence decision-making. These theories are also about the contexts in which people live and how various aspects of those contexts interact with personal characteristics to influence development and decision making (Brown, 2002b, p. xi). Since Frank Parsons's first published theory on careers in 1909, psychologists have posited many theories about career choice and development (Brown, 2002b). Although there has been discourse on an integrative theory, there is not yet one comprehensive way to explain the ways in which people understand their work lives (Arthur, Hall, & Lawrence, 1989; Brown, 2002b; Savickas, 2001).

As the concept of career evolves, so too do the theories by which psychologists explain a person's occupational role, decisions, and identity. The theories have moved from a positivist orientation of using scores from various career assessments to obtain the fit of a person with a job role to a postmodern view of careers as personally understood and constructed (Brown, 2002b). Four major typologies of career theories demonstrate the evolution of these theories during the 100 years of career development. The typologies, exemplar theories, and accompanying diagrams are presented in Appendix C.

While the metanarrative in American society was formerly a lifetime of work with one company, moving up through the ranks of the organization, that grand story exists less often in the postmodern configuration of work. "Rather than living a narrative conferred by a corporation, people must author their own stories as they navigate

occupational transitions in the postmodern world" (Savickas, 2011, p. 11). Savickas (2011), as the major theorist in the life-designing genre, introduced CCT at the beginning of the millennium to reflect the current postmodern era of careers (Savickas, 2002). CCT emphasizes the agency of the individual in authoring his or her own work life (Savickas, 2001, 2011).

> Although organizations still provide financial capital, individuals must produce their own identity capital by knowing, liking, and using their own stories. To assist in producing identity capital, 21st-century career interventions should help individuals construct and use their life stories to make choices and take actions with integrity of character. (Savickas, 2011, p. 12)

The new configuration requires workers to be flexible and adaptable in their work and the identity constructed through their occupational activities. Thus, CCT reflects the evolution of an industrial model of work to a postmodern world of work in its centering of personal agency and meaning-making.

A general critique of career development theories is that although they explain certain aspects of careers, they do not directly facilitate the work of a career counselor with a client (Hartung, 2010). As both a theorist and a counselor, Savickas (2011) developed CCT to bridge the theoretical world of careers with a practical theory for counselors to employ in eliciting a client's career narrative and then supporting career decisions and transitions through extending the story. CCT, as a newer theory, has been designed for application in career counseling, but has had limited use thus far in research studies as a theoretical framework (Hartung, 2013; Maree, Ebersöhn, & Biagione-Cerone, 2010; Savickas, 2011). Furthermore, CCT has not been operationalized with narrative inquiry as a formal methodology. Thus, CCT is one of the first career counseling theories

in vocational psychology and, as a newer theory, it has not yet been extensively applied in research (Savickas, 2011).

Essence of CCT

The central premise of CCT is that one's identity can be storied, particularly in the social context of work, and that people derive meaning from relating their career stories. "Identity is formed by and expressed in narratives" (Savickas, 2011, p. 20). Foundational to CCT, then, is the concept of narratability (Hartung, 2010). Narratability is the person's capability in portraying his or her life and career through a story that captures his or her identity (Hartung, 2010; Savickas, 2011). Identity fluctuates with a person's experiences; an individual repeatedly revises an identity to adapt and integrate new experiences into a life story. Transitions, traumas, and unexpected events, therefore, contribute to this revision of identity and career as part of that identity. Narrative processing of identity gathers small stories, micro-narratives, which are about important incidents and episodes, and integrates them into a macronarrative, a large story with a broader meaning (Savickas, 2011). Career counselors can use the elements of CCT to understand clients' narrative and the ways in which they enact their identity through the story told about their career.

Savickas (2011) elaborated four foundational tenets related to language, identity, identity development, and the expression of identity through one's career.

Language as a vehicle for identity. A foundational element of CCT is that a person constructs the self through language. "Language provides the words needed to form self-conceptions and constitute a self" (Savickas, 2011, p. 16). This self-construction occurs as part of a lifelong developmental process and occurs through

language and conversation. Thus, identity construction is an individual process that occurs as part of a social context over the life span of an individual.

Differentiation of self from identity. Identity is part of the larger concept of self (Savickas, 2011). In CCT, occupational choice involves constructing a niche by seeing one's identity as part of a community or social group (Savickas, 2011). Through social groups, such as churches, schools, and occupations, the individual constructs an identity "using salient social cultural scripts" that enact his or her personal values (Savickas, 2011, p. 18). Savickas (2011) theorized that "identity crystallizes when individuals join a social group that provides a social niche" (p. 18) and that "occupation provides a way for individuals to flourish in a community" (p. 18). An occupational niche is a key role of identity development because it is a way to project the self in an outward direction. "Occupational choice states what an individual wants to mean to other people. The choice of an occupational role and commitment to its script crystallizes vocational identity, offers a framework for further decision making, and enhances a sense of agency" (Savickas, 2011, p. 19). The occupational role is identity enacted; work and identity, then, go hand in hand to support constituting the self (Savickas, 2011).

Identity development as a lifetime process. Careers are more fluid now than in the past, as people move through organizations and even change occupations multiple times in the course of their lives. The implication of this new configuration of the world of work is that "rather than living a narrative conferred by a corporation, people must author their own stories as they navigate occupational transitions in the postmodern world" (Savickas, 2011, p. 11). Thus, workers must be flexible and adaptable in their work and the identity they construct through their occupational activities. This constant

change has implications for careers and identities. “Career as a concept, which used to describe a person’s working life, no longer is presumed to be fixed, it is constantly up for re-negotiation or sense-making, in talk” (Coupland, 2004, p. 517). Since this change reflects transitions, traumas, and unexpected events, individuals repeatedly revise their identities and their accompanying career stories to adapt, incorporating an explanation of the impact of these events and experiences on the meaning of that life story.

Identity as expressed in personal stories. The final tenet is the belief that a person’s identity is often expressed in narratives, that is, a person tells about the self through stories. As Savickas (2011) noted, narrative processing of identity gathers small stories or micro-narratives, which are about important incidents and episodes, and integrates them into a macronarrative, a large story with a broader meaning. In using these elements of self and identity in weaving a career narrative, the teller, using language, stories an occupational plot of a sequence of events, which also may include disruptions and gaps (Savickas, 2011). Adding explanations and endings counters the randomness and structures a sequence into a whole with a beginning, middle, and end to add meaning to the sequence of events. Thus, understanding careers through narratives is a foundation of CCT.

Elements of CCT

CCT’s four basic elements are occupational plot, career theme, subjective and objective career components, and character arc (Savickas, 2011). The first element, occupational plot, contains the explanations that structure career experiences into a cohesive whole with a beginning, middle, and end, similar to any other type of story. Secondly, career themes are the patterns implicit in the occupational plot that reflect the

meaning a person is making about his or her career. The theme explains the meaning of the story. Also, in CCT, every person has both an objective career and a subjective career (Savickas, 2011). An objective career is one that may be observed across time through positions held in organizations, as in a sequence of events. An objective career is a chronicle of work that can be represented through documents. Resumes, curriculum vitae (CVs), or job applications all capture this record of experience (Savickas, 2011). Connecting and relating the positions to one another and to self and identity composes a subjective career. The subjective career emerges from thought or mental activity that constructs a story about one's working life. The career themes reflect the subjective components of a career: those emotions, feelings, and thoughts that comprise the meaning of the person's career. Finally, the character arc "portrays where the individual started, is now, and wants to end up on some essential issue" (Savickas, 2011, p. 29). The character arc defines the person as an individual and reveals his or her transformations during a career. When taken together with identity formation that occurs as the essence of the theory, a holistic picture about an individual's career emerges.

Strengths and Weaknesses of CCT

CCT has two major strengths and a primary weakness. Its strengths include a postmodern outlook on the individual and its espousal of a holistic view of a career. CCT approaches a person's work life in its social context, taking an integrative perspective of career as part of many life roles. Therefore, instead of parsing out elements such as self-efficacy, personality, and developmental life stages as other theories do, CCT attempts to integrate career into a holistic view of the person. Its constructivist outlook, where the individual derives and interprets his or her own meaning, is also a strength. Rather than

relying on traits, stages, or structural equation modeling, which has characterized other types of theories, the person's agency is central to his or her occupational life and development (Savickas, 2011). CCT reflects a fluid world of work where the worker must take an active role in designing his or her career (Hartung, 2010).

A weakness of the theory is that it privileges stories over scores. Previous theories have attempted to quantify career development and decisions through individual assessments (Holland, 1973; Super, 1990). Savickas (2002) has called for moving away from scores, emphasizing that they have limitations in their ability to offer a complete picture of a person. For him, a veteran counselor, narratives are more than adequate as a tool to support a client. Scores from validated career assessments, however, can be an informing part of the process if the counselor and client integrate them into the story.

Alliance with Narrative Inquiry

CCT uses a narrative paradigm where career counselors gather, interpret, and reflect the stories their clients tell about their careers, so that the clients may make decisions about future career actions and build intentions into action. Narrative inquiry is a formal methodology for understanding individuals' stories (Hartung, 2013). As a research methodology, narrative inquiry places a person's story at the center of the research. CCT and narrative inquiry align in their focus on individuals' stories. The connection is elaborated further in chapter 3 as part of the operationalization of the theoretical framework of the study. Studies on career development of higher education leaders espousing a narrative perspective are detailed in Appendix H.

Inferences of CCT for this Study

The researcher drew several inferences for this study based on CCT. First, in this postmodern era, there is an imperative for workers to enact a greater amount of personal agency in their own careers in organizations that no longer provide lifetime employment. Second, CCT allows researchers to understand and relate to participants' careers through stories. These points informed selecting the theoretical framework for this study. Third, CCT allows for a holistic perspective of a person's career where the individual derives and interprets his or her own meaning through the career story she or he tells. Although based in narrative as the method of meaning-making, CCT has not been operationalized with narrative inquiry as a formal methodology. Since CCT is based on eliciting a person's career narrative, narrative inquiry aligned well with this theory. Thus, even as a newer theory, CCT is an appropriate theoretical framework to invoke for studying the careers of higher education leaders.

Modern Metaphors for Careers

In addition to CCT, this study employed metaphors as a conceptual framework to interpret and understand participants' career stories. This section introduces the concept of metaphors, defines what constitutes a career metaphor, discusses career metaphors derived from the literature, and relates the strengths and weaknesses of career metaphors as a way to extend CCT theory.

Concept of Career Metaphors

A metaphor is "a figure of speech in which special qualities of one concept or entity are applied to another to provide clearer meaning or to add color to the presentation [of the concept]" (Inkson & Amundson, 2002). In terms of their relationship to

occupations, metaphors were first used in the 1980s to describe business organizations and the ways in which they function (Inkson & Amundson, 2002). As a natural extension, psychologists began to apply metaphors to individuals within organizations to elaborate and describe careers. Using metaphors as part of individuals' career narratives provides a powerful means to express and understand the way people make sense of their careers (Inkson, 2004; Savickas, 2011). As the concept of career metaphors developed, their usefulness for researching careers was noted by scholars (Inkson, 2004; Inkson & Amundson, 2002; Mignot, 2000). Mignot (2000) offered metaphor as "a paradigm for practice based research into 'career,'" asserting that it can provide a way to understand careers both constructively and critically in concert with participants while accounting for individuals' agency and providing a context for their social structure (p. 516). Indeed, individuals employ metaphors as devices in everyday language to elaborate their experiences to others. Career metaphors provided a useful tool for understanding and researching the meaning of careers to individuals as a device naturally used in narrating a story.

Metaphors Derived from the Literature

Various metaphors suggested in formal career theories and everyday discourse provide ways to consider career paths. These metaphors act as frameworks for careers, and each presents specific career issues. Together they have the potential to advance thinking about careers beyond the framing of familiar metaphors and to provide a broader and more inclusive understanding of career phenomena (Inkson, 2004). Examples include depicting careers as ladders, rainbows, ramps, a trellis, ceilings, journeys, callings, and tapestries (Bower & Wolverton, 2009; Eagly & Carli, 2007; Glass Ceiling Commission,

1995; Hewlett, 2007; Plater, 2006; Savickas, 2000, 2011; Super, 1990). Inkson (2004) added to these metaphors with nine additional offerings. Metaphors provide a powerful way to visually explain careers and their meaning while also categorizing these careers on key facets. This discussion frames the concept of career metaphors and then provides explanations for the key metaphors that would likely have application in this study.

Inkson's typology of metaphors. One of the great strengths of the discussions about careers and the use of metaphors to delineate these pathways is the robust number of metaphors that have been offered in the literature. Conversely, an important weakness is that there are so many metaphor offerings that it is difficult to make sense of the landscape. In an attempt to address this weakness, Inkson (2004) offered nine overarching metaphor families or concepts drawn from a variety of disciplines, including sociology, psychology, vocational guidance and counseling, organizational studies, and human resource management. Admitting that his categorization of metaphors might be arbitrary, he offered that these metaphors "have the potential to express much of the current wisdom about careers" (p. 100). Inkson's metaphors are as follows:

1. Legacy/inheritance: Careers are passed on from one generation to the next and leave a legacy.
2. Craft: Individuals create and construct their careers and enact their identity through their career.
3. Seasons: Individuals cycle through careers in a developmental fashion where different tasks are attended to in each stage.
4. Career as fit: There is a match between people and occupations, and the two elements must fit together to achieve ultimate congruence.

5. Path/journey: Careers involve a movement between jobs, occupations, organizations, or places. Inkson (2004) noted that while this metaphor is the most common, it is often too generic, as the journey can be infinite and without a destination.
6. Network: Careers are conceived as social systems through encounters and relationships with others.
7. Actor: A career is a role a person takes on and performs that eventually becomes a career script. Organizations are the theatres where these roles are scripted.
8. Resource: Careers are a source of capital for both the individual and the organization.
9. Narrative: The stories people tell about their careers become the wisdom or mythology of society.

There are strengths and weaknesses in Inkson's (2004) typology. In terms of strengths, first, the typology pulled together a broad discussion about career metaphors into a manageable nine categories that made future discussion and consideration much easier. Second, he drew his typology from a review across a very wide range of disciplines, allowing the integration of a variety of perspectives. Third, the typology allows for understanding career paths and decisions through either an individual or organizational lens.

However, the typology also has limitations. Inkson admitted that his nine metaphors were a somewhat arbitrary attempt to pull together and make sense of a vast literature. Second, he noted the disjunction across disciplinary fields, as they offered metaphors that often were both similar and different. Third, because there is no standard

assessment or tool to determine a person's career metaphors, career metaphors are individually interpreted. Thus, the researcher will take advantage of the strengths by building on Inkson's work yet use caution in applying the metaphors with participants.

Explanations of key metaphors with application in this study. As useful as Inkson's typology is for making sense of career metaphors across a wide range of disciplines, there are additional career metaphors that are commonly used in the higher education and organization literature (Benko & Anderson, 2010; Inkson & Amundson, 2002; Plater, 2006). These metaphors are likely to have application in this study and thus are presented in greater detail here. Appendix D summarizes these metaphors and suggests how the metaphors will be operationalized in the study. Turning the abstract notion of a career into an image through the use of metaphor allows the researcher to build a conceptual framework and provides participants a way to offer their interpretations as well (Mignot, 2000). Understanding career metaphorically, then, provides language through which a person can explain his or her career and a researcher can work with the participant to co-construct meaning about occupations (Mignot, 2000; Savickas, 2011).

***Ladders*.** Before the Industrial Revolution, people tended to go into the family's line of work, learn a craft, or follow a higher calling. With the coming of the Industrial Age and an increasing number of people obtaining work in industry and urban areas, the pathways to a career changed (Savickas, 2000). "Firmly rooted in the industrial age, the corporate ladder has been the prevailing paradigm for how an enterprise is organized and how it manages its people" (Benko & Anderson, 2010, p. 1). Corporations conceptualized moving up a ladder of positions as part of a rigid structure in which prestige, rewards,

information, and power were directly related to one's rung on the ladder (Benko & Anderson, 2010; Savickas, 2000). "Because the fundamental form of modern twentieth-century organizations was hierarchical, career connotes a vertical perspective, one that defined career success as individual advancement up the corporate ladder" (Savickas, 2000, p. 55).

Just as manufacturing and other corporate organizations espoused a hierarchical approach to managing the work of complex organizations, colleges and universities adopted similar vertical structures. The literature on presidential pathways largely elaborates these hierarchical models (Cohen & March, 1974; Moore et al., 1983; Wessel & Keim, 1994). Even if an academic leader skips rungs on the ladder, the notion of upward mobility through a stacked set of positions underlies these structures. The ladder has indeed been the gold standard for considering career mobility and aspiration in general across disciplines and industries (Benko & Anderson, 2010) and particularly in higher education regarding the pathway to the presidency (Cohen & March, 1974; Moore et al., 1983; Wessel & Keim, 1994).

Lattice/trellis. Benko and Anderson (2010) asserted that the ladder, as a hierarchical notion, is so completely etched into the concept of a career that the career ladder "has obscured the sea change already underway" regarding how jobs, when considered together, constitute a career (p. 2). They argued that workers, the workplace, and the ways in which employees accomplish their work have been undergoing rapid changes to the point that a new metaphor is needed to understand careers. Extending the concept of a career from a ladder to lattice or trellis, Benko and Anderson argued, offers a new way to conceptualize the notion of work.

A lattice metaphor allows for considering careers as matrices, rather than traditional ladders with top-down authority. In this metaphor, there is a consideration of work and life as integrated, rather than separate spheres, where competencies, instead of tasks, drive a job. The lattice accounts for workers being different from each other instead of being more similar to each other. Ultimately, the lattice allows for multidirectional career paths with moves up, down, and across. As summarized by Benko and Anderson (2010), "Individuals are figuring out how to create lattice careers for themselves, moving in and out of companies and up and down hierarchies, as their life situations change" (p. 11).

A lattice metaphor has applicability to higher education career pathways in that it provides a better way of conceptualizing the positions skipped on the traditional presidential pathway (Moore et al., 1983) and the additional posts that emerging leaders seem increasingly to be occupying and learning from as they advance. The lattice metaphor was particularly important for capturing the varied and circuitous steps that American Council on Education (ACE) Fellows take on their upward journey toward senior leadership roles.

Glass ceiling. First coined in an article in *The Wall Street Journal* during the late 1980s, the glass ceiling metaphor connotes the ability to be hired by an organization and recognize the possibility of upward mobility, but to be limited in opportunities to achieve those high-level positions due to impenetrable and invisible barriers (Glass Ceiling Commission, 1995; Hymowitz & Schellhardt, 1986). The article related that "more than a decade after large numbers of women joined American corporations as first-level managers, few have climbed as far or as fast as their male colleagues" (Hymowitz &

Schellhardt, 1986, p. 3). Hymowitz and Schellhardt (1986) further observed that "even those few women who rose steadily through the ranks eventually crashed into an invisible barrier. The executive suite seemed within their grasp, but they just couldn't break through the glass ceiling" (p. 3). In 1991, the glass ceiling became more than a metaphor when congressional legislation was enacted to address the workplace disparities for women (Glass Ceiling Commission, 1995). As part of that act, the Federal Glass Ceiling Commission was formed to examine the preparation and opportunities for women and other minorities.

The glass ceiling's existence in higher education has been researched. In a comprehensive literature review, Jackson and O'Callaghan (2009) found a large number of sources that cited, discussed, and acknowledged a glass ceiling, yet a relatively small amount of empirical research has been devoted to identifying and investigating glass ceiling effects, as there is little coherence on how glass ceiling effects are identified and studied. National trend statistics seem to indicate that women are gaining representation in senior-level management and leadership positions in business at rates that exceed those in academia (Center for Women's Business Research, 2004; Morrison & Von Glinow, 1990). "It would move the scholarly field further to uncover the reasons why this is the case and apply new, innovative solutions to the higher education workforce" (Jackson & O'Callaghan, 2009, p. 474).

Furthermore, the glass ceiling has been extended to depict experiences of people of color. The Federal Glass Ceiling Commission found that a major barrier in the advancement of African Americans in business was a disproportionately small pool of African Americans with the educational credentials required for senior management

positions. Those who were credentialed were overlooked during critical activities: recruitment, networks, career mentoring, and key assignments (Glass Ceiling Commission, 1995). Taken with the extant prejudice and negative stereotypes found, the commission described this phenomenon as a *concrete wall* that prevents entrance and advancement. While the Glass Ceiling Commission research demonstrated that Asian and Pacific Islander American professionals are held in high regard in most sectors, they were not selected as managers because of stereotypes of them being technicians more so than managers; thus, their glass ceiling is impenetrable. Thus the term *impenetrable glass* describes the experiences of Asian Americans (Glass Ceiling Commission, 1995). The Glass Ceiling Commission (1995) used the metaphor *more than glass* to describe American Indians' perspective on workplace opportunities (p. 84). "More than glass" connotes major barriers to the entry of American Indians in private-sector senior management such that advancement is not even seen as a possibility. These barriers included a lack of educational opportunity, being overlooked, and facing negative biases about ability. Finally, the term *two-way mirror* was used to elaborate Hispanic perspectives. The barriers Hispanic people noted were similar to those of African Americans, including a small pool of those qualified for management, being overlooked for mentoring and additional responsibilities, and being stereotyped by cultural prejudices. People of Hispanic origin expressed an additional sentiment of always being watched through opaque glass; hence the "two-way mirror" as this group's permutation of the ceiling.

The glass ceiling metaphor with its various cultural extensions has direct applicability to higher education career pathways, in that it has been invoked already to

describe the lack of executive leadership roles filled by women and people of color. The glass ceiling may describe some of the Fellows' experiences as they attempted to progress toward leadership roles.

Journey, road, and pathway. Journey and the similar notions of road and pathway are common metaphors for representing careers (Inkson, 2004). Literature on higher education careers reflects this idea of travel and movement within a career. As one example, *Roads Taken: Women in Student Affairs at Mid-Career* (Renn & Hughes, 2004) profiled various career considerations that women student affairs administrators confront at the midpoint of their careers, including pursuing a terminal degree, juggling work and family responsibilities, and deciding what sort of next steps to take in individualizing their career paths. Renn and Hughes (2004) discussed the multiple career paths in student affairs and the meaning a person derives from arriving at a career destination. They found that the overarching theme of striving for and achieving a career goal meant different things to different people.

In a case study of nine women university presidents, Wolverton, Bower, and Hyle (2009) also employed the metaphor of a road. The first decision about which way to traverse involves whether to move from faculty to administration, and the second decision, once in administration, is whether to remain in a lower-level administrative role or to seek a presidency. They also offered that the road is frequently different for men and women and asserted that men typically have the advantages of mentors who warn of twists and turns. Mentors also provide guidance on when to yield or gear up, and they are sponsors who serve as tour guides, pointing out cultural sites along the journey. Women, however, travel a less well marked path with obstacles such as unmarked crossroads,

detours, steeper hills, and slippery slopes. A prominent detour is having a family, and the authors questioned whether women can take this detour without completely derailing their way to a presidency.

Addy (1995) also wrote on the journey of the community college president, providing essays written by seven presidents on the multiple issues they confronted while leading their institutions. A primary theme was that what mattered was not just arriving at one's ultimate career goal, but also the journey involved in achieving that position. The contributors were both women and men. Thus, journeys and paths are constructs that figure prominently in the literature on careers in higher education. It was expected that participants of both genders would invoke this metaphor frequently to describe their careers.

Off-ramps, on-ramps, and scenic routes. As offshoots of the journey and related metaphors, off-ramps, on-ramps, and scenic routes connote the speed and circuitousness of the journey. In *Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success,* Hewlett (2007) asserted that the workplace policies of the 1970s, 1980s, and 1990s only partially advanced equal opportunity for women. She observed that employment policies did not account for the ways in which women structure their career paths differently from men. Hewlett described women's career paths as more circuitous than the "male competitive model" that has dominated professions, with its linear employment history and lock-step careers, emphasis on full-time employment with a minimum of 10-hour days, and use of earnings as a primary motivator. "A large percentage of highly qualified, professional women have different needs and wants and find it extremely difficult to replicate the white male competitive model" (p. 9). Hewlett

(2007) noted that career ambitions for professional women are "constructed and fueled in multidimensional ways" (p. 9). She noted the current organizational model of 80- to 120-hour work weeks and the lack of flexibility in working conditions as potential factors that derail careers as women seek ways to combine work and family life (Hewlett, 2007). Hence, women decelerate or off-ramp their careers by choice because their places of employment offer no other options to individualize the work and career experience than to step out of work completely. Other women detour to what Hewlett called a scenic route, where they work part-time and may take longer to reach certain career milestones. In short, often women find ways of taking themselves off the traditional and hierarchical career path of their fields so that they can find a better work-life balance for some period of time in their lives (Hewlett, 2007).

Hewlett (2007) explained that women who take an off-ramp or scenic route have trouble with getting their careers back on the traditional, hierarchical track when they are ready to do so. The longer they spend away from their career, the more difficult it is for them to find an on-ramp back to something similar to their previous professional life. "The vast majority (93 percent) of off-rampers would like to return to work, but only 74 percent manage to do so, and only 40 percent succeed in returning to full-time, mainstream jobs" (p. 87). Hewlett (2007) offered that based on survey data she collected, the reasons women academics on-ramp their careers include the need to regain a personal source of income (38%), the desire to realign career satisfaction (54%), the desire to give back to society (28%), and the pursuit of status and power (22%). In addition to the reduced earning power that accompanies an off-ramp or scenic route, Hewlett (2007) noted other negative outcomes for women. "Women also end up downsizing their

ambitions, losing sight of their aspirations, and losing faith in their dreams" (p. 50). Thus, while women may choose off-ramps and scenic routes as a way to get off the traditional career path, they do not always have control over when they can return, or on-ramp, back into the hierarchical career ladder of their fields. Although Hewlett wrote about corporate women, based on the current environment of higher education, it was expected that the off-ramp/on-ramp depiction of a career would resonate with some of the Fellows. Perhaps the off-ramp/on-ramp would even extend to both men and women, as those of this generation make important family and life considerations that are blurring gender roles and are envisioning their careers differently from previous generations (Kunreuther, Kim, Rodriguez, & Klein, 2009).

Labyrinth. Eagly and Carli (2007) questioned the existence of a glass ceiling, noting that women have risen to high positions of leadership in the past several decades, so their ascent is no longer completely blocked by an impenetrable barrier such as a glass ceiling. Considering that American women now occupy more than 40% of all managerial positions and about a quarter of chief executive officer positions when all sectors of work are combined, they noted that there has been considerable change. They asserted, however, that to achieve true equality, both genders will have to participate equally in leadership positions. Thus, they examined the reasons women have been excluded from leadership positions, even with the improvement in their status based on empirical data.

Eagly and Carli also argued that the glass ceiling metaphor is too simplistic, as if only one barrier hinders the advancement of women when there are usually complex and multiple obstacles for women's entry and advancement in organizations into leadership positions. While family considerations, including child-rearing and housework, account

for some of the obstacles to leadership, Eagly and Carli (2007) stated, based on their data analysis, that discrimination is a core reason for taking turns or finding dead ends in a woman's career. They offered the labyrinth as a more accurate metaphor than the ladder for capturing the complexity of women's career circumstances relating to leadership aspiration.

Eagly and Carli (2007) used the labyrinth to symbolize a complex journey with a worthwhile goal at its center. "Passage through the labyrinth requires persistence, awareness of one's progress, and a careful analysis of the puzzles that lie ahead" (p. x). They observed, "Because all labyrinths have a viable route to their center it is understood that goals are attainable. But passing through a labyrinth is more demanding than traveling a straight path" (p. x). They did note that a woman who can better balance her personal and family considerations is better positioned to move through the labyrinth (Eagly & Carli, 2007).

Additionally, they argued that women are caught in a double-bind in terms of being viewed as leaders. If they exude a pleasant disposition, then they must outperform men to be viewed as competent; if they are highly agentic, then they are accused of being too aggressive and going against the expectations of gender. Thus, an extra challenge of the labyrinth was overcoming the cultural narrative that men are more natural leaders, when, they asserted, contemporary organizations need leaders who espouse both feminine and masculine traits (Eagly & Carli, 2007). The labyrinth may accurately describe the careers of emerging executives of both genders in colleges and universities, who may have slowed their ascents to accommodate family needs or experienced limits placed on their careers due to discrimination or the double-bind.

Calling. Prior to the Industrial Revolution, a "calling to a career" was a common way to explain why men pursued the ministry as their vocational pursuit (Savickas, 2000). A calling can be defined as "a transcendent summons, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of motivation" (Dik & Duffy, 2012, p. 11). Although calling can be applied to a variety of life roles, it has particular relevance in occupations and work (Dik & Duffy, 2012). "A calling has little to do, in fact, with a person's actual job and everything to do with how that person approaches that job" (Dik & Duffy, 2012). Current research on calling focuses on meaningful work, career choice, and career development (Dik & Duffy, 2012). Calling remains a modern conception for careers (Dik & Duffy, 2012).

In higher education, calling recently framed how African American women come to accept a university presidency as part of their careers (Bower & Wolverton, 2009). *Answering the Call* profiled presidents who expressed a "sense of calling as a fundamental element of leadership" (Bower & Wolverton, 2009, p. 143). For these women, the calling to the presidency involved more than passion and enthusiasm. These women were certain that their lives were part of a larger purpose that included viewing higher education as a mission that drove their lives (Bower & Wolverton, 2009). Considering leadership as a higher purpose may reflect the perspective of Fellows' careers. Thus, calling was expected to emerge as a potential metaphor to describe their integration of leadership and career.

Rainbows. Two conceptions of careers as rainbows elaborate this metaphor. First, career psychologist Donald Super (1990) espoused a developmental approach to understanding individuals and their careers. This life-span, life-space approach related how individuals cycle and recycle through five developmental stages based on age, tasks, and career needs. Super (1990) used a rainbow to bring this theory to life. "Each person fills the arcs of the Rainbow (the life-career roles) so as to show how he or she currently invents his or her time and affect in each role" (p. 215). The life-span dimension of the rainbow is longitudinal, covering a person's developmental stages: growth, exploration, establishment, maintenance, and decline. The life-space dimension of the rainbow depicts "the constellation of positions and roles played by a person" (Super, 1990, p. 218). The various roles and stages interact with the arcs of the rainbow, reflecting this waxing and waning.

Plater (2006) offered a second interpretation of the rainbow for careers. He likened higher education administration careers to a rainbow that symbolizes hope and renewal as well as ascent and decline, particularly in moving from faculty to administration. A higher education career begins with a rising action, it climaxes, and then there is the denouement, the resolution or the fading. Thus,

> Seen after the storm that caused it, the rainbow exists with transparent certainty —intangible, yet visible, unique in our perception of it, yet always somehow the same—so much so that sometimes we even see colors that are not really there. So it is in the shaping of an academic career that moves from faculty work to administration. There is a pattern to our careers, even if seen only after the events it comprises. (Plater, 2006, p. 15)

Each rainbow, according to Plater (2006), is unique but nearly the same, and understanding the pattern gives our rainbows meaning as each of us is the protagonist of our own story that is created and imagined and interpreted and explained. In these stories,

fact and fiction interplay as personal and professional lives are intertwined. “Seeing the shape and pattern of the progression from faculty to president—from generalist to specialist—allows emerging administrators to contextualize their own current roles and permits them to find the appropriate degree of discipline to relate effectively to the group they are leading” (Plater, 2006, p. 19). Thus, a career has shape, can be managed, and has personal, institutional, as well as private and public meaning that can be related back to the rise, climax, resolution, and hope a rainbow symbolizes. These rainbows were expected to be reflected in the careers of some Fellows, particularly if they had expressed any period of storminess or conflict, followed by hope, or if they related developmental stages and life roles as part of their narrative. See Appendix C for a rendition of Super’s rainbow, as his life-span life-space theory is a seminal work in the developmental genre of career theories.

CCT’s tapestry. Directly related to CCT is the view of career as a tapestry. Savickas (2011) purported that the subjective and objective elements of a person’s career story or macronarrative resemble a tapestry. The small stories or micro-narratives are the threads of the larger tapestry, the macronarrative. An objective career is represented in the various colored threads of the tapestry, while the subjective career comprises the golden threads of the career tapestry, or macronarrative, that represents a person’s themes that pattern a life. The golden threads often represent a person’s values, as the teller names the constitutive concerns that connect the person to a broader story. These concerns are the threads that “make the identity narrative an ethical and aesthetic project because they connect the individual to a broader reality or greater story” (Savickas, 2011, p. 28). The thread pattern is not the moral of the story; rather, it is the thematic purpose in

the occupational plot. As individuals incorporate experiences into their life stories, they weave golden threads through it to understand their own plot. Thus, Savickas's tapestry metaphor offers a visual means by which to explore a person's career narrative using his CCT. (See Appendix C for a rendition of the tapestry.) It was expected that the tapestry would apply to the Fellows' careers.

Strengths and Weakness of Metaphors in their Extension of CCT

Considering careers through metaphors offers both limitations and opportunities (Inkson, 2004). A major limitation is that the formal use of metaphors as part of career research and counseling has been limited. Although a robust literature on metaphors was found, this literature outlined how metaphors explained and described careers visually and supported clients through career decisions, rather than the research implications of metaphor use (Bower & Wolverton, 2009; Eagly & Carli, 2007; Glass Ceiling Commission, 1995; Hewlett, 2007; Inkson, 2004; Plater, 2006; Savickas, 2000, 2011; Super, 1990). While Mignot (2000) advocated for metaphors as potential devices for research on careers, no studies were found that attempted to use them in this way. Metaphors were revealed to be an underutilized device to understand individuals' career paths and decisions. An opportunity with using the concept of career metaphors in research is that it offers a way to structure and express thinking about an intangible concept, such as career, and metaphors can broaden thinking about careers (Inkson, 2004). Career metaphors provide researchers with a way to analyze a career path (Inkson, 2004; Mignot, 2000). Thus, this study was one of the first to apply career metaphors beyond the theoretical discussion of their use in research. Although the literature supports

the use of career metaphors in research about occupational considerations, the researcher had to conceive a process for their use without a model to follow.

Inferences of the Career Metaphor Framework for this Study

Metaphors complemented CCT in the analysis of a career path and interpretation of the meaning of an occupation to a person (Mignot, 2000; Savickas, 2011). CCT, as a newer theory, has been designed for application in career counseling, but has not yet had broad application in research studies as a theoretical framework (Hartung, 2013; Maree et al., 2010; Savickas, 2011). While metaphors have been written about, they have not been well operationalized in career research. There has been no systematic application of career metaphors across the literature. Using career metaphors to augment CCT addresses this gap. Therefore, synthesizing CCT with the concept of metaphors through conducting a narrative inquiry presented a cutting-edge, yet theoretically sound, approach to explore the research questions for this study.

Pathways to the Presidency

The college or university presidency is a highly studied area of higher education leadership scholarship. Based upon the number of citations, four peer-reviewed studies offer a foundational understanding of the pathways taken to a presidency. (See chapter 1 for the account of the search history.) Cohen and March's study, with more than 1,900 citations in Google Scholar, is a well-cited study on presidents. The studies of Moore, Salimbene, Marlier, and Bragg (1983), with 43 citations, Wessel and Keim (1994), with 20 citations, and Birnbaum and Umbach (2001), with 32 citations, comprise the other most-cited studies relating to presidential pathways. Therefore, these studies were selected for this literature review based upon their foundational nature relating to inquiry

into the presidential pathways, as supported by the number of citations in other publications and the ways in which they demonstrate the evolution of presidential pathways. In addition to these peer-reviewed studies, ACE studies on presidential pathways conducted in 2007 and 2012 are included because they represent the most recent research on presidential pathways.

Cohen and March

Using the conceptual framework of organized anarchy, Cohen and March (1974) examined the impact of presidential leadership in what has become a definitive, seminal study on academic presidents. The purpose of their study was to discern the processes of presidential decision-making and leadership within this anarchy. Four research questions framed their study:

1. What systematic biases in the presidency are produced by careers prior to the job and the process of recruitment? In what ways are presidential careers and recruitment unique to presidents?
2. What are the possible interpretations of the patterns of careers for presidents, and what consequences do alternative interpretations have for presidents? Is there a career line to the presidency?
3. How might we expect presidential behavior to be influenced both by anticipation of such careers and by the experiences in them?
4. What are the problems for the college and president implicit in his background?

To address these questions, the researchers collected and analyzed a variety of data about presidents. They first analyzed data from four previous studies to secure a baseline of demographics and career pathways, which answered their second research

question. To examine the other questions, they drew a sample of 42 colleges from 1,235 entries in the 10th edition of *American Colleges and Universities*. They stratified for size and wealth of the institutions and chose approximately 20 campuses for each researcher to visit. During their visits, the authors interviewed the presidents, analyzed the content of the campus newspapers, and conducted a time study of 41 of the presidents' calendars and telephone records to examine presidential leadership styles and impact as delineated by their questions. Participant demographics of the 40 campus visits were not included.

In addition to the original data they collected, Cohen and March (1974) also analyzed data from four previous studies (Bolman, 1965; Demerath, Stephens, & Taylor, 1967; Ferrari, 1970; Ingram, 1968, as cited in Cohen & March, 1974) to arrive at a basic model of presidential pathways of leaders in 4-year institutions as a hierarchy of positions. They noted several findings from these data related to the pathways. First, most presidents began their careers as college teachers and assumed administrative duties upon a supervisor's request. Second, the faculty member was then promoted through the hierarchy of academic administration. Cohen and March (1974) conceived this hierarchy as typically a six-rung ladder beginning with student, moving to a professor, then to a chair of a department. From the chair, a person ascended to a deanship, which often led to a provost role prior to a presidency. They noted that this ladder follows a "logic of hierarchy," where one position follows the next based on the organization's structure (p. 19). Third, they found that in this ladder, there were variations where some rungs were skipped on the way to a presidency. Finally, in their examination of the people who climbed the presidential ladder, most of the presidents were exclusively academics with earned doctorates in education, humanities, and social sciences as the most common

fields. Therefore, coupling the strong background in academe with the ladder, Cohen and March (1974) viewed the presidency as a capstone to an academic's career, noting it as distinguished from other positions in academe because "it is at the top" (Cohen & March, 1974, p. 23).

Based on these data, Cohen and March (1974) also reported three important qualities about the presidential ladder. First, the hierarchy could encompass positions at more than one institution. "Moreover for most current presidents, the presidential career ladder is not within a single institution. Indeed, most current presidents have to come to their presidency from another institution" (Cohen & March, 1974, p. 21). Secondly, the ladder was often an unplanned, "after the fact invention" (Cohen & March, 1974, p. 25). "Although the route to the job is clearly not random, each president's 'career' tends to be a post factum construct" (Cohen & March, 1974, p. 2). As a third point, they found that some administrators served in leadership roles and then returned to the faculty, not becoming chairs, deans, or provosts at the point where they might have pursued these roles. Cohen and March (1974) observed that "since a college is an organization in which the validation of success through objective measures is relatively difficult, academic administrators move through a series of promotions to the presidency without a clear picture of where each step is taking them" (Cohen & March, 1974, p. 23). Thus, these authors concluded, "The presidential career is an easily aborted one" (Cohen & March, 1974, p. 26). Even with the hierarchical structure that spanned institutions as individuals made these career moves, Cohen and March (1974) revealed that a presidency is not a planned, guaranteed career event to which all faculty aspire.

As an additional point of analysis, Cohen and March (1974) described three restrictions that occurred in promotion up the ladder: specialization, parochialism, and status order. Particularly, in their examination of religious-affiliated schools, administrators seemed tied to that particular type of school and did not move across religious affiliations. For example, an administrator at a Catholic college did not readily move to a non-Catholic college. Furthermore, they noted that colleges and universities launched national searches for presidents and often ended up with someone geographically close, pointing to the parochialism they found. Finally, horizontal movement on the rungs usually denoted some sort of status order where taking a similar position at a larger or more prestigious institution was perceived as a promotion, rather than a lateral move.

In summary, Cohen and March (1974) found a line of six positions that they proposed as comprising a ladder to the presidency, as a career pinnacle, through faculty assuming administrative positions, sometimes at more prestigious institutions, with greater administrative responsibility along the way. They examined the patterns of promotion up the ladder as well as moves across universities as a pattern of promotion. Additionally, they noted that presidents also came to this pathway without prior intentions or planning.

The Cohen and March (1974) study had both strengths and weaknesses that informed this dissertation. This study's primary strength was synthesizing the previous studies' data to elaborate the six-rung ladder of a presidential career through an academic hierarchy of faculty positions. A major limitation of this study was that while Cohen and March mentioned that certain rungs of the presidential ladder may be skipped, they did

not detail these variations. Thus, the Cohen and March (1974) pathway informed this study in considering the pathways of the Fellows in the study.

Moore, Salimbene, Marlier, and Bragg

Through the lens of career trajectories, which assumed a sequence of jobs with high likelihood of moving upward into more complex and higher levels of work and responsibility, Moore, Salimbene, Marlier, and Bragg (1983) examined the trajectories of academic presidents and deans. The purpose of this study was to test Cohen and March's (1974) normative path to discern its usefulness in understanding how individuals move to a presidency. They posed two research questions:

1. To what extent have college and university presidents currently in office followed the normative career path as defined in the literature?
2. If variation from the normative path does occur, are there identifiable alternate paths that characterize a reasonable number of presidential careers?

Surveying a national stratified sample of 4,092 administrators from 4-year colleges, Moore et al. (1983) queried participants' biographical and employment information to discern how closely their career paths matched Cohen and March's (1974) normative path. Achieving an overall 73% response rate (n = 2,896), Moore et al. (1983) drew a subsample of those respondents who held presidencies (n = 156). Respondents were 92% male, 8% female, and 95% Caucasian, 5% African American. Age and highest credential earned were not reported. These researchers found that the normative path to the presidency did not accurately describe the pathways of the presidents in their study, as only 3.2% perfectly matched the trajectory. One-third of respondents skipped two positions, and another third skipped three positions on their way to presidencies. About

14% came from outside higher education entirely. They confirmed that a faculty position was a critical step for moving into a top-level administrative position and that a provost position rather than a deanship most predicted a presidency.

There was not, however, one definitive path. Moore et al. (1983) contended that only when variations were accounted for did the traditional presidential pathway accurately portray that career trajectory. The authors found 15 pathways with various skips in the presidential ladder. A faculty appointment was the primary entry point for a later presidency, with the additional observation that a provost position in one's trajectory predicted a future presidency.

This study contained strengths and weakness with implications for this dissertation. With a focus on career trajectories, Moore et al. (1983) picked up where Cohen and March (1974) left off in their elaboration of the variations on the presidential pathway. Moore et al. (1983) added to the literature by detailing these variations, debunking the normative pathway, and revealing that serving as a provost predicted a presidency. Thus, the additional the pathways they outlined were a strength of Moore et al. (1983). The implications for this dissertation were twofold. First, the variations outlined by Moore et al. provided important context for understanding where emerging leaders may be on their pathway to a leadership role. Second, studying individuals' considerations to elaborate the pathways would add to this body of literature.

Wessel and Keim

Building on the work of these previous studies, Wessel and Keim (1994) elaborated the career patterns of presidents at 4-year private universities. The stated purpose of their study was to "determine the career patterns of college presidents at

private doctorate-granting institutions, comprehensive universities and colleges, and liberal arts colleges in the United States" (Wessel & Keim, 1994, p. 213). The research article did not explicitly state research questions. A framework of occupational succession was mentioned, but it did not appear to be explicitly invoked.

After reviewing and piloting a survey, Wessel and Keim (1994) queried a stratified random sample of 291 presidents at private universities and colleges with a response rate of 93% (n = 270). Based on the Carnegie classifications in force at the time of the survey, most respondents (63%) were from liberal arts colleges, with 28% from comprehensive universities and colleges and 9% from doctoral universities. The survey asked about the individual's demographic data, work history, career trajectory with up to nine positions prior to the presidency, entry point into higher education, first position title, and career pattern (Wessel & Keim, 1994).

Of the respondents, 81% were male and 19% were female; 92% were Caucasian, 6% African American, and 1% Native American. The average age was 55 years, and the average age of first presidential appointment was 47 years. Also, 91% had earned doctorates. From an examination of career entry points, among all institution types, 58% of the presidents in this study entered their first position in higher education directly from being a student; 61% entered higher education as faculty members, 13% as nonacademic administrators, 10% as presidents and chancellors, and 16% from other administrative and academic positions (Wessel & Keim, 1994). Previous positions to the presidency were reported as academic vice presidents (23%), a position outside higher education (19%), president/chancellor (15%), nonacademic vice president (12%), executive vice

president/assistant to the president (9%), dean (7%), and faculty member (6%) (Wessel & Keim, 1994).

In their examination of career patterns, Wessel and Keim (1994) confirmed the academic career pattern previously delineated by Cohen and March (1974) and reinforced by Moore et al. (1983), where the individual entered as a faculty member and then became department chair, dean of a college, academic vice president, and president. In the Wessel and Kim (1994) study, 70% of respondents took this academic path to their presidency. Yet, only 2.6% of respondents matched the model perfectly, hitting every position along the way. Most of the presidents they studied (54%) missed up to three positions in the model. They found 14 variations in the academic career pattern, confirming the findings of Moore et al. (1983). The most common path found in this study was being tapped from a faculty position to serve as an academic vice president (16%) and ascending from the vice presidency (Wessel & Keim, 1994).

Wessel and Keim (1994), however, noted a second ladder to the presidency, the administrative career pattern, where a person held extensive administrative positions, but had little faculty experience. Thirty percent of respondents followed the administrative career pattern. Administrators from inside and outside higher education had their own ladder with seven variations that could lead to senior-level leadership roles. This ladder could include a presidency of an institution. Only 9% of the entire sample perfectly fit the administrative pattern, hitting every rung along the way. Nonfaculty, then, had a separate ladder that was possible to climb to a presidency (Wessel & Keim, 1994).

Wessel and Keim (1994) concluded that two career ladders prevailed in private 4-year institutions. Academic and administrative career paths, each with their own set of

variations, most accurately described the ascent of presidents in private 4-year institutions. Wessel and Keim (1994) observed that in private 4-year colleges, the academic career pattern was most common. "Most boards of trustees choose presidents whose work history includes academic experience, usually in the form of a faculty appointment" (Wessel & Keim, 1994, p. 223). They recommended that aspirants obtain experience as a faculty member:

> This conclusion leads one to generalize that boards of trustees want the president to have had academic work experience, usually as a faculty member. This experience as a faculty member may be perceived as necessary preparation for understanding the faculty and academic mission of the institution. (Wessel & Keim, 1994, p. 223)

Although stating that presidential aspirants should set themselves on a faculty path, they noted, however, that successful leaders without faculty or even higher education experience were selected occasionally and that boards made their selections based on fit with institutional mission and needs.

Strengths and weakness existed in the Wessel and Keim (1994) study with implications for this dissertation. As a strength, this study examined the hierarchical paths of 4-year private university presidents. Wessel and Keim (1994) confirmed and elaborated Moore et al.'s academic pathway patterns and uncovered an administrative pathway for nonfaculty administrators as a new contribution to this body of literature. Not stating the conceptual framework and specific research questions were a weakness of this study. Considerations regarding institutional type and size within the private higher education sector were also not delineated, which could have provided context for some of the career paths. Based on their data analysis, Wessel and Keim (1994) recommended that presidential aspirants enter a faculty role since this is the most prevalent initial rung

on the presidential ladder. This recommendation did not, however, account for the serendipity of presidential careers. Knowing how the individuals from the nontraditional line moved into the presidencies would be informative and place this recommendation in greater context. The primary implication, therefore, was to consider the administrative pathway as outlined to provide additional context for the emerging leaders' paths explored in this dissertation research.

Birnbaum and Umbach

In a more recent study, Birnbaum and Umbach (2001) also sought to build upon the presidential career trajectories of Moore et al. (1983). Their purpose was to examine paths leading to the presidency by institution type, surmising that it may be difficult for candidates to move across institution type. They posed three research questions:

1. What are the alternative career paths followed by college presidents?
2. Is there a relationship between career path and institution type?
3. Is there a relationship between career path and the personal characteristics of presidents?

The authors used ACE data on college presidents published for the years 1986, 1990, and 1995. Focusing primarily on the 1995 data, they examined institutional type, personal characteristics, educational background, and prior two positions. Their sample was 83.5% male, 16.5% female, 89.3% White, 4.5% Black, 2.9% Hispanic, and 2.0% other; 80% had earned doctorates. The average age was not reported. In their analysis, they found eight trajectories, which were collapsed into four types: Scholar, Steward, Spanner, and Stranger (Birnbaum & Umbach, 2001). Scholar and Steward denoted a traditional experience in higher education as either a faculty member or administrator,

while the Spanner and Stranger types comprised the nontraditional pathways. Presidents following the Spanner and Stranger trajectories typically came from outside higher education. Spanners worked both inside and outside academe; Strangers came to the presidency directly from an organization outside higher education and had never taught. They offered the limitation that analysis of only the prior two positions may not accurately describe a person's total career (Birnbaum & Umbach, 2001).

After delineating the pathways, the authors analyzed them by institution types and demographics. When examining institution types, they found that Scholar was the most predominant type for any institutional type, and in particular for doctoral institutions. Although Stewards were not common in doctoral institutions, they accounted for only 20% to 25% of presidents at all other institutions. Spanners were most found in baccalaureate institutions, and Strangers were more frequently presidents at specialized institutions. While the authors discussed race/ethnicity and gender of presidents in their study, they did not relate those qualities specifically to the four pathways they articulated. In looking at credentials, they found that Scholars were most likely to hold a Ph.D. and Stewards were more likely to have earned education doctorates. Spanners had the most number of education doctorates among the four types (29.4%). More than one-third of the Strangers did not hold a doctorate, with about 40% having bachelor's or master's degrees and 40% holding professional degrees as the highest obtained credential. Analysis of demographics offered additional particulars about their four categories (Birnbaum & Umbach, 2001).

Birnbaum and Umbach (2001) offered three conclusions based on their analysis. First, they concluded that the most common path to the presidency was the traditional

route of Scholar, as 89% of their respondents were from the faculty ranks. Although Stewards were found in every institutional type, the chances of a Steward becoming president at a doctoral institution were far lower than that of a Scholar. Second, the type of credentials and faculty experience or a lack thereof played a part in the path to a presidency. "A majority of those with the Ed.D. lead Associate institutions. For all other institution types, however, the Ph.D. in an academic discipline is strongly preferred" (p. 211). They concluded that for those outside education, the presidency may be more of a serendipitous event. Third, race and gender mattered in this study, as Birnbaum and Umbach (2001) concluded that women and minority candidates are less likely than men or White candidates to become presidents, even when controlling for credential, discipline, and teaching experience. This study noted a limitation in that the data used were becoming old, and newer data on women presidents may have provided different insights. Various demographic factors reflect the type of people who end up in a college presidency.

Birnbaum and Umbach (2001), however, realized that recommending that every aspirant to the presidency should follow a specific path was overly simplistic and offered several recommendations to candidates and institutions. They first recommended a Ph.D. in an arts or sciences area in order to maximize opportunities and gain early teaching experience, as faculty experience was a key element documented in their study. Then, they advocated that the aspirant should move into administration, securing positions of increasing responsibility and a range of experiences (Birnbaum & Umbach, 2001). They also recommended that institutions should groom promising minority and female faculty and assess and improve their climates. A final recommendation involved obtaining more

knowledge about candidates' backgrounds and aspirations to support women and minority presidential paths (Birnbaum & Umbach, 2001).

Birnbaum and Umbach's (2001) study had several strengths and implications related to this dissertation. Its greatest strength was using longitudinal, national data to further delineate presidential pathways by institution type. It also further elaborated the administrative and academic pathways, building upon previous studies to offer new descriptive language for the paths. The implications were similar to those the other studies offer. A gap to address is the context of considerations to accompany the career paths. The present study addressed the considerations involved in career decisions by capturing them in narratives as a means to overcome the limitation of survey data that did not probe these factors.

American Council on Education

In collaboration with the College and University Professional Association for Human Resources (CUPA-HR), ACE began researching the pathways to the presidency with a series of iterative studies released in 2008 and 2013 called *On the Pathway to the Presidency: Characteristics of Higher Education's Senior Leadership.* The survey built upon the work in the ACE 20-year study of the academic presidency, where it noted five positions that typically precede a first-time presidency—provost/chief academic officer (CAO) (40%), other academic officer (dean) (16%), nonacademic (23%), chair/faculty (5%), and outside higher education (17%)—with a faculty appointment as the entry point to a presidential pathway (ACE, 2007). The surveys for each year are described, noting findings, strengths, and weaknesses.

Paying particular attention to CAOs due to the great number who advance to presidencies, the first survey explored senior leaders in roles that typically lead to a presidency with four research questions (King & Gomez, 2008):

1. What is the profile of individuals on the pathways to presidencies?
2. Are these individuals more diverse in terms of race and gender?
3. What is their age profile?
4. Are many of them also nearing retirement?

The researchers asked human resources officers to complete a survey to answer questions with information typically found in their personnel databases (King & Gomez, 2008). Achieving a response rate of 20%, the survey gathered information about 9,700 individual leaders from 852 colleges and universities. Analysis was weighted based on Carnegie classification (King & Gomez, 2008).

The researchers analyzed the demographics, time in position, and location of previous position for this cohort of senior administrators. Based on their demographic analysis, they concluded that there is a younger cohort poised for presidencies. In particular, they observed that the pipeline had some potential leaders coming through it, particularly women, but was not as robust in racial and ethnicity diversity. The average time in office for this cohort of senior leaders ranged from 5 to 7.5 years. The average tenure for a CAO was 5.2 years, which was explained as reflecting CAO transitions to and from this position or presidential turnovers, which prompt a personnel change. In examining location of prior positions, they found that as a group, senior administrators were promoted from within as frequently (49%) as they were hired externally (51%) (King & Gomez, 2008). Positions for CAOs, executive vice presidents, chiefs of staff,

deans, and central academic officers were most frequently filled through internal promotions. The authors suggested succession planning as a useful institutional strategy based on the number of internal promotions they found (King & Gomez, 2008).

On the Pathway to the Presidency 2013: Characteristics of Higher Education's Senior Leadership repeated the 2008 study with the same research questions to study the demographic and professional qualities of senior leaders in roles that typically lead to a presidency (Kim & Cook, 2013). Again, in collaboration with CUPA-HR, the researchers queried human resources professionals about the age, gender, race/ethnicity, start date of current position, and internal/external hire of senior leaders at their institutions. The goal of the study was to compare these data with those collected in 2008 to examine trends in the profiles of these leaders. Achieving a response rate of 13%, the survey gathered information about 3,906 individual leaders from 308 colleges and universities. Weighting for institution types was not applied due to the low response rate (Kim & Cook, 2013).

Despite the response rate, the researchers were able to update the profile for leaders at 4-year institutions. These findings included the following:

- Women were more likely at these institutions to be senior leaders (43%) than presidents (22%).
- Senior leaders (average age 55) were younger than the presidents (average age 61).
- With the exception of chief diversity officers (89% of whom were people of color), 86.3% of senior leaders were White.
- Fifty percent were hired externally and 50% internally (Kim & Cook, 2013).

One major trend was that while the overall number of women in senior roles increased, there was quite a range based on the type of position (Kim & Cook, 2013). Another trend was that the number of senior leaders older than 61 years increased by 5% (Kim & Cook, 2013). A third trend included stability in the racial/ethnic makeup of leaders, although the number of African American CAOs declined (Kim & Cook, 2013). They concluded from this study that based on age, there were potential leaders available to take on presidencies and that succession planning could be a viable strategy, particularly for enhancing diversity of leaders, but institutions would have to be purposeful in this effort (Kim & Cook, 2013).

These studies possess several strengths and weaknesses. Their first strength was using a national sample of human resources professionals with access to ready data. Secondly, the researchers fielded this study twice to build a longitudinal perspective. Thus, they were able to spot trends in the data on senior leaders. Third, they confirmed a pool of potential leaders and the profile of that pool. Finally, they confirmed the viability of succession planning as a strategy for cultivating campus leaders through examining internal and external prior positions (Kim & Cook, 2013).

There are several weaknesses with this set of studies. The first weakness was the response rates. The 2008 *Pathways* response rate of 20% from all institutions contacted may be seen as a limitation. The human resources professionals who did respond provided data on almost 10,000 individuals. However, the 2013 *Pathways* study acknowledged its low response as a weakness. Nonetheless, these ACE studies are the only nationwide surveys on these aspects of the presidency. Secondly, the authors adjusted some of their analyses by weighting the responses according to institution type

to mitigate the low response rates from certain institution types, another weakness. Adjusting the weighting is a weakness because it may lead the researcher to conclusions that are not entirely representative of the sample (Dillman, 2007). Furthermore, addressing the generalizability of these studies, which was not offered, would strengthen this research. Third, these studies did not explore the impact of participation in leadership development programs on presidential pathways. The final limitation of these studies is that their research design did not attempt to uncover the reasons that the leaders moved into the senior positions beyond itemization of prior positions. Knowing more about what positions these leaders held and why they chose each position during their careers would be informing.

Inferences on Pathways Literature for the Current Study

In summary, four foundational peer-reviewed studies and two association-sponsored studies conducted by ACE examined career pathways to the presidency. Two of the peer-reviewed studies and the ACE studies examined nontraditional paths outside the faculty line. All four of the peer-reviewed studies arrived at a hierarchy of positions where individuals move up through a ladder, where presumably higher positions are obtained in either an academic or administrative line. The peer-reviewed studies found variations in positions held, as individuals might skip some of the positions in these hierarchies. The ACE studies sought trends in emerging leaders' characteristics, confirming that a candidate pool exists for presidential positions. These studies informed the data analysis of the leaders' pathways in this project through the foundation they provided.

The overarching theme of more than 40 years of various studies on pathways to the presidency was that there are particular and favored pathways for an individual to follow through an organizational hierarchy to arrive at a presidency. The path of a faculty member predominantly takes the form of a ladder. The advancement through several administrative leadership roles, progressing in scope and responsibilities, was the dominant route to a university presidency, no matter how many rungs on the ladder individuals hit or missed along the way. A less traveled (and less studied) road was that of the professional administrator who served in a nonfaculty capacity and moved through a different hierarchy of positions to the presidency. An even more infrequent occurrence was the president selected from outside either of these two trajectories.

Although the empirical studies outlined the various pathways to a presidency, they failed to take a systematic look at the decisions and considerations that individuals made as part of their career development, including participation in a leadership development program. Furthermore, presidents typically were studied after the fact, not as they were moving through these roles and deciding whether or not to take on the next leadership role. While the routes to a presidency are known, the career considerations underpinning the pathways are not well articulated in the literature.

Leadership Development Programs in Higher Education

Absent from the presidential pathways literature is the role of leadership development programs as a potential impetus along the path. Corporate America has had longstanding traditions of succession planning, talent management, and leadership training to ensure a pipeline of ready leaders to fill its management and executive ranks (Gonzalez, 2010; Luna, 2012). Colleges and universities, however, do not as readily

embrace campus leadership programs for faculty and staff (McDade, 2009; Wolverton, 2002). While faculty development programs exist at the institutional level, they generally emphasize other skills over leadership development as a goal or activity (Kezar & Lester, 2009; Wolverton, 2002). Various national programs, however, support the training and development of faculty and professional administrators' advancement into leadership roles. This section discusses national leadership programs for higher education, including a detailed account of the one selected for this study, the rationale for the choice, and a research study that has been conducted on the program.

Green and McDade (1991) offered that leadership development is a "broad concept that includes but goes beyond teaching skills and enhancing career mobility" (p. 6). Leadership encompasses activities and experiences that enhance an individual's ability to make a difference, shape an organization's direction, and enact a shared vision (Green & McDade, 1991). More often than not, academic leaders first receive training in research and teaching, not anticipating an interest in administration roles. As part of this process, the faculty member must shift from being a specialist to generalist, from an individualist to collectivist, and oriented from discipline loyalty to institutional loyalty (Raines & Alberg, 2003). To be successful, those first shifts involve quick transitions in moving from faculty to administration in order to function effectively (Raines & Alberg, 2003). Appendix I outlines the traditional academic line of leadership roles. As faculty consider or accept leadership roles later in their career paths, it is often with minimal training in leadership and management (Wolverton, 2002). Leadership development programs can be helpful in supporting these major transitions that occur when a faculty

member moves into administration (Raines & Alberg, 2003). Formal training, then, becomes an important part of leadership development.

National Leadership Programs in Higher Education

As a result of the general expansion of higher education, the 1960s saw the development of national programs for those with aspirations for positional leadership roles (Kezar & Lester, 2009). Campuses were becoming more complicated to administer, and additional knowledge was necessary for administrative work (Kezar & Lester, 2009). The complex environment of higher education requires the development of certain skills (Kezar, 2009). Leon (2005) underscored their importance as "hidden ladders" that support talent moving into executive roles (p. 3). "Their number and importance are growing rapidly, and potential participants, designers of future programs, and members of society in general all need to know more about them" (p. 3). National programs that offer training to those undertaking the challenges of leadership can be valuable for making the transition to leadership and developing new skills in a truncated time (Raines & Alberg, 2003). Thus, a number of programs offered by national organizations exist to train higher education leaders and serve as stepping stones into senior-level positions.

National leadership programs tend to focus on individuals in positional roles or aspirants as their target audiences (Kezar & Carducci, 2009). Programs frequently are based on affinity groups because at each institution there is only one CAO or other role, and these leaders benefit from being with those in similar institutional roles (McDade, 2009). The most comprehensive discussion of national leadership development programs for college and university leaders was found in McDade (1987). A variety of leadership development programs exist, and they vary by mission, goals, content, participants,

format, features, size, duration, and sponsor (McDade, 1987). McDade (1987) suggested a typology of four types of training: (a) national institutes and internships, (b) administrative conferences, (c) conventions, and (d) workshops, meetings, and seminars.

National institutes and internships comprise one category and offer the oldest and most prestigious programs. General characteristics include (a) a minimum of 2 weeks of training and/or regular meetings over a year; (b) selection of participants through an institutional nomination or endorsement; (c) a selection process that is highly competitive; and (d) involvement of participants from across the United States. In addition to these characteristics, programs often include didactic workshops and intensive experiential training (McDade, 1987). Additionally, the national programs embody a strong alumni base for networking opportunities (McDade, 1987). Traditionally, these programs exist to improve individuals' skills in leading organizations.

Appendix F presents an updated summary of national leadership development programs available in higher education for faculty and staff at the time of this dissertation. It includes program sponsor, year founded, type of participants, the duration of the experience, key features and formats for the training, and website information. The table demonstrates the variety of programs available to support the development of skills, especially for middle- and senior-level leaders. Some of the programs are well established with 30- to 40-year histories, while others are newer. Programs' audiences include certain affinity groups (women, student affairs, CAOs, etc.), disciplines, and both emerging and positional leaders. Although the programs are frequently described, a missing piece is scholarship relating their influence on career paths and experiences for individuals (Kezar, 2009; Kezar et al., 2006; Leon & Jackson, 2009; McDade, 1987).

ACE Fellows Program Selection and Rationale

Among the available leadership programs, the ACE Fellows Program (FP) served as the population for this study. Its features offered some distinct advantages over the other programs listed in Appendix F. First, the program has been sustained for almost 50 years, demonstrating staying power in a changing and complex environment. It has almost 2,000 graduates and is a well-regarded pipeline for presidential and other upper-level leadership positions (Kezar, 2009). Second, it offered a diverse pool of participants who were not affiliated with any particular affinity group. Thus, a variety of emerging leaders was accessed within one program. Third, the ACE FP is one of the more lengthy programs, involving an intensive commitment on the part of an individual to participate during its 15-month timeframe. It is unique for the extensive experiential component it offers participants (Leon, 2005). The FP provides didactic skills workshops to augment its experiential mentoring and networking. Participating in the ACE FP, therefore, demonstrates a substantive commitment to trying on a potential future leadership role, and it is a robust program when compared to most of the others in the chart.

Originally designed for those who wanted to move from faculty positions to administrative positions, during the last 5 years the program became more inclusive as one way to address the anticipated shortfalls in executive leadership positions (S. A. McDade, personal communication, February 13, 2011). In addition to faculty, it now draws participants from professional administrative positions (ACE, 2013a). This ability to capture the experience of those in nontraditional pathways is another appealing quality of the ACE FP. Thus, for this study, it provided a wide-ranging population whose members were seriously contemplating a potential leadership role. Finally, its selection

process is rigorous and robust, thus providing an external validation of the high-potential emerging leader status of Fellows that is useful for this study. For a full elaboration of the ACE FP, see Appendix E.

Study on ACE Fellows

In seeking literature on leadership development programs in higher education, only one peer-reviewed study was found that addressed the ACE FP specifically. This was not surprising, as there is a lack of sound research on leader training and development (Gmelch, 2004).

Turner and Kappes (2009) examined the role of the ACE FP in preparing women leaders of color. The purpose of the study was to examine the experiences of former Fellows who were women of color to discern their perceptions of the program's strengths, challenges, and impact on their careers (Turner & Kappes, 2009). Using an e-mail questionnaire, the authors queried participants' perceptions of the program. Achieving a response rate of 25%, most of the 17 respondents were within 5 years of program completion. The racial breakdown of participants included 12% Asian American, 24% Hispanic/Latina, and 64% African American.

Fellows expressed the strengths of the program as networking and interaction with senior leaders through the program's activities and the workshops and seminars that were offered (Turner & Kappes, 2009). This group of Fellows identified three major challenges from their perspective. First, the women viewed the location away from their home campuses as presenting a challenge to work-family life balance. A second challenge articulated was that the issues of women of color as leaders were minimized, in their view. They felt that one way to address this challenge was to bring in women of

color as workshop facilitators and mentors during the year. The third challenge was returning to their home institution in the same position, as colleagues there did not expect them to return. They indicated that they were viewed differently after their time in the ACE FP. Related to the impact of the program were its importance and relevance to the careers of women of color and the critical mentoring provided at the host institution. Overall, these women expressed that the ACE FP was the best training and development program available, and they recommended it to other women (Turner & Kappes, 2009). Thus, the authors concluded that the ACE FP contributed positively to the advancement of women of color, despite the gaps in addressing their needs specifically.

The Turner and Kappes (2009) study contained both strengths and weaknesses. A primary strength was that it examined the ACE FP, about which no other studies exist. Second, it sought the perspective of women of color, an underrepresented group of leaders in the higher education pipeline. Third, this study also offered some practical points for program administrators as part of its findings. There were two weaknesses with this study. First, its response rate of 25% was low, and the authors generalized their findings to other programs without noting this low rate as a potential limitation. The other weakness was that when the authors generalized their findings to other programs, they did not account for differences in the programs.

The implications of this study for this dissertation were twofold. First, the ACE FP spanned affinity groups, so the advantage was having a diverse set of qualities represented in the sample. Moreover, attending to the views of women and people of color as additional contexts for leadership was important as an additional consideration. A second implication was the realization of the importance of not attempting to

generalize from the ACE FP to other leadership development programs, but instead particularize the findings to the Fellows as one of many potential sources of leaders. Therefore, recognizing the context of the race and gender of leaders in the ACE FP and avoiding overgeneralizations about the influence of the program were important considerations.

Inferences on Leadership Development Programs for Current Study

Colleges and universities generally have not undertaken systematic efforts to train and advance leaders at the local level. Various programs exist at the national level to support the training and development of faculty and the advancement of professional administrators into leadership roles. Some of these programs have had a long-term, sustained ability to support participants' transitions into senior-level roles, as evident in some cases through their promotional materials. While these programs are described in the literature, they are not generally well researched (Leon, 2005). The corollary is that the contribution of these programs to a leader's career path is not well understood. This study's incorporation of participants from a longstanding, successful program contributed to addressing this gap found in the literature.

Chapter Summary

In conclusion, this chapter synthesized the foundational literature from the disparate concepts that inform this study. The first section covered CCT as the theoretical framework for this study. CCT was detailed as a new, postmodern framework for learning about and supporting individuals' careers through the narratives they relate. The next section provided an overview of career metaphors as a means to extend the theory. Career metaphors described how pictorial ideas about careers have the potential to extend

the research on individuals' career decisions and considerations. The third section detailed the literature on leadership pathways and the inferences made from these studies. The literature pathways to a university or college presidency demonstrated an evolution on how the researchers conceived these pathways and how people adhere to them or not, as well as what is not known about them. The final section discussed current leadership development programs offered to various university personnel, along with inferences germane to this project. These training programs serve as a means of supporting a person's leadership considerations. These concepts have not been explicitly connected in theory, research, or practice. Thus, the synthesis of these three areas in the literature formed the foundation of this study.

As these areas were not previously integrated by scholars, there were gaps to address through the operationalization of this study. First, while perhaps implied, career development was not prominent in the literature on leadership development; similarly, leadership was rarely included as a construct within the career theories. Yet, leadership frequently occurs in a person's work life. Also, leaders were studied once they were in their positions, not along the way. Thus, more work is needed to understand the decisions and considerations individuals make on their way to a presidential role. Moreover, the journey to a presidency may include participation in a national leadership development program. A number of national programs support leadership development at primarily mid- and senior-level roles. These programs provide training for aspirants and those already in positions. The programs and their participants have not been well studied. Invoking CCT and narrative inquiry to examine the paths and considerations of individuals who were in the process of considering senior leadership roles in higher

education vis-à-vis participation in a leadership development program was a primary contribution of this dissertation.

Based on the literature overviewed here, three primary implications for this study arose: (a) understanding the complex contexts of leadership, (b) attending to the call for diversity, and (c) addressing the gaps in the literature. First, leadership is not easy, based on the issues modern higher education organizations face, to the point that the challenges can discourage faculty from considering these roles. Understanding the perspective of leadership as an endeavor that should be avoided was an important consideration for the researcher to address. Secondly, the various calls for leaders to reflect the gender, racial, and ethnic diversity increasing on campuses was the second important implication. Part of this diversity included the nontraditional backgrounds a leader can bring to the senior-level roles in higher education. Paying attention to the diversity of leaders that comprised this sample was an important consideration. Finally, there were some gaps that warrant attention: (a) understanding individuals' decisions and considerations about leadership roles, (b) knowing how participation in a national leadership development program informs these decisions, (c) examining candidates from nontraditional pathways, (d) applying current career development theory, and (e) profiling individual considerations about leadership paths.

CHAPTER 3:

METHODOLOGY AND METHODS

The purpose of this study was to examine how potential senior leaders incorporate the proposition of advanced leadership roles into their personal career narratives using the alumni of the American Council on Education Fellows Program® (ACE FP) as a microcosm for investigation. The problem of practice explored by this study was the dearth of qualified leaders willing to pursue a college or university presidency. The problem of research addressed by this study was the lack of information on why individuals pursue leadership responsibilities and roles as part of a career trajectory. The major significance of this study was its ability to inform the development of future leaders for higher education. One overarching research question, with five subquestions, guided this study:

RQ: How do alumni of the ACE FP, as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives?

1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their curriculum vitae (CV) and stories in light of presidential pathway models and the career metaphor literature?
2. What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions?
3. How have ACE FP alumni incorporated leadership considerations into their careers?

4. How do ACE FP alumni consider the future of their careers?
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?

This chapter presents the paradigm of inquiry guiding the investigation, the theoretical framework for the study, the research design, methodology, population and sample, data collection strategy, and data analysis methods. It concludes with a discussion of validity and reliability and ethical considerations.

A Constructivist Paradigm of Inquiry

A research paradigm, or worldview, is the set of philosophical assumptions researchers make about the world to understanding the nature of reality (Creswell, 2007; Maxwell, 2005). Paradigms shape the types of problems studied and the questions researchers ask in examining the problem (Creswell, 2007). The methodology, methods, data collection and analysis, and dissemination of results should link to the paradigm in a transparent manner and achieve cohesiveness (Creswell, 2007; Maxwell, 2005).

Merriam (2009) explained that interpretative research assumes that reality is socially constructed, which means there are multiple realities or interpretations of a single event. In contrast to the positivist approach, which understands the world through a values-free lens, the interpretive approach is bound by values of the researcher. This process of meaning-making is contextual, where truth is based on a multitude of unique and varied meanings that are relative to individuals, their experiences, and their interpretation of their experiences (Rodwell, 1998). Moreover, realities are social constructions that individuals construe from their experiences with their own unique perspectives (Merriam, 2009; Rodwell, 1998). Thus, the meaning of human experience

resides in the interpretation the individual makes of his or her lived experience through interactions with others (Rodwell, 1998).

This study employed the worldview of constructivism to frame its inquiry on leaders' careers. Constructivism is an interpretive approach to knowing in which the body of knowledge is particular to the participants of the study with the goal of understanding human experience at a subjective level (Merriam, 2009; Rodwell, 1998). As explained by Rodwell (1998), constructivists view individuals as deriving meaning from their lived experiences. Working in constructivism, researchers focus on the meaning people attach to their lived experience. Accommodating the multiple meanings people construct through their lived experiences is a hallmark of the constructivist approach to research. "From the interpretive perspective, the serendipitous and intuitive are not liabilities, but opportunities in the effort to understand human phenomena" (Rodwell, 1998, p. 16). Differences are as interesting and valuable as similarities in this type of inquiry, which values subjectivity over objectivity.

A constructivist paradigm to research is a collaborative approach between the researcher and the participants. "Truth emerges in inquiry not as one objective view, but rather as the composite picture of how people think. Truth is a constructed reality in the minds of the individuals involved in the inquiry process, including the inquirer" (Rodwell, 1998, p. 27). When working in this paradigm, rather than espousing the role of the expert, the researcher partners with the participants as a collaborator in building a reality through conversation. This dialogue will elicit multiple, conflicting perspectives to bring about consensus from the viewpoints or at least present multiple perspectives as the reality. Constructivist research, then, is "inherently dialectical" (Rodwell, 1998, p. 30).

Thus, researchers and participants work together in conversation that yields multiple viewpoints to create an understanding and generate knowledge, which "showcases the meaning people give to their own situations" (Rodwell, 1998, p. 17).

Espousing a constructivist approach is appropriate for this study on leaders' career considerations for two reasons. First, constructivism offers a way to understand the meaning a person derives from his or her lived experiences. Investigating the lived experiences of ACE Fellows in the context of their careers offered an effective way to understand these individuals' careers and incorporation of leadership. Secondly, constructivism embraces multiple realities. Because fashioning one's career is a contextual and values-laden activity that is unique to the individual, each person will interpret and make sense of his or her career decisions in a different way. Constructivism offers this latitude and actually embraces multiple truths. Operating within this paradigm provides a way to account for multiple realities within the interpretation of a person's lived experiences.

Theoretical Framework

No single theory offered a framework for this study. Instead, this study drew upon three key theoretical and conceptual frameworks: career construction theory (CCT), career metaphors, and presidential pathways. Table 3.1 cross-references the frameworks against the research questions.

Table 3.1
Support of Research Questions by Conceptual Frameworks

Research question	Supporting framework	Operationalization	Discussion location
How do alumni of the ACE FP, as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives?	• CCT • Career metaphors • Presidential pathway models	• Narrative inquiry producing a profile of the career story of each subject • Mapping career profile against career metaphors • Mapping out the career paths of participants and comparing to models in the presidential pathway scholarship	• Chapter 1: Theoretical Framework, Overview , Problem of Research • Chapter 2: CCT, Career Metaphors, Pathways to the Presidency • Chapter 3: Data Analysis (Position Charting, Metaphor Mapping) • Appendix D
1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their CV and stories in light of presidential pathway models and the career metaphors literature?	• CCT	• Narrative inquiry producing a profile of the career story of each subject	• Chapter 1: Theoretical Framework, Overview • Chapter 2: CCT • Chapter 3: Theoretical Framework Summary, Research Design, Data Analysis
2. What career decisions were made by ACE Fellows before, during and after their Fellowship? What considerations went into making these decisions?	• CCT	• Narrative inquiry producing a profile of the career decisions to incorporate and pursue leadership roles	• Chapter 1: Theoretical Framework • Chapter 2: Review of Literature • Chapter 3: Theoretical Framework Summary, Research Design, Limitations of Narrative Inquiry, Data Analysis
3. How have ACE FP alumni incorporated leadership considerations into their careers?	• Career metaphors	• Mapping career profile against career metaphors	• Chapter 2: Modern Metaphors for Careers • Chapter 3: Data Analysis (Metaphor Mapping) • Appendix D

Research question	Supporting framework	Operationalization	Discussion location
4. How do ACE FP alumni consider the future of their careers?	• CCT • Career metaphors • Presidential pathways	• Narrative inquiry producing a profile of the career decisions to incorporate and pursue leadership roles • Mapping career profile against career metaphors	• Chapter 1: Problem of Research, Theoretical Framework, Overview • Chapter 2: CCT, Modern Metaphors for Careers, Presidential Pathways • Chapter 3: Theoretical Framework Summary, Data Analysis (Position Charting, Metaphor Mapping) • Appendix D
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?	• CCT • Career metaphors • Presidential pathways	• Narrative inquiry producing a profile of the career decisions to incorporate and pursue leadership roles • Mapping career profile against career metaphors	• Chapter 1: Problem of Research, Theoretical Framework Overview • Chapter 2: CCT, Modern Metaphors for Careers, Presidential Pathways • Chapter 3: Theoretical Framework Summary, Data Analysis (Position Charting, Metaphor Mapping) • Appendix D

Note. ACE FP indicates American Council of Education Fellows Program; CV, curriculum vitae; CCT, career construction theory.

Summary of Career Construction Theory

Situated in the realm of vocational psychology, CCT is a postmodern theoretical framework to understand how individuals build their careers within the context of their lives. CCT assumes that individuals possess personal agency in bringing meaning to their career narratives to make sense of their occupation decisions as part of their life roles and identity (Savickas, 2011). Using a constructivist worldview and a narrative approach to working with clients on career development, individuals narrate a career story with a plot and theme, playing the main character. The counselor listens for the various elements and

supports the client in moving his or her plot forward by reflecting and reshaping the story with the client. Chapter 2 contains the full delineation of CCT.

CCT espouses that individuals make sense of their careers with unique interpretations, using stories as the primary way to capture and support this sensemaking (Kvale & Brinkmann, 2009; Savickas, 2011; Squire, 2008a). As part of this construct, careers can be viewed as a record of positions an individual holds during a work life as well as seen through the meaning a person derives from working in those positions (Savickas, 2011). Career, then, is both subjective and objective, and thus CCT naturally links with the other two conceptual frameworks used in this study (metaphors and presidential pathways). In summary, CCT offered a robust construct through which to examine individuals' career paths and stories, extending the meaning through the analysis and interpretation of metaphors and pathways.

Summary of Career Metaphors

Qualitative research has the unique capacity to draw upon language's elements, particularly the metaphor. Metaphors provided an additional construct by which to understand careers, while offering the researcher a way to collect, analyze, and interpret qualitative data at a deep, interpretative level (Radnofsky, 1996). The career metaphors employed in this study delineated additional ways in which to understand the construction of the subjective and objective career paths. Metaphors, then, offered "another means of communicating the researcher's critical analyses to the reader" (Radnofsky, 1996, p. 388). Radnofsky (1996) asserted that quantitative researchers typically assume the representation of data in a visual model, such as a chart or bar graph, as a neutral interchange, while metaphoric models force the researcher and his or her

readers to realize that data are not neutral and draw attention to the interpretation, a hallmark of qualitative research. Finally, while ladder is the predominant metaphor in the presidential pathways literature, the other career metaphors provided additional ways to consider leaders' careers in the analysis. (See Appendix D for a summary of key career metaphors and their operationalization for this study.)

Summary of Presidential Pathways

The models of presidential pathways in higher education offered the third conceptual framework for this study. The more than 40 years of studies on presidential pathways point to particular and favored pathways for individuals to follow through an organizational hierarchy to arrive at a presidency. The path of a faculty member to a presidency predominantly has taken the form of a ladder. The advancement through several administrative leadership roles, progressing in scope and responsibilities, was the dominant route to a university presidency, no matter how many rungs on the ladder individuals hit or missed along the way.

While the traditional pathway still captures the essence of the leadership progression in higher education, there are additional and alternative steps incorporated into the pathways of most people who advance to the college or university presidency (Moore et al., 1983; Wessel & Keim, 1994). Additionally, a separate progression exists for people who emerge from the administrative side of higher education and make it to the presidency (Wessel & Keim, 1994). Finally, Birnbaum and Umbach (2001) offered another way to consider presidential pathways in their description of Scholar, Steward, Spanner, and Stranger. Although the routes to a presidency are known, the career considerations underpinning the pathways are not well articulated in the literature.

A Qualitative Research Design

As demonstrated in chapter 2, other researchers have analyzed higher education administration career paths and trajectories primarily using quantitative methods to portray the hierarchical career ladder of leaders in higher education. Yet, their findings were not completely satisfying, as they neglected to explain the reasons leaders seek senior leadership roles in higher education, examining only past roles and the ability to move upward. Moreover, the hierarchical career ladder no longer predominates as the metaphor for a career, which was also not accounted for by the body of current literature on higher education presidential careers (McDade, 1991; Plater, 2006). Thus, the limitations of the current knowledge of presidential pathways pointed to the need for a different approach in their examination.

A qualitative approach for this project permitted the researcher to address the limitations found in the current research on presidential pathways and careers. "The overall purposes of qualitative research are to achieve an understanding of how people make sense of their lives, delineate the process (rather than the outcome or product) of meaning-making, and describe how people interpret what they experience" (Merriam, 2009, p. 14). First, qualitative approaches seek to understand the phenomenon from the participants' viewpoint, rather than from the researcher's perspective (Merriam, 2009). As personal considerations about decisions to pursue leadership roles were unaccounted for, seeking the viewpoints of the participants was critical. Furthermore, qualitative approaches are appropriate for researching careers. "Qualitative approaches enable us to understand more fully both the processes by which career decisions are formed and the motivations that underlie people's differential attractions to various vocational pursuits"

(Lindholm, 2004, p. 607). As the hierarchical nature of careers becomes a less typical conception of career paths, it was also important to understand how this might be occurring in higher education leadership roles. For this study, a qualitative approach allowed for the potential of new career patterns to emerge, along with the meaning of those pathways and decisions. Employing a qualitative approach allowed for gaps in the literature to be addressed.

A Narrative Inquiry Methodology

Within qualitative methodology, there are many choices of methods (Creswell, 2007; Denscombe, 2007). Narrative inquiry is one of these choices. Narrative inquiry examines a phenomenon using stories that relate individuals' lived experience and the meaning they derive through the stories they tell about their experiences (Creswell, 2007). "Narrative research is best for capturing the detailed stories or life experiences of a single life or the lives of a small number of individuals" (Creswell, 2007, p. 55). In addition to capturing stories, this type of inquiry includes a narrative approach to analysis and reporting (Creswell, 2007). Thus, the narrative thread was extended consistently through the entire study.

Savickas (2011) related that careers have both subjective and objective components—the objective being the list of positions held and the subjective being the meaning individuals make from their experiences in these positions. This study gathered both elements by first reviewing participants' CVs to understand the objective component of their careers and then conducting narrative interviews with the participants to understand the subjective components of their careers, including their interpretations and meanings. A narrative approach was appropriate for studying the careers in the

postmodern era because careers and the decisions people make about them are highly personal constructs that can be storied (Savickas, 2011). Stories were also interpretative, allowing for the meaning these leaders derive from positions they have held during their careers to unfold, putting voice to what is known from the quantitative research.

Narrative Inquiry as a Methodology

Most simply stated, a narrative is a story or recounting of events ("Narrative," n.d.). "Stories contain knowledge that is readily put to use in the world" (Webster & Mertova, 2007, p. 20). By virtue of being human, people have the capacity and need to forge meaningful connections with life through the crafting and content of stories (Webster & Mertova, 2007). Taken in the context of social science research, narrative offers stories as a way to understand individuals' lives to draw some conclusions about a problem or issue being explored (Charon, 2006; Savickas, 2011). As an example, the fields of psychology and medicine use narrative as a way to understand humankind in terms of identity, illness, and doctoring (Charon, 2006; Clandinin & Cave, 2008; Engel, Pethtel, & Zarconi, 2012; McAdams, 2006, 2012). The importance of understanding a life through a person's story cannot be overstated. "In modern life, constructing one's own meaningful life story is a veritable cultural imperative" (McAdams, 2001, p. 115). As stories move front and center in culture and society, narrative inquiry offers the ability to research the stories to arrive at a greater understanding of a phenomenon.

Whereas other qualitative methods are concerned primarily with phenomena at particular points, narrative inquiry attempts to capture entire stories with the intent of analyzing the story's assumptions and insights and further reconstruct the story into a greater understanding of the complexity under study (Webster & Mertova, 2007).

Because humans necessarily story their lives, narrative inquiry "provides researchers with a rich framework through which they can investigate the ways humans experience the world, depicted through their stories" (p. 1). Stories and their elements are the central focus of narrative research. Narrative, then, has the ability to reflect a complex plot, characters, and themes embedded in a person's story.

More than articulating the beginning, middle, and end of an interesting tale, the life stories individuals construct for themselves are powerful and can profoundly affect their psyche and the way they live their lives. As self-talk for an individual, narratives have the ability to become a self-fulfilling prophecy (Sheehy, 1995). Beyond constructing these elements into a story, however, narrative also has the ability to guide a person's sensemaking and future actions and considerations (Engel et al., 2012; Savickas, 2011; Sheehy, 1995). Webster and Mertova (2007) related that narrative is a rendition of a person's perception of his or her life, with selected components rather than an objective reconstruction. As Sheehy (1993) stated:

> Each of us tells our personal life story to ourselves every day. The "mind-chatter" that rushes through our brains . . . becomes the story we are living. . . . Psychologists have found that the way people tell their stories becomes so habitual that they finally become recipes for structuring experience itself, for laying down routes into memory and finally for guiding lives. (p. 169)

Narrative can reflect current and past plot lines and project future decisions and life themes.

Even with its ability to address life's complexities to generate knowledge, narrative research is not as well defined as other more established qualitative methods. Narrative inquiry is an emerging qualitative methodology, having just come into greater use within the past 30 years and becoming a research methodology in its own right

(Spector-Mersel, 2010; Squire, 2008a; Webster & Mertova, 2007). Crystal-clear approaches to doing narrative work are rare, with few well-defined debates about it or rules for how to do it, resulting in a diversity of approaches (Squire, 2008a, 2008b; Webster & Mertova, 2007). Thus, narrative inquiry, while still nascent in comparison to other qualitative methods, has some unique features, strengths, and limitations, which the next section summarizes briefly.

Features of Narrative Inquiry as a Methodology

According to Riessman (1993), narrative inquiry has certain characteristics, including a multidisciplinary approach to research that is defined as talk organized around consequential events. The object of investigation is the story, which imposes order on a series of events and includes interpretation to make sense of the events (Riessman, 1993). Plots vary in type, including tragedy, comedy, romance, and satire. There is no hard line between fact and interpretation, and human agency and imagination determine what is included and excluded in constructing and interpreting narratives. "Individuals construct past events and actions in personal narratives to claim identities and construct lives" (Riessman, 1993, p. 2). While narrative is an emerging methodology, there are some distinct features of narrative inquiry, including unit of analysis, temporality, and focus of the story, about which a researcher must make decisions as part of the inquiry (Riessman, 1993).

Unit of analysis. In narrative analysis, individuals' stories are typically the unit of analysis. All participants have their own interpretation of events, and each interpretation is equally valid; thus, relativism is an accepted and implied aspect of participants' stories (Clandinin & Connelly, 2000). Narrative inquirers maintain awareness of the

multilayered stories and imagine intersections and emerging threads to attempt not only to capture a story, but to make sense of the life as the person is living it (Clandinin & Connelly, 2000). Narrative inquiry, however, is also broader than the single unit of analysis, acknowledging that both participant and inquirer come to the research in the middle of living their own stories, along with their particular contexts (Clandinin & Connelly, 2000). The story, then, cannot stand alone. While stories are the unit of analysis, it is important for the researcher to seek and provide the context of the stories (Clandinin & Connelly, 2000).

Temporality. Time is a critical context for narrative research. While traditional, empirical approaches to research perceive phenomena as timeless, time is an essential feature of narrative inquiry and provides context for the meaning-making that occurs in narrative work (Webster & Mertova, 2007). "Narrative inquirers also work in three-dimensional spaces—past, present, future. We tell remembered stories of ourselves from earlier times as well as more current stories. All of these stories offer possible plotlines for our futures" (Clandinin & Connelly, 2000, p. 60). Narrative research is time-bound as a context for the phenomenon under study, while in other empirical paradigms time is far less a consideration. Thus, temporality is a central feature of narrative inquiry and the stories researchers elicit when working in narrative methods. The implication of time for this study is to gather and consider the past, present, and future elements of participants' career stories.

Focus of the story. The focus of the story is another feature of narrative work. Three theoretical divisions currently exist in narrative research to describe the focus: event-centered, experience-centered, and pragmatic (Squire, 2008a, 2008b). Event-

centered narrative work involves analyzing the language structure of a narrative (Squire, 2008a, 2008b). Experience-centered narratives employ a holistic approach and emphasize the agency of the storyteller. The third approach to narratives, called pragmatic, is less interested in personal agency and more interested in building social patterns with the construction of stories and their contexts (Squire, 2008a, 2008b). Event narratives focus on a story's structure; experience narratives emphasize transformation, agency, and meaning; and pragmatic narratives account for the co-construction of the story.

Event narratives. Event narratives use various data sources (interviews, surveys, observations, documents, etc.) to discern a structural view of critical events under study (Webster & Mertova, 2007). "Because events are critical parts of people's lives, using them as a main focus for research provides a valuable and insightful tool for getting at the core of what is important in that research" (p. 72). Event narratives are elicited in a way that allows for a structure, or grammar, comprising an abstract, orientation, complicating action, evaluation, resolution, and coda or conclusion to be derived from reading the narrative (Squire, 2008a). Upon reading the narrative, the researcher seeks and labels the aforementioned elements. Thus, an analysis of critical events, those traumatic or important incidences in life told through stories, through this structure offers a framework from which a researcher draws interpretation of the stories (Squire, 2008a).

Experience narratives. In contrast to event-centered narratives, experience-centered narrative research is more interested in the agency of the storytellers and the meaning they derive from their experiences than in the structure of the story (Squire, 2008a, 2008b). Experience-centered narratives, then, involve transforming the stories related by the narrator into an understanding about an experience that involves a person's

change or improvement (Squire, 2008a). This focus can include both positive and negative revelations, actions, missteps, and resolutions (Squire, 2008a). In addition to understanding change, Squire (2008a) offered that narratives are meaningful and sequential, human, and both mirror and reconstitute a person's experience. Moreover, experience-centered research stresses that representations vary over time and are contextual (Squire, 2008b). This type of narrative inquiry is hermeneutic in that it attempts to reach a full, cohesive understanding of an experience, not just structural analysis (Squire, 2008b). Experience-centered narratives, then, take a holistic view of the person.

Pragmatic narratives. The pragmatic focus emphasizes the context of the interview, including spoken or written conversations between people, and the representation of social and cultural patterns as part of the context (Squire, 2008a, 2008b). In the pragmatic approach, the researcher focuses on interpersonal language, interpersonal relations, or lenses (sociocultural or historical) of the researcher and participant (Squire, 2008a). With the pragmatic approach, the context of the interview and all that the researcher-participant interaction imbues is what is analyzed and interpreted as the narrative.

Selection and Justification of Experience-Centered Narrative

In summary, narrative inquiry collects an individual's story as data through conversations, offers a social context for the story, and evokes through collaboration the presence of the author in some sort of way (Creswell, 2007). Since the purpose of this study was to understand the individual experiences of former Fellows as related to

incorporating leadership into their career narratives, an experience-focused approach to narrative inquiry was well suited for this inquiry.

Two primary reasons justify the choice of an experience-centered narrative. The first reason is the focus of this project on careers as experiences. Careers are individuals' experience of the world of work with the meaning of work derived by those individuals (Squire, 2008a). Career experiences can be storied (Savickas, 2011). Also, participation in a leadership development program is an experience that individuals may elect to include as part of their occupational trajectory. Secondly, this type of narrative has the ability to evoke a complex, holistic story, which includes revelations, missteps, actions, and resolutions within the context of the related account. Experience-centered narrative inquiry emphasizes the context of the story and captures time, change, and cultural elements that enrich the story. The aim of experience-centered narrative inquiry is to achieve a comprehensive story. For the reasons of considering careers as experiences and the evocation of a holistic story, experience-centered narratives became the logical choice.

Limitations of Narrative Inquiry as a Research Design

Like all methodologies, narrative inquiry has limitations. Since this study espoused an experience-centered narrative inquiry, the criticisms of that focus are emphasized. Squire (2008a) critiqued experience-centered research on six points: interpretation as prescription, time as an issue, coherence, authorial subjectivity, forgetting language, and relativism. First, when espousing experience-focused research, researchers sometimes make strong, prescriptive assumptions about the stories existing in the research (Squire, 2008a). This is particularly the case because of the interpretive

authority that the researcher purports basing his or her interpretation on materials to which readers have little access and due to seeking the "good" story, which is judged "good" by the researcher (Squire, 2008a). Secondly, according to Squire (2008a), time presents a problem in that experienced-centered narrative requires "the full presence of past, present, and future" (p. 39). While lives are lived this way, they are not necessarily narrated this way by the storyteller. Thus, the researcher has the challenge of how to translate time so that it is not reductive or misleading (Squire, 2008a). A third and related criticism of experienced-focused narrative is coherence. Squire (2008a) indicated that experience-based narratives should be complete accounts of a person's experiences and that partial, fragmented, or contradictory stories present an issue. "We tend to expect life narratives to mention family members, education, work and other activities as well as life-defining events, and to provide some more or less resolved account of all of them" (Squire, 2008a, p. 40). She argued, however, that researchers cannot tell what or how stories should be told or not told and that researchers should accept the incongruence of stories.

Squire (2008a) also explained in the fourth criticism that this approach to narrative suggests that experience is grounded in a subject that claims some unity and agency, "a self which has and describes experiences" (p. 41). This assumption can lead researchers to prescriptive interpretations or can isolate them from a more complicated approach to subjectivity. Fifth, in analyzing experience, there can also be a tendency to discard the importance of language, which can contribute to an experience-focused interpretation. Finally, the danger of experienced-centered narrative is the unending hermeneutic circle. "It may seem as if there is no place to stop the interpreting, and no

way to judge between interpretations, all of which may be 'truthful' in their own contexts" (Squire, 2008a, p. 42). These concerns about experience-based narrative inquiry offer important cautions for the narrative inquirer and are addressed in the section on validity.

Population and Sample

This section presents the population and sampling strategy for this study.

Population

The population for this study was all high-potential emerging senior leaders within U.S. colleges and universities. A high-potential leader is someone who has the background characteristics appropriate for leadership advancement and has demonstrated leadership behaviors and actions in current and previous work (Fernández-Aráoz, Groysberg, & Nohria, 2011). An emerging leader is someone who demonstrates potential with three core qualities—ability, engagement, and aspiration (Martin & Schmidt, 2010). The person possesses the innate (and learned) intellectual, technical, and emotional skills to handle increasingly complex challenges (Martin & Schmidt, 2010). The individual demonstrates a connection with the employer and the mission of the organization (Martin & Schmidt, 2010). Finally, the high-potential emerging senior leader demonstrates the desire for recognition, advancement, and future rewards, which aligns with the organization's desires for the person (Martin & Schmidt, 2010).

Unfortunately, there is no roster of such people. Often these people are not yet even aware that they might fit within this population. The challenge for this study was finding such people in a manner that provided external validation of qualifications and ease in identification and recruitment. There were many options in considering how to

identify members: grassroots leaders, those who lead informally; senior-level leaders who served in positional roles on their way to a presidency; sitting presidents; or even those who did not choose to pursue a presidency.

Participation in a Leadership Development Program

A strategy for finding high-potential emerging leaders was to look to the national leadership development programs designed to serve this clientele. While not all high-potential emerging leaders may participate in a national leadership development program, there are a number of such programs (e.g., programs by Higher Education Resource Services, Harvard, ACE, American Association of Community Colleges, American Academic Leadership Institute) that cater to this clientele and thus, over the years, have served a robust number of the population of interest to this study (ACE, 2013a; McDade, 2009). (See Appendix F for discussion of leadership development programs.) Those who participated in a program were likely on the cusp of deciding how far to take their leadership abilities as intentional leaders (McDade, 1997).

Using such programs as a purposeful sampling strategy ensured several qualities. First, such national programs typically have an application screening process that could serve as an external validation of the emerging leader status of alumni (McDade, 1997). Second, national organizations typically keep track of program alumni and thus enable access to the subjects of interest to this study (McDade, 1997). Third, alumni of these programs typically are proud of their participation and thus might be more willing to talk about their career development before and after program participation (McDade, 1997). For these reasons, using participation in national leadership development programs provided a useful first screening device to find high-potential emerging leaders.

ACE Fellows Program Alumni as the Sample

While many national leadership programs could have served this study, the ACE FP served as an appropriate and efficient next level of purposeful sampling. ACE undertakes a rigorous screening through the application process for the FP to select each class (S. A. McDade, personal communication, February 13, 2012). This screening provides an external validation that the members of the population are high-potential emerging leaders.

The ACE FP and its alumni were a useful selection for seven primary reasons:

- Longevity. Begun in 1965 and now nearing its 50th anniversary, the ACE FP is the oldest of the national higher education leadership programs and thus has a long track record of contribution to the leadership development of emerging leaders (ACE, 2013a).
- Mission. The mission of the ACE FP, "to develop the leadership ability of individuals who have the capacity to rise to senior-level leadership in colleges and universities" (ACE, 2013a), is a perfect match for the interests of this study.
- Alumni database and success. Since its inception, the ACE FP has produced nearly 2,000 alumni, of whom more than 300 have served as presidents and more than 1,300 as vice presidents, provosts, and deans (ACE, 2013a). The ACE FP maintains a database of alumni that facilitates contact (S. A. McDade, personal communication, February 13, 2012).
- Selection process. Candidates must be nominated by the president of their institution, signifying visibility within the home campus of the emerging leader status worthy of investment and support by the institution. Applications are

screened initially by panels of ACE FP alumni, with those receiving sufficient scores being invited to the ACE headquarters in Washington, DC, for interviews by panels of presidents of colleges and universities. This three-tier screening process constituted an external validation of the high-potential emerging leader status of each Fellow.

- Structure. The FP is an intensive, year-long individualized commitment that includes learning through a range of modalities: online seminars for class members, a placement at another institution under the direction of a presidential mentor, campus visits, simulations, case studies, and projects (ACE, 2013c). Fellows are expected to return to their home campuses for a minimum of 1 year after Fellowship completion to give back to their campuses from their learning experiences (ACE, 2013a).
- Reputation of the program. The ACE FP is known as the premier leadership development program serving higher education (ACE, 2013a; Kezar et al., 2006).
- Access. The interim director of the ACE FP, Margarita Benítez, granted permission to use the ACE FP for this study and to provide updated contact information for Fellows relevant to the sampling frame. (See Appendix T for permission letter.)

Sample Size

Experience-centered narrative researchers aim for a certain number of interviews or interviewees. If researchers are interested in a life narrative or a part of a life narrative, they tend to use small numbers of interviewees sampled theoretically, based on a network with little randomization (Squire, 2008b). Additionally, considering the narrative studies

summarized in Appendix D, most of the inquiries sought fewer than 10 participants to adequately capture the various narratives. Therefore, these studies offer a guide to sample size. Creswell (2007) supported this observation, noting ranges of one to 10 as typical. "In narrative research, I have found many examples with one or two individuals, unless a larger pool of participants is used to develop a collective story (Huber & Whelan, 1999)" (Creswell, 2007, p. 126). This study, then, drew a sample of eight participants.

Sampling Strategy

This study employed purposeful, stratified, and maximum variation strategies to identify a sample. A purposeful sample comprises participants that best facilitate answering the research question or understanding the problem (Creswell, 2009). Stratified sampling is a strategy for selecting participants that accounts for various characteristics of the sample's subgroups in order to support comparisons (Creswell, 2009). Maximum variation sampling involves documenting variations to uncover important common patterns (Creswell, 2007). Combining these strategies was in line with narrative inquiry, which often takes different approaches in sampling because of the focus of the stories (Squire, 2008b). Table 3.2 documents these sampling steps.

Table 3.2
Sampling Strategy to Identify High-Potential Emerging Leaders

Sampling step	Type of strategy	Sample selection process
1	Purposeful	Participation in a national leadership development program
2	Purposeful	Selection of the ACE Fellows Program, representing emerging leaders with the potential for executive-level leadership roles
3	Stratified	ACE Fellows Program classes of 2009-2010 and 2010-2011
4	Stratified	Categorization of Fellows by career path, gender, race/ethnicity, institutional control and type, post-Fellowship job changes
5	Maximum variation	Selection of one from each category for initial recruitment for the study, replacing from a category if an invitee declines participation

Furthermore, Creswell (2007) made two important points about narrative sampling. He first noted that participants must have stories they can tell. The primary assumption of this study was that ACE Fellows had career stories to tell. (Chapter 1 contains a discussion of this study's assumptions). Creswell (2007) also recommended that researchers working in this methodology reflect on whom to sample.

ACE FP classes of 2009-2010 and 2010-2011. The classes of 2009-2010 and 2010-2011 were selected as the third strata. During the 2008-2009 cycle, the FP began two changes that affected class size and membership. First, it began a process of slowly growing class size from an average in the low 30s to a recent high of 54 for the class of 2012-2013 (ACE, 2013a). The purpose was to increase opportunity for more high-potential emerging leaders to benefit from the ACE FP experience. Second, ACE became more intentional about recruiting participants from nontraditional career paths in higher education and began an expansion of the size of each class as a strategy to develop more senior administrators in preparation for the anticipated retirements of presidents and chief academic officers (S. A. McDade, personal communication, July 3, 2012). These two classes were selected for two reasons. First, their members participated in the program recently enough to reflect its change in admitting both faculty and administrative professionals. Second, enough time had lapsed to allow class members to give back the year required to their sponsoring institutions and to begin moving into their next role either at their home institution or at another college or university.

Categorization of Fellows. Fellows were coded on a number of dimensions: traditional/nontraditional pathways, gender, race/ethnicity, institutional control and type, and post-Fellowship job changes. Gender and race/ethnicity designations were provided

by the ACE FP office. Institutional type was categorized by Carnegie classification (Carnegie Foundation for the Advancement of Teaching, n.d.). To identify pathway (traditional/nontraditional), the researcher conducted an analysis of former Fellows' positions prior to their participation in the ACE FP. Fellows who had moved to new jobs after the Fellowship, both on their home campuses and at other institutions, were noted by comparison of the original class roster and the class list provided by the ACE FP office. International Fellows were dropped from consideration because leadership pathways in their countries could be very different from those in the United States. Also dropped were Fellows from higher education organizations that were not colleges and universities since leadership pathways in these organizations could differ from those of colleges and universities. Table 3.3 summarizes these demographic data.

Table 3.3
Summary Demographics for Alumni of ACE FP from Classes 2009-2010 and 2010-2011

Demographic category	2009-2010	2010-2011
Alumni size	37	42
Caucasian/minority	22/12	24/18
Alumni size adjusted (without alumni from international institutions or other U.S. higher education organizations)	32	37
Women/men	23/9	23/14
Institutional control (public/private/service academy)	22/8/2	25/11/1
Institutional type (2- or 4-year)	2/30	1/36
Pathway (traditional/nontraditional/undetermined)	22/6/4	30/2/5
Fellows who changed jobs after the Fellowship (changed/same/unknown)	22/8/2	26/10/1

Note. The number of participants from each cohort is not listed as part of this table in order to protect their confidentiality.

Invitation list. The researcher categorized the Fellows who had moved into new positions for maximum variation of gender, race/ethnicity, traditional/nontraditional pathways, and institutional types. From these categories, the researcher initially selected eight participants to invite. Alumni with similar demographic characteristics to those first

selected were identified at the outset as alternates. If one of the original participants was not available for the study, then the researcher contacted a Fellow with similar characteristics from the list of alternates.

In summary, the population consisted of high-potential emerging leaders in U.S. colleges and universities. Eight participants were selected using a strategy that employed purposeful, stratified, and maximum variation sampling.

Instrumentation

This study used document review and narrative interviewing as the instruments for collecting data about the participants' careers and leadership roles. When obtaining narratives of experience, a researcher can make use of a wide variety of materials (Webster & Mertova, 2007). Since people in academe represent their careers through curricula vitae (CV), this document was utilized as part of this study. Interviews are also a common form of data in narrative inquiry (Riessman, 2008). A narrative interview served as the primary instrument for this study to probe the subjective elements of the concept of each individual's career. This section details the document review and analysis, describes the narrative interview process, lists the questions for the semistructured interviews, and relates both strategies to the research questions. The following section provides the logistic details for the data collection efforts.

Document Review and Analysis

All professionals have a document that summarizes their career steps and professional accomplishments. In higher education, the typical document is a CV, which is an expanded resume with entries that cover personal information, education, professional experiences, including employment, published articles and books, meeting

presentations, service experiences, and other information. A CV is an individual's presentation and interpretation of his or her work life to a potential employer or a colleague. While there may be similar information in different CVs, there is no standard format. The quality and information on a CV varies widely and does not represent the meaning behind the experience it represents (Cohen & Mallon, 2001). In addition, some higher education employees, particularly those who arose through nonacademic paths, may choose to capture their career histories in an administrative resume instead of a CV. Additionally, those in more senior administrative ranks tend to present their careers through a biographical note that is appropriate for placement on the website of the institution at which they work. This variance in how people choose to present their professional lives and the variations across these categories of documents are distinct limitations for this study, since such documents cannot be directly compared. For the purposes of this discussion, this range of professional documents is referred to as CVs.

Thus, the most helpful roles of CVs in this study were as a first introduction of the participant to the researcher, as a chronology of positions and experiences, and as a tool by which to build a tentative career metaphor to explore in the interview. The CV review and resulting career metaphor map were most helpful in analyzing the data related to the overarching question and Subquestion 1.

Narrative Interviewing

Narrative interviews are structured more like a conversation than a prompt/ response format. Squire (2008a) explained that most experience-focused narrative interviews take a semistructured format. Yet, narrative interviews differ from the typical question/response format found in qualitative work in that they solicit stories through the

interchange of two active participants with a goal of capturing accounts in great detail (Riessman, 2008). Two important considerations underpinned the structure of this study's interviews: the format of the questions and the view of the nature of participation of each party in the interview.

Format. Interviewing in an experience-focused narrative inquiry often takes a semistructured format (Squire, 2008a, 2008b). Prompts about the ACE experience and its facilitation and consideration of leadership roles as part of a Fellow's career were critical. There needed to be flexibility, however, in allowing the participant to narrate his or her story, so that this was one of the experiences put in context around other important career and life experiences (Squire, 2008a). As most stories have a plot organized around a beginning, middle, and end, this construction shaped the line of questioning for this narrative inquiry and provided the structure for the questions (Riessman, 2008). In order to develop narrative interview questions that encouraged the participant to relate the experience in conversation, certain types of questions were more likely than others to achieve narratization (Riessman, 2008). For example, "Tell me what happened" rather than "When did it happen?" is more open ended and more typically provokes a story. Kvale and Brinkmann (2009) offered that it is preferable to ask questions that open up topics and allow participants to construct answers that are meaningful to them. They suggested an interview guide with five to seven broad questions supplemented by probing questions (Kvale & Brinkmann, 2009).

Narrative interview as a conversation. A second consideration was the amount of participation in the story that the researcher deems to be appropriate (Squire, 2008a, 2008b). "It is generally acknowledged in the human sciences that 'the researcher does not

find narratives, but instead participates in their creation' (Neander & Skott, 2006, p. 297)" (Riessman, 2008, p. 21). "After the initial request for the story, the main role of the narrative interviewer is to remain a listener, abstaining from interruptions, occasionally posing questions for clarification, and assisting the interviewee in continuing to tell his or her story" (Kvale & Brinkmann, 2009, p. 155). Narrative interviewing is structured more like a conversation where the interviewer may play a minimal but active role in the storytelling through listening. As the interviewee speaks, the interviewer listens for narrative elements, such as plot, tensions, conflicts, and resolutions (Kvale & Brinkmann, 2009).

Interviewer research participation is generally seen on a continuum of minimal involvement, that is, just prompting and allowing participants to narrate their stories with few interruptions, to being a full partner in a conversation that yields a story (Squire, 2008a, 2008b). So, if the researcher places the story as a reality that is somewhat separate from the individual, then minimal participation along with triangulating the narrative with information from other sources becomes important (Squire, 2008a, 2008b). If, however, the researcher is convinced of the importance of co-construction of the narrative, he or she will interact in a mode that is more like a conversation. "When the research interview is viewed as a conversation—a discourse between speakers—rules of everyday conversation will apply: turn-taking, relevance, and entrance and exit talk (where a speaker transitions into and returns from the past time in the story world)" (Riessman, 2008, p. 24).

Interview Structure

The narrative interviews conducted for this study drew upon the semistructured format, with enough flexibility to allow for a conversation to occur between the researcher and participant so that detailed accounts were generated as the text. Table 3.5

elaborates the broad and probing questions that guided the conversation. An ACE FP alumnus reviewed the questions twice to provide suggestions during their formulation.

Table 3.4
Interview Questions

Narrative construction	Prompt	Probing questions
Beginning	Tell me how you decided to fashion a career in academe.	How did you get started? What was your initial position?
Middle	How did you come to do the American Council on Education (ACE) Fellowship	What factors in your work life led to your application to the ACE Fellows Program (FP)? What compelled you to do the FP at the time that you did?
	How has being an ACE Fellow shaped your career? Did the Fellowship play a part in that? How or how not?	What has been especially meaningful about being part of that program? What events in the Fellowship influenced your career considerations? What do those events mean to you? Can you describe a memorable interaction that captures the nature of the interactions between yourself and your mentor? What has been the role of other Fellows in shaping your career? To what extent did your mentor spur your interests and desires to take on a leadership role in higher education?
	How would you describe the way in which your career has developed?	Did your ACE experience change your career goals? Why or why not? Can you describe how you felt about your career once you returned to your home institution after your Fellowship?
	How do you see integrating leadership roles as part of your career?	What motivates you to take on/consider a leadership role at your university? What other life events have influenced your career? Have you taken any missteps? What three experiences across your entire career have best prepared you for leadership in academe?
End	How does your career fit into how you make meaning for your life in general?	Where do you see yourself after your present position? What position or type of position do you see as your ultimate career objective?
	What career advice would you offer to future leaders in higher education? What do you think I should have asked that I did not?	

Trial Interview

Prior to collecting data, the researcher conducted a practice interview with the committee member who had completed an ACE FP. The purpose of the trial interview was to further refine the questions. Once the questions were adjusted, an amendment was submitted to the institutional review board (IRB) with the revised questions.

Limitations of Interviews

While some theorists have argued that narrative interviews are artificial since they are contrived conversations, De Fina (2009) asserted that the stories produced in this context are worthy of being a source of data and analysis, while considering their interactional nature. “When accounts are produced, the relationship established between the participants tacitly implies that one of the partners is in a position to not only elicit a certain kind of narrative, but also to evaluate it” (De Fina, 2009, p. 240). Espousing the view of a narrative interview as a conversation may counteract the power differential to which De Fina alluded.

Crosswalk of Data Sources

Table 3.5 links the CV review and interview questions to the research questions, providing a crosswalk that explicitly demonstrates which data sources were expected to answer the associated research questions. The full interview protocol is located in Appendix L.

Table 3.5
Research Question and Data Source Crosswalk

Research question	CV review	Narrative interview	Associated interview questions
How do alumni of the American Council of Education (ACE) Fellows Program (FP), as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives?	X	X	• Tell me how you decided to fashion a career in academe. • How did you come to do the ACE Fellowship? • How would you describe the way in which your career has developed? Did the Fellowship play a part in that? How or how not? • How do you see integrating leadership roles as part of your career? • How does your career fit into how you make meaning for your life in general? • What career advice would you offer to future leaders in higher education?
1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their CV and stories in light of presidential pathway models and the career metaphor literature?	X	X	• Tell me how you decided to fashion a career in academe. • How did you come to do the ACE Fellowship? • How would you describe the way in which your career has developed? Did the Fellowship play a part in that? How or how not?
2. What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions?		X	• Tell me how you decided to fashion a career in academe. • How did you come to do the ACE Fellowship? • How would you describe the way in which your career has developed? Did the Fellowship play a part in that? How or how not?
3. How have ACE FP alumni incorporated leadership considerations into their careers?		X	• How would you describe the way in which your career has developed? • How do you see integrating leadership roles as part of your career? • How does your career fit into how you make meaning for your life in general?
4. How do ACE FP alumni consider the future of their careers?		X	• How would you describe the way in which your career has developed? Did the Fellowship play a part in that? How or how not? • How do you see integrating leadership roles as part of your career? • How does your career fit into how you make meaning for your life in general?
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?	X	X	• What career advice would you offer to future leaders in higher education?

Data Collection

The data collected for this study consisted of an objective component (career histories such as CVs) and a subjective component (semistructured, narrative interviews) as denoted in CCT. The document review allowed for an introduction of the participant to the researcher, provided documentation of the participant's chronology of positions and experiences in his or her work history, and served as a tool to build a tentative career metaphor to explore in the interview. The narrative interview captured the participant's career story, documented the meaning the participant derived from his or her current and anticipated leadership roles, and provided a text for analysis. This section outlines how the data were collected, including recruiting the participants for the study, requesting their CVs, arranging and conducting the interviews, securing informed consent, and member-checking and follow-up.

Recruiting the Participants

Based on the sampling procedure outlined above, individual ACE FP alumni were selected as potential participants. Once the selections were made, the researcher contacted each selected former Fellow via e-mail to invite him or her to participate in the study. The e-mail invitation contained a brief description of the study, including the interview questions, and a request for a CV; the informed consent form was included as an attachment. If the invitee agreed to participate, the e-mail noted a proposed window of time in which to schedule the 60-minute phone interview.

If an e-mail response to the initial invitation was not received within 7 business days, the researcher called the Fellow's office. If an assistant was reached, the researcher explained the project briefly, asked if the e-mail had been seen yet by the Fellow, and

offered to resend the e-mail and then follow-up with the Fellow or the assistant if there were any questions. Return of the e-mail with expression of interest in study participation, submission of a CV, or response about scheduling an interview was considered sufficient indication of interest in participating to continue the conversation. If the Fellow did not reply upon the second contact, the researcher assumed noninterest from that Fellow and contacted the alternate from the sample.

Requesting the CV

The e-mail invitation requested submission of a CV, by attaching the document to the reply, affirming participation. If a participant claimed not to have a CV, then an administrative resume or biographical note was solicited. Receipt of the CV, resume, or note was confirmed with the participant during the reply to schedule the interview. The CV was catalogued according to the procedures in the document handling section and then was ready for review and analysis.

Setting up the Interviews

Once participation in the study was confirmed and the CV was received, the interview was scheduled with the participant at a mutually convenient time. The researcher sent a confirmation e-mail to the participant with the date and time of the interview. Two days prior to the interview, the researcher sent an e-mail reminder and resent the list of questions. (See Appendix K.)

Securing Informed Consent

Consent was handled with the following process. The invitation contained the informed consent document, so that invitees could further understand their role in the study and the potential risks assumed prior to making a decision about participating. The

invitees were encouraged to ask questions, via e-mail or telephone, about the study prior to the arranged interview time.

At the outset of the phone interview, the informed consent language was restated by the researcher, and again an invitation to ask questions was provided. The researcher, as per the informed consent document, asked participants if they were willing to provide verbal consent. After providing verbal consent, participants were given the option to generate a pseudonym for confidentiality purposes or to retain the use of their given name. Subsequently, the researcher turned on the audio recording device and asked participants to state their pseudonym, to confirm that they had read the informed consent documentation, and to reconfirm that they were consenting to participate in the study. This verbal consent process was consistent with The George Washington University IRB policies. Self-selected pseudonyms were used for the participants in chapters 4, 5, and 6.

While the interviews were not designed to evoke visceral responses from participants, such responses were possible given that the interview prompts called for recollections of social and interpersonal situations. It was also possible that participation in the interview could lead to emotional discomfort. Plans were made to pause, redirect, or end the interview if this experience occurred. Additionally, the researcher was prepared to refer participants to a career counselor for additional processing of an uncomfortable emotional response if needed. Given the precautions previously noted regarding the protection of participants' confidentiality, privacy risks were minimal. Additionally, physical, financial, and legal risks were negligible.

Conducting the Interviews

This study utilized phone interviews as a data collection method. Although an in-person interview is usually preferable, telephone interviews are typically more practical and are an acceptable method of collecting interview data (Weiss, 1994). As ACE FP alumni were located all over the country, cost and time constraints prohibited in-person interviews. Phone interviews can be a highly productive way to obtain interviews of busy people, imposing only on their time, but not causing a physical imposition (Webster, 1996). The phone interview was conducted using a speaker phone, with a digital recorder capturing the interview via an audio file.

After providing verbal consent, the researcher followed the interview protocol and script (see Appendix L). In addition to the digital recording of the interview, the researcher took notes on the participants' answers as a preventive measure in case there were technical issues with the recording. These notes also were catalogued on the Excel file that contained the participants' position chartings. Following the interview, the researcher checked the digital file to ensure the recording was made.

Member-Checking and Follow-up

Member-checking is the strategy for validation that involves returning parts of the study to participants for their input on the accuracy of the materials (Creswell, 2009). This was one of the validation strategies invoked for this study. (See the Validity and Reliability section of this chapter for a complete discussion.) Thus, follow-up with the participants on the interview transcript was important. The final step in the follow-up was to write and mail a thank you note to the participant. (See Appendix K for a sample of this correspondence.)

Data Preparation and Handling

Preparing the data is an important intermediary step between data collection and analysis (Creswell, 2005). Qualitative data preparation includes three critical steps: (a) organizing and storing, (b) transcribing, and (c) deciding about computer software for analysis. This section details the preparation of the interview data and the handling of the CVs and interview data based upon Creswell's steps.

Organizing and Storing

A system was implemented for organizing the data by type (audio recording of interview and CV). Duplicate copies of all data were saved electronically on a secure USB drive. When the CV was received, its receipt was confirmed with the participant and recorded in the Excel file. Each participant was assigned a code, which was used to catalogue the CV, the interview audio file, and the interview transcript (Denscombe, 2007). Participant document codes were generated from the initials in their names, a predetermined number from the sampling list, and the type of document being tracked (AN1CV, AN1INT, AN1INTTX, etc.). Initials were used because at the onset participants had not yet indicated a pseudonym. Although the participant chose a pseudonym during the interview, this coding scheme remained intact so that the researcher could track the documents accurately. The only link between participants' real and pseudonymous names was kept on a password-protected electronic roster, which was locked in a separate external hard drive located at the researcher's home office. No hard copies of this information were retained.

Confidentiality was preserved by deidentifying any data, including individuals' names and institutions, for any documents (research text, position charting, metaphor

mapping, and individual data) shared with the peer reviewer, committee members, or other readers. If a participant or the researcher unintentionally made reference to the participant's real name during the interview, that information was redacted in the transcript. Hard copies of the CVs and transcriptions were maintained in a locked file. Electronic copies of interview transcripts were deidentified, code-linked, and stored on a password-protected external hard drive in the researcher's home office. A list of code-links along with any other information/material that may directly identify participants (e.g., name, e-mail address, audio recording, and field notes) was maintained as separate electronic files in a separate password-protected external hard drive in the researcher's home office. The researcher will maintain the recordings and the transcriptions until the dissertation is completed and will destroy the recordings a year after graduation.

Transcribing

Kvale and Brinkmann (2009) offered one rule for transcribing: to state explicitly how the transcriptions were made. With this admonition, a reputable transcriptionist was retained to assist in converting the audio recordings to text in Microsoft Word format. The researcher also transcribed the interview recordings. The deidentified digital recording file of the interview was shared securely (Denscombe, 2007). To maintain confidentiality, the introductions at the beginning of the interview were not recorded. Only the consent, questions, and answers were captured digitally. The identification code was placed on the audio file prior to sending it to the transcriptionist. Creswell's (2005) transcription guidelines were followed, including transcribing verbatim and typing the word [*inaudible*] when the transcriptionist could not determine what had been said. Additional utterances were noted parenthetically. The transcriptionist composed a

verbatim transcript with as little formatting as possible and e-mailed the password-protected Microsoft Word document to the researcher within 5 days. This transcription served as the field text (Clandinin & Connelly, 2000).

In narrative, a field text is the document the researcher and participant create to represent the data (Clandinin & Connelly, 2000). A research interview and its transcription is one form of a field text (Clandinin & Connelly, 2000). Field texts are "close to experience, tend to be descriptive and are shaped around particular events" (Clandinin & Connelly, 2000, p. 132). After the interviews were transcribed, the researcher listened to the recording and checked the verbatim transcript, correcting any errors (Denscombe, 2007).

Deciding about Computer Software

Because narrative research often yields complex and lengthy texts, the researcher used Atlas.ti Version 6 as a tool to analyze the study's data. The advantage of using computer software was its ability to store, organize, and retrieve material easily (Creswell, 2007). It also allowed for charting out themes and supporting passages (Creswell, 2007). Developed by Scientific Software Development GmbH, Atlas.ti is a software package especially designed to handle the coding and analysis of qualitative data. Given the amount of data generated for this study, Atlas.ti was a helpful software to assist with data storage, coding, and retrieval.

Data Analysis

As part of narrative inquiry, narrative analysis "refers to a family of methods for interpreting texts that have in common a storied form" (Riessman, 2008, p. 11). Narrative analysis was performed in three stages: charting positions, mapping metaphors, and

analyzing the research texts. It was important to apply the elements of CCT throughout the analysis. This section discusses the analysis process, referring back to the CCT elements, and concludes with a description of the final products of the analysis, an individual profile of each participant and the metanarrative that looked across all participants. Parts of each process revealed answers to each of the research questions (see Table 3.6).

Table 3.6
Summary of Research Questions and Analytic Processes

Question	CV review	Metaphor map	Research text
How do alumni of the American Council of Education (ACE) Fellows Program (FP), as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives?	X	X	X
1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their CV and stories in light of presidential pathway models and the career metaphor literature?	X	X	X
2. What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions?			X
3. How have ACE FP alumni incorporated leadership considerations into their careers?			X
4. How do ACE FP alumni consider the future of their careers?			X
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?	X	X	X

Preparing Supporting Data for the Interview

Prior to the interview, the researcher thoroughly read the interview subject's CV as a text. The first goal was to become acquainted with the participant through that participant's presentation of self via his or her CV. This facilitated the researcher's knowledge about the person's background prior to the interview so that rapport could be

developed quickly (Kvale & Brinkmann, 2009). Then two analytical products, the chart of positions and the metaphor map, were produced to support the interview process.

Charting the participant's positions over time. Before the interview, the participant's CV was analyzed to establish the objective part of the participant's career story, that is, the positions held by the participant over time. The result of this effort was a listing of positions (chart of positions) held according to institution and time period. This chart of positions was compiled in a Microsoft Excel spreadsheet. The position charts were compared against the four models in the presidential pathways literature to discern the applicability of the chartings to current emerging leaders.

Mapping the participant's career metaphor. Using Microsoft Visio, the researcher created a visual representation from the chart of positions by time, resulting in a metaphor map. If a move to a higher-level position was made, it was noted as a vertical move. If it appeared that a lateral or backward move was made, that was drawn accordingly. If the participant moved from a position inside higher education to one outside the field or vice versa, that was also drawn in the margins and noted. This charting provided a visual rendering of each participant's chronicle of positions (Savickas, 2011). (See example in Appendix N.) This step supported answering Subquestion 1: What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their CV and stories in light of presidential pathway models and the career metaphor literature? The researcher compared the charting of positions from the CV analysis to the career metaphors elaborated in the literature review (see Appendix D for operational terms for the metaphors). A

reinterpretation of the metaphor was made if necessary based on the information obtained in the interview.

Analyzing the Individual Interviews

This section details the interview analysis, including preparing the transcripts, analyzing the research text, producing individual profiles, and building the metanarrative from the profiles. Creswell (2007) stated, "The data collected in a narrative study need to be analyzed for the story they have to tell, a chronology of unfolding events, and turning points, or epiphanies" (p. 155).

Preparing the interview transcripts for analysis. Because of the nature of narrative work, an additional step involved generating a research text (Clandinin & Connelly, 2000). Transforming the conversation into a literary style highlights nuances and facilitates communication of the meaning of the subject's stories to readers (Kvale & Brinkmann, 2009). Based upon an example in Clandinin and Connelly (2000), the researcher invoked the following process. Once the transcript was verified by the researcher against the electronic interview and member-checked by the participant, the researcher generated a research text by reconstructing the question/answer format from the transcription and inserting transitions to re-story the experiences into a literary style for analysis (Clandinin & Connelly, 2000). This maintained the experiences of the participants as the foreground of the reconstructed story (Clandinin & Connelly, 2000). Any observations that were related to the biases and impressions of the researcher during the interview were documented in interview memos for each participant and were maintained as a separate set of documents (Creswell, 2007). (See the Validity and Reliability section for a discussion of memos and Appendix O for the memos.)

Analyzing the research text. Coding, according to Creswell (2009), is the process of organizing text by chunks or segments and labeling the segments with a term. Predetermined codes can be used based on theory to examine the data (Creswell, 2009). After compiling each research text, the researcher undertook a second reading of the narrative and used Atlas.ti to code for the predetermined elements of CCT: occupational plot, through lines, career themes, values, micro-narratives, influences, interest, identifications, and epiphanies (Creswell, 2007; Savickas, 2011). (These predetermined codes are detailed in Appendix P.) Clandinin and Connelly (2000) advocated for "relentless re-reading" of research texts in narrative inquiry (p. 131). With this in mind, the researcher read each of the eight narrative research texts for a third time, building themes related to character arc, macronarratives, and life themes for each individual (Savickas, 2011). These codes were placed into tables to represent answers to the research questions. (See Appendix P for sample tables, codes, and theme-building definitions.)

Combining the analytical products into an individual profile. At this point in the analysis, the researcher combined all of the materials (research text, chart of positions, and metaphor map) into an individual profile. Recombining the analytical products allowed the researcher to read these sources together to begin the synthesis and interpretation of the subjective (research text) and objective (chart of positions and metaphor map) elements of the participant's career narrative (Savickas, 2011). As warranted, the career metaphor was extended. To accomplish this, the researcher reviewed the original metaphor map and documented any new or confirmatory ideas for the career metaphor based on coding of the research text for metaphors. The researcher

adjusted the interpretation of the metaphor if necessary based on the information obtained in the interview. This was documented as the research text metaphor (see chapter 4). Finally, the research text was read a fourth time along with the visual representation of each participant's positions over time. The researcher reviewed the tentative metaphor and research text metaphor to determine a final metaphor that was used for the individual profile. The final individual profiles are presented in chapter 4.

Validity and Reliability

With any study, there are issues to account for in its design. Validity and reliability are two concepts researchers utilize to address the congruence of the design and the findings. In qualitative studies, these concepts take on connotations that are different than their use in quantitative research (Creswell, 2009). This section discusses the concepts of validity and reliability in the context of qualitative research, the strategies applied in this study to address validity and reliability, and additional considerations for narrative inquiry.

Validity

In qualitative research, Creswell (2007) viewed validation as a process that endeavors to appraise the accuracy of the findings through specific strategies that involve the researcher and the participants. "Qualitative reliability means that the researcher checks for the accuracy of the findings by employing certain procedures" (Creswell, 2009, p. 190). Creswell (2007) outlined eight of the most frequently used strategies employed in any qualitative research and recommended that researchers select at least two for any given study. This study employed four validation strategies: researcher clarification, member checking, peer review, and memo writing.

Researcher clarification. Researcher clarification is the way in which a particular researcher's values and expectations influence the study both positively and negatively, while avoiding the negative influences as much as possible (Creswell, 2007). "Clarifying researcher bias from the outset of the study is important so that the reader understands the researcher's position and any biases or assumptions that impact the inquiry (Merriam, 1998)" (Creswell, 2007, p. 208). Two techniques assisted in addressing this strategy. First, a subjectivity statement to fully document these biases prior to any data collection or analysis was included in chapter 1. Second, the researcher included a memo (Appendix S) outlining her values and expectations, paying particular attention to the negative influences that could bias this research. When the researcher recorded impressions after each interview, she compared the impressions with the values and expectations memo to note any relations between the two, further elaborating on both documents as necessary.

Member checking. Member checking involves returning parts of the finished product back to the study participants through either a follow-up interview or an opportunity to review and comment (Creswell, 2007). This validation strategy allowed participants to offer input on the accuracy of the data or even of the findings. Having the participants perform member checks of the interview texts assisted in addressing the validity of this research (Creswell, 2007).

To accomplish the task of member checking, the interview transcript was e-mailed to each participant. (This request was initially included in the recruitment invitation so that participants were aware of this step.) The researcher requested review and input on the interview transcript, in whatever form was most convenient—whether

replying by e-mail, calling to discuss it, or returning the document with their comments noted. The researcher requested that the participants offer any factual corrections to the interview transcript within 3 weeks of the message. If no response was received, an e-mail reminder was sent after 1 week and then a phone call was made after 2 weeks. If no response was forthcoming within a month, the researcher noted this as a comment in the individual profile and proceeded with the text and metaphor. The researcher corrected any issues the participants noted.

Peer review. A peer reviewer's role is to process the study with the researcher, asking challenging questions "about methods, meaning and interpretations" as an external check of the research, even debating the process for the sake of the discussion (Creswell, 2007, p. 208). The peer reviewer may also debrief the researcher's feelings and perceptions (Creswell, 2007). Peer review allows for incorporating another person's interpretation so that the account presented resonates with others, adding validity to the account. Since this study was based on personal accounts presented in narrative forms, peer review was an appropriate strategy.

To implement peer review, the researcher arranged for a classmate who had already completed a qualitative dissertation to serve as the peer reviewer for this study. The peer reviewer selected had completed his doctorate in education and was credentialed with master's degrees in both English and psychology, which was helpful. The peer reviewer and researcher were writing partners throughout their doctoral program; thus, they had an established rapport and style for providing feedback and critique on each other's work. Furthermore, the peer reviewer had current human subjects protection (CITI) training.

Peer review occurred at three points in this study. The first session took place prior to the interviews, the second during the coding, and the third at the completion of the metanarrative. The researcher and reviewer discussed the study methods and articulated biases, hypotheses, and speculations held by the researcher at the outset of the study. This conversation helped the researcher to evolve her subjectivity statement and researcher clarification memo (Appendix S). When the first research text was ready to be coded, a second review occurred to calibrate the codes. As part of this step, the researcher requested that the peer reviewer review the coding of the first research text for consistency as a strategy of reliability. The peer reviewer was also asked to spot check the other research texts for any additional coding issues. These comparisons were discussed, with the insights from the discussion informing subsequent coding by the researcher. (See section on Reliability for additional discussion.) Finally, the researcher requested that the peer reviewer review the metanarrative and offer his insights and challenges to the presentation of the interpretation of the individual profiles as a group.

Memo writing. Memos in the qualitative research process address a variety of issues, including methodology, ethics, personal reactions, or any other topic related to the research study that is underway (Maxwell, 2005). The purpose of memos is to support researcher reflection, analytic insight, and understanding related to the study (Maxwell, 2005). Maxwell (2005) recommended writing memos often and on a variety of topics during a research project. Thus, this project contained at least four memos on interview impressions, coding, ethics, and researcher clarification. They are offered in Appendix O.

Reliability

Reliability, in qualitative research, focuses on the consistency of particular approaches across different researchers and projects (Creswell, 2009). Creswell (2009) outlined two strategies for individual researchers that were employed during this study to address consistency: transcript verification and coding verification.

Interview transcription and verification. According to Creswell (2007), a critical procedure in addressing reliability is capturing a high-quality recording, which facilitates detailed field notes and an accurate transcription of the recording. This study used a good-quality digital recording to capture the interviews so that the transcriptions could be made more easily. Transcript verification involved checking the transcripts after they were rendered from the recording to correct any mistakes (Creswell, 2009). This verification was the first step taken after the transcripts were returned from the transcription service. The details of this verification step were outlined in the data preparation section.

Coding verification. Coding verification prevents a "drift in the definition of codes" so that the meaning does not shift in the middle of coding (Creswell, 2007, p. 190). Creswell (2007) recommended developing a codebook detailing the code, definition, and the locations of the codes. Along with a codebook, he also recommended that researchers constantly compare the data with the codes and any memos on the codes and definitions as part of the codebook to capture the ways in which they may evolve during analysis (Creswell, 2009). Per Creswell's, recommendations, this study developed an initial codebook based on CCT and documented the codes' evolution with memos. The peer reviewer was enlisted to assist in calibrating the coding for the first interview

and through spot-checking the coding for the other interviews. (The peer review documents are located in Appendix R, and the codebook and memos are located in Appendices P and Q.)

An Additional Consideration for Validity and Reliability in Narrative

The general goal of narrative research is to elaborate and investigate individual interpretations and perspectives of complex and human-centered events. With this goal, the researcher is more concerned with individual truths than generalizable and repeatable events (Creswell, 2007; Merriam, 2009). With the focus on individual truths, the researcher's representation of research notes, transcripts, and data are particularly important for reliability and validity in narrative inquiry (Webster & Mertova, 2007). Therefore, it was important to provide documentation of the research notes, interview transcripts, research text, chart of positions, metaphor map, memos, and any other records made during the data collection and analysis steps to further support validity and reliability in this narrative inquiry. These documents were included in various appendices for this study and were shared with the peer reviewer for that process.

Ethical Considerations

Since this project employed interviews of human subjects as a primary source of data, there were several critical considerations to ensure ethical research and to protect the study participants. First, approval for the study from ACE was sought and obtained (see Appendix T). Next, approval was secured through The George Washington University IRB, following its human subjects procedures. Second, as part of human subjects protection for the IRB, the researcher sought informed consent of the participants in this study. This involved sharing the purpose of the research, the design,

the risks, and the benefits with the participants and obtaining their consent to participate (Kvale & Brinkmann, 2009). (See Appendix N for participant communications.) The researcher respected the decisions of those who declined to participate in this project. Third, and most importantly, confidentiality was addressed in the protocol. Confidentiality involved keeping private data that identified the participants undisclosed (Kvale & Brinkmann, 2009). "The researcher should be aware that the openness and intimacy of qualitative research may be seductive and can lead participants to disclose information they later regret having shared" (Kvale & Brinkmann, 2009, p. 73). In this instance, the researcher substituted individual names with pseudonyms selected by the participants and did not use any institutional names or position titles that were unique enough to lead to identification of the participants. Thus, the researcher applied the human subjects protections necessary to ethically complete this project.

Chapter Summary

This study connected the concepts of careers and leadership to examine the pathways of potential senior-level leaders in higher education who have incorporated the proposition of advanced leadership roles into their personal career narratives and decisions. To most effectively conduct this examination, this study employed constructivism as its paradigm; CCT, career metaphors, and presidential pathways as its conceptual constructs; and narrative inquiry as its methodology. This study's sample comprised alumni of the ACE FP, as a program that has long existed to support leadership development for higher education institutions. This chapter detailed the protocol by which the researcher conducted a review of their CVs and narrative interviews to capture the individual and collective stories of incorporating leadership into

their career paths. The data analysis procedures were outlined, along with issues and ethical considerations related to the study design and implementation.

CHAPTER 4:

INDIVIDUAL PROFILES OF PARTICIPANTS

Chapter 4 presents the profiles of the individuals from the American Council on Education (ACE) Fellows Program (FP) who participated in this study. Participants were given the option to select a pseudonym. While some did, others did not, and so the profiles reflect these individual choices. If the participant used a different name, the institutions were deidentified as well. All participants read their own research texts and contributed to clarifying thoughts or correcting transcription errors.

Recapitulation of Data Collection Process

To build these profiles, curricula vitae were requested and received from each participant. The researcher reviewed them initially to create a chart of positions for each person. Once the chart was made, the curriculum vitae entries were converted into a visual career map to support the determination of the applicability of a career metaphor. The interviews were then conducted, and verbatim transcripts were produced. From the verbatim transcripts a research text was composed and is presented as the third element of the individual profile. Thus, the chart of positions, career map, and research text were combined to constitute the individual profile for each participant, which is presented in this chapter.

Individual Profile 1: Diana

Chart of Positions

Table 4.1
Position Chart for Diana

Position titles	Institution type*	Duration	Timing to Fellowship**
Instructor	Institution 1/Pub L4 RU/VH	1978-1981	PF
Assistant Professor/Director of Graduate Studies	Institution 1/Pub L4 RU/VH	1981-1986	PF
Associate Professor	Institution 1/Pub L4 RU/VH	1986-2012	PF
Associate Professor/Director of Graduate Studies	Institution 1/Pub L4 RU/VH	1988-1993	PF
Associate Professor/General Education Oversight Committee Chair	Institution 1/Pub L4 RU/VH	2003-2004	PF
Associate Professor/Associate Dean for Undergraduate Programs, College of Arts and Sciences	Institution 1/Pub L4 RU/VH	2004-2006	PF
Associate Professor/Founding Director of Research Initiative	Institution 1/Pub L4 RU/VH	2006-2012	PF
Associate Professor/Founding Director of Office of Research Ethics and Education	Institution 1/Pub L4 RU/VH	2006-2012	PF
Associate Professor/Interim Associate Dean for Interdisciplinary Programs and Faculty Development/Special Assistant to Provost	Institution 1/Pub L4 RU/VH	2010-2012	FY
Professor/Dean of the College of Interdisciplinary Studies	Institution 2/Pub L4 Master's	2012-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; L4, large 4-year; M4, medium 4-year; RU/VH, research university (very high research activity).

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

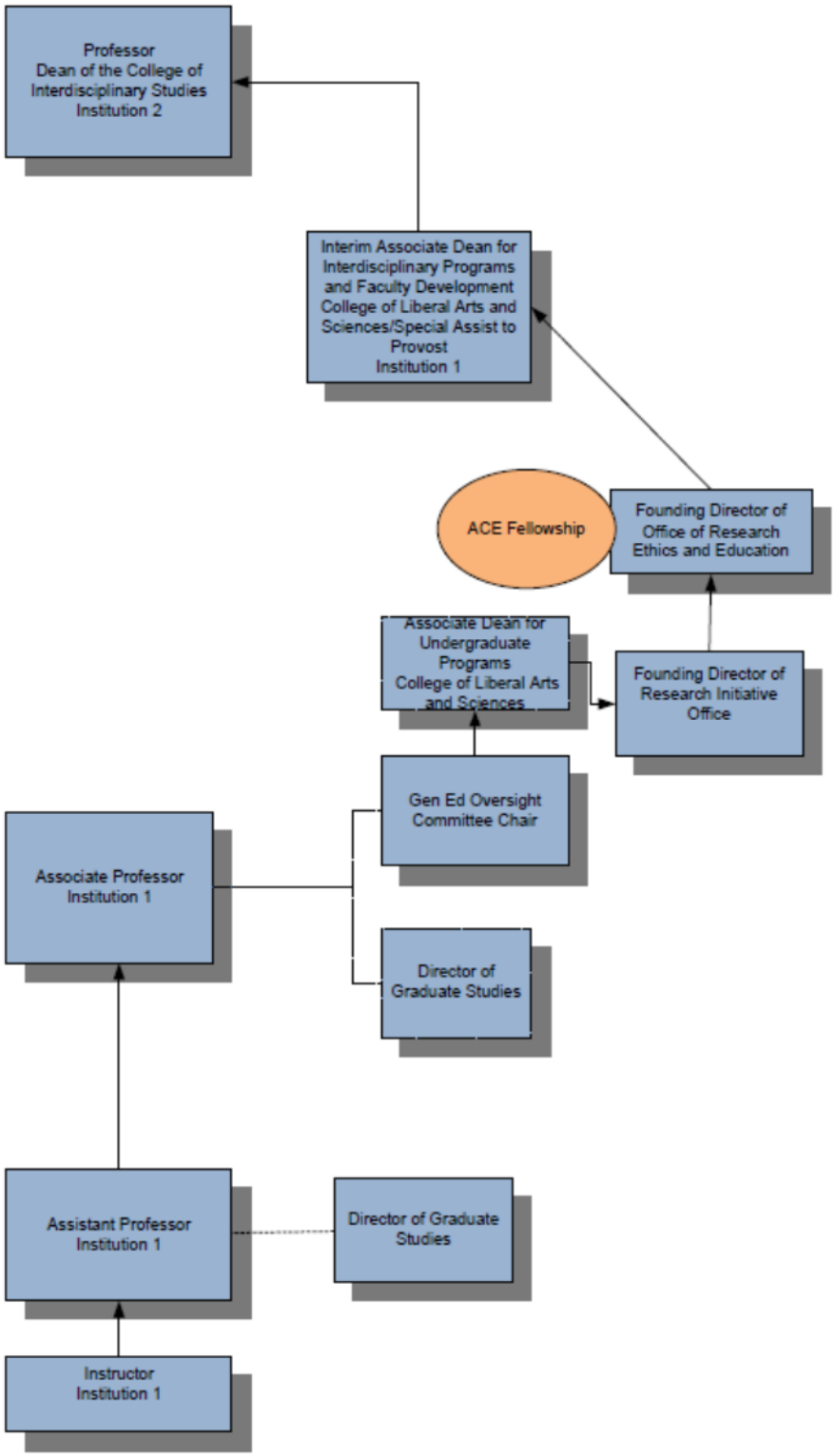

Figure 4.1. Career map for Diana.

Research Text

Diana's entrée into higher education. I had well-educated parents, who put a high value on education. My mother was a chemistry teacher at what was then called a junior college and would now be called a community college. My father graduated as an engineer shortly after World War II. And so, they were college graduates in the 1950s when not too many people might have had parents who were college graduates. I was highly influenced by my mother, who was a woman in a male-dominated field of chemistry. She was always sending me stuff about women in science, women in chemistry, and women in science, technology, engineering, and mathematics (STEM) as she was working for women's rights all through the 1950s, 1960s, 1970s, and 1980s.

As an undergraduate, I went to a small liberal arts college. While there, I was very much a scholar, . . . a really studious person. I majored in math, physics, and philosophy. I was trying to figure out how to integrate them—I was always very interdisciplinary my whole life. It just seemed very natural: How can I integrate science and humanities? So, I made peace with my undergraduate interests.

Naturally, I wanted to continue on in my academic discipline and went on to my Ph.D. with the idea of getting a faculty position. We were studying things to benefit society, to help other people; that pragmatic, service part of my focus was always there, even as an undergraduate. For my summer job, I worked in industry and ended up at a company that manufactured mirrors for cars. It was really a theoretical physics job. I was a research assistant there and got to do all kinds of things. It was doing experiments with some new devices. We were doing field research and had research subjects driving

around the city of Chicago trying to use mirrors that would look around corners. So that was fun.

The middle. I grew up in the Midwest, and where I'm from is a very philanthropic, very religious, very service-oriented culture. As an academician and a faculty member, again, I thought whatever we should do should improve human condition in some sense. I always wanted to integrate the theoretical kinds of knowledge with a community orientation, so I participated in the Big Sisters program. I would incorporate a women's studies perspective on science in my courses. So, I had a larger picture of what a university is all about, what it should be doing, rather than just a disciplinary perspective that I think a lot of faculty espouse.

Also, being the only woman in my discipline for really almost a decade, I would have to become very involved in the university to have colleagues of my same gender. Then, as an associate dean in liberal arts and sciences, I was very active in the group called Women in Science, Math, and Engineering. Later, as an associate dean, Women and Gender Studies was one of the programs in my portfolio. Serving on governance and university-wide committees was a way to meet other people. From the very beginning, I was asked to serve on various committees because they needed a woman, but then I really enjoyed it. I liked meeting with people, seeing the broader perspective of what it takes to run a university, and understanding what a university's mission is. I became more involved with the university senate, the graduate school executive committee, and various other governance bodies and then agreed to serve as the first director of the general education program.

At the time, there was going to be a new general education program, and so that was very challenging to work with faculty and staff from across the university, trying to encourage them to put in new courses for general education, encouraging them that this was a good idea, and giving them a vision of how exciting this was for our university and for our students. I had such a good time seeing something take shape, move forward, and engaging with people along the way that when the associate dean job in liberal arts and sciences came up, I applied for it and got it. Then, I was just sort of hooked—I just loved helping people come together and implementing projects and supporting them in their work. That all happened in 2003-2004. I had to become a leader in all the ways that people should be leaders as a change agent at their university.

When I went to college from 1969 to 1973, leadership was just not on the radar screen: People didn't talk about it, and it wasn't articulated as a goal. Even Student Affairs was in an early stage then as well. Before that, I had never thought of myself as a leader, was ignorant to what leadership was all about, . . . and had just never really thought about that concept. At a Research I university in those days, and it's still very much the case, you hire faculty to excel at teaching and research. You don't hire them to become leaders or associate deans or deans. So here I was, one of only a few women in my discipline, exerting myself in a leadership role.

ACE Fellowship experience. I was associate dean for 2 years, and then I was tapped, because, I think, of my success at being a leader for general education and in the College of Arts and Sciences. When the university wanted to embark on a new research initiative, funded in part by the state, the president of the institution asked if I would be a leader for that area and really help the university organize that initiative. I created the first

Ethics and Education office and really got that going from scratch. We were one of the first oversight offices in the country. Again, that was very exciting, getting something new going, working with people across the entire university because all the different colleges were involved some way or another in that initiative. I also had to work with institutions in the state and across the country. Really, it was an opportunity not just at the university level, but at the state and national level in forging policy, which continues to inform research in that area. So I did that for 4 years, got this new office up and running, but wanted to return to academic administration from research administration.

At that point, a new dean in Arts and Sciences was appointed, and I just happened to mention to him in passing at a beginning-of-the-year reception that I was very interested in getting back into academic administration and academic affairs. So he nominated me to be an ACE Fellow. It was basically his response to my interest.

During the FP, I really started thinking about what it means to be a leader for the first time in my career. What are the skills? Why is the cultivation of leadership skills important? The FP experience really opened my eyes to the different kinds of leadership opportunities available in higher education. I became informed about the national issues, how they translate to the state level. When that happens, you start thinking about issues on a regional basis and a national basis. What does higher education really need at this point? Who is being left behind? How can we improve college access? What should an education really be providing our students? What can we be giving them that will help them throughout their lives? You really start thinking about the effects of a college and university experience and what the issues are in making that as good as it can be.

You begin to see that this is the wave of the future. I think during the past 30 years in higher education, faculty just did what they did when they were graduate students. There was no training, no support, at least at a research institution, on how to teach effectively, how to recognize the other needs of students, how to engage with diverse kinds of learners, how to handle assessment and learning objectives. Over time, I think, we've all become much more intentional about what we're doing. That whole movement of planning, assessment, outcomes, and strategy made it very clear that we need this kind of strategizing and intentional discussion at a national level as well. So it's piqued my interest in promoting discussions at a national level about the purpose of higher education and serving the needs of different kinds of students, including returning students and students of different ages, different backgrounds, and different value systems.

Post-Fellowship career considerations. A deanship was my goal before I even decided to do the ACE FP. So I went to the FP in order to develop the skills and background that would enable me to assume a higher level of leadership position. Ultimately, I was able to move into this deanship a couple of years following my Fellowship.

At my current institution, leadership is very much on the radar screen of the president and the provost. They are very active in the ACE programs, they send people through the Fellowship every year, and they have small leadership programs for faculty and staff at the institution. At a regional master's-level institution where service to your profession, community service, and engagement are infused throughout the culture of the institution, you find an emphasis on openness to leadership as a way to serve. It's a

different kind of institution than where I was previously. In contrast to working at a research institution that aspired to be one of the top research institutions in the nation, my new institution is not a research institution and has no Ph.D. programs; we are here to provide the best possible experience for our students and to enrich the region, which is a very different mission and identity.

I like my current job very much. I just want to do the best I can. I'll be having my 62nd birthday very soon. I don't really see myself having two more moves. I just want to enjoy my present job as much as possible, do the best I can for the college I'm entrusted with, and make the university where I am now as strong as possible.

Re-entry from the FP. Returning to your sponsoring institution from the Fellowship is very difficult because you've sort of had this experience on the Dark Side that nobody else can appreciate. It's a fork in the road; it's the end of a certain way of living. For most people, I think, it's very painful to go back because you have new knowledge, a new identity, and a new view of yourself without a way to put it to use. Especially if you have been at your institution for a number of years, no one thinks of you as transformed into this new type of leader. You just can't go back to being just a faculty member, unless you really want to, if you've fallen in love with the idea of being a change agent at a higher level than in your classroom. It can be very stifling to go back and teach the courses you've taught.

The ease of re-entry also depends upon what you come back to. I came back and my job was gone. They had reorganized, and my office had been moved to the medical school. I returned to my department, and said, "Hi, I'm back." And they say, "Oh, were you gone? What were you doing? What was your research project on your sabbatical?"

"Well, it wasn't a sabbatical. I was shadowing a provost and president." "Why? Why would you do that?" Your faculty colleagues have no appreciation for what you've been through or don't know why anyone would want to do that.

Sometimes people come back to their old job and do that better and maybe advance through that institution, but in my case, they didn't really have a job for me. The dean who was my nominator never thought it would come down to him because you're sponsored by your president and provost, and so he didn't know he'd be responsible for me forever when he nominated me. But he very graciously created an interim associate dean position for a year, and then I talked him into continuing that for a second year. I was again very lucky because the institution was reorganizing and a lot of new programs were coming into Arts and Sciences, including Women and Gender Studies, so I had plenty of work to do, but it was very painful, really—not knowing your place, not having a place, not knowing what you were actually working towards. So, I went out on the job market, and it ended up very well.

Self as a leader. I think the ACE experience has very much shaped my generation. I came to my Fellowship experience in my mid-50s already, and that's very different than in your mid-40s or mid-30s, where you say, "I'd like to be a president, and I have 20 years to get there." Some of the ACE Fellows have that ambition; they've articulated that to themselves. But also in my era, no one had conversations about career mapping or career aspirations; you just showed up to your job and did it. That's a relatively recent thing as the world has become more competitive and more in flux. In the olden days, you picked the box in college that you were going to have your career in—teacher, nurse, doctor, whatever—and these days students have to invent their own niche

and have to be very entrepreneurial. It's a constant reinvention of yourself and that's relatively recent, the past 15 or years. . . . Career coaches, leadership development programs, none of that really existed in the 1980s, not much in the 1990s, especially in arts and sciences or interdisciplinary studies. Maybe it did exist in business or education colleges.

Again, I came to the realization of myself as a leader. I had never really thought of myself as a leader or that this was something I might like to do until I became director of general education in 2003. By then I was already 51 or 52. I'm certainly one of the older people in my ACE Fellowship class. Faculty at a research university don't think about administration, don't think about leadership per se. They think about being the best teacher they can be or the best scholar they can be, and they're not really encouraged, at least at the institution where I was for 34 years, to aspire to administrative leadership. You have to give people the opportunity to discover a passion.

So, I discovered my passion and capacity for leadership by being put into a role of director of general education, to put in a new program that most people were reluctant to think about. It was a challenge, but it was exhilarating and inherently rewarding. And so you can think about encouraging people by not necessarily calling it leadership, but say, "Here is an opportunity to really make a difference. Would you be willing to give it a go?" And so, you need to provide opportunities for people to discover their passion and to discover their talents. You know, I think the way of doing it is to have term limits, for example, on department chairs or to have ways of opening up leadership opportunities so it's not just always the same people who are elected to the university senate or the same people who are always on the executive committee. A lot of people don't want to be,

that's fine, but some people may not even know they like it. Opening up opportunities is important.

My ACE Fellowship and the curriculum that went along with that experience, the sharing of experiences with colleagues, the mentoring by my host mentor—that was all very, very crucial. Also as an associate dean, having a supervisor, the dean, someone who was very intentional in including associate deans in decision-making, discussing with them why he was making the decisions he was making, sharing the problem-solving that comes with being a dean, he would not like to call himself a mentor, but in many ways he is. That relationship was very important.

My career is a very significant part of my life; for me, my recreation is my job. I love my work; I love my work as a faculty member. I have my family, my relatives, etc., and the meaning—my sense of purpose, sense of fulfillment, and goals—does come from the work. I feel like what I'm doing is making a difference. It matters. I'm helping to shape a great student experience, helping support faculty in their teaching and research, and helping to move the institution along its mission. I really have an impact on the lives of students and faculty and, really, the community as well.

Family considerations. In addition to the change in institution, a convergence of a number of factors led me to where I am now. It was a perfect fit in many ways. I've been interdisciplinary all my life; I'm the dean of an interdisciplinary college, so that's great. I'm, 40 years gone, back in my hometown. The dual job also was very important. When the provost offered me a job, she asked, "What does your husband want?" My new university offered my husband a job. It was just very, very lucky. But again, it's an

institution that would think of asking that and would know that that's important and be willing to take that leap. I feel very lucky to have ended up where I am.

Struggles and missteps. You can only spend your time once. To be really successful at a research institution, I should not have become engaged in leadership opportunities. At a research institution, service is not valued. That was really an either/or. If you look at who are the participants in the ACE FP, not very many are faculty from Research I universities. I think in my cohort there were three of us; the rest of the Fellows were from small liberal arts colleges, community colleges, or mid-level state universities. I would not recommend presidents who haven't come from the faculty; that is a contradiction. You want people who are deeply committed to academia who understand education and are excited by it. You don't want bankers in my view; . . . you don't want a senator; . . . you want educators who can relate to the outside world. It is a dilemma. I don't regret what I did, but very frankly it was quite painful. The people involved in governance or community engagement are not as high status as the top-notch researchers, which isn't to say people can't be both a top-notch researcher who is a leader in his or her field and a change agent for the good.

Advice. It depends on the institution. If you are at an institution that really values research, then that's what you should do to get promoted to full professor. My advice would be do what it takes to be promoted to full professor and then you can decide [about future leadership roles]. This is really sort of standard wisdom: excel as a teacher, as a scholar, . . . become recognized, have the credentials in those areas, become promoted to a full professor. Then you will have the time and the leisure to think more broadly and

strategically about the skills and cache you've developed. Don't get distracted by service or community projects that are not valued at your institution. Do what it takes.

At the end of the day, not having a tenured professorship was an obstacle in my career. I was associate professor for a very long time and did not do the research required to become a full professor. A lot of that was I just fell in love with these other things—being associate dean, administering the research initiative, . . . combined with the teaching that left very little time to do the publishing. At the end of the day, I simply had bumped up against a ceiling in terms of becoming a dean or moving forward until I changed institution types. And then it's a challenge to convince the different institution that you understand their culture, you share their values, you know who they are, and you can help advance their mission. The FP helps you to make that case—to learn how to identify the skills that you have developed all along in your other experiences—and that's what we try to do with our students as well. You've taken history and political science, and these are the professional skills you've learned by doing that. You've become a critical thinker, . . . engaged in integrating different perspectives, etc. The students need to learn how to identify and articulate what they've learned from their college experience when they're getting a job. Similarly, the ACE Fellowship enables faculty members, unit heads, associate deans, or deans to identify what and how they've learned from their experience and leverage that in applying for another job.

Individual Profile 2: Julie

Chart of Positions

Table 4.2
Position Chart for Julie

Position titles	Institution type*	Duration	Timing to Fellowship**
Auditor	Institution 1/Pub L4 RU/VH	1989-1994	PF
Manager, Business Affairs Group	Institution 1/Pub L4 RU/VH	1994-1995	PF
Manager, Financial Systems Operations	Institution 1/Pub L4 RU/VH	1995-1997	PF
Project Manager, Human Resources System Replacement	Institution 1/Pub L4 RU/VH	1997-1999	PF
Director, Information Technology Planning, Finance, and Administration	Institution 1/Pub L4 RU/VH	2000-2005	PF
Associate Chief Information Officer	Institution 1/Pub L4 RU/VH	2005-2008	FY
Deputy Chief Information Officer	Institution 1/Pub L4 RU/VH	2008-2013	FF
Vice Chancellor for Information Services and Strategy/Chief Information Officer	Institution 2/Priv M4 RU	2013-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; M4, medium 4-year; RU/VH, research university (very high research activity); RU, research university.

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

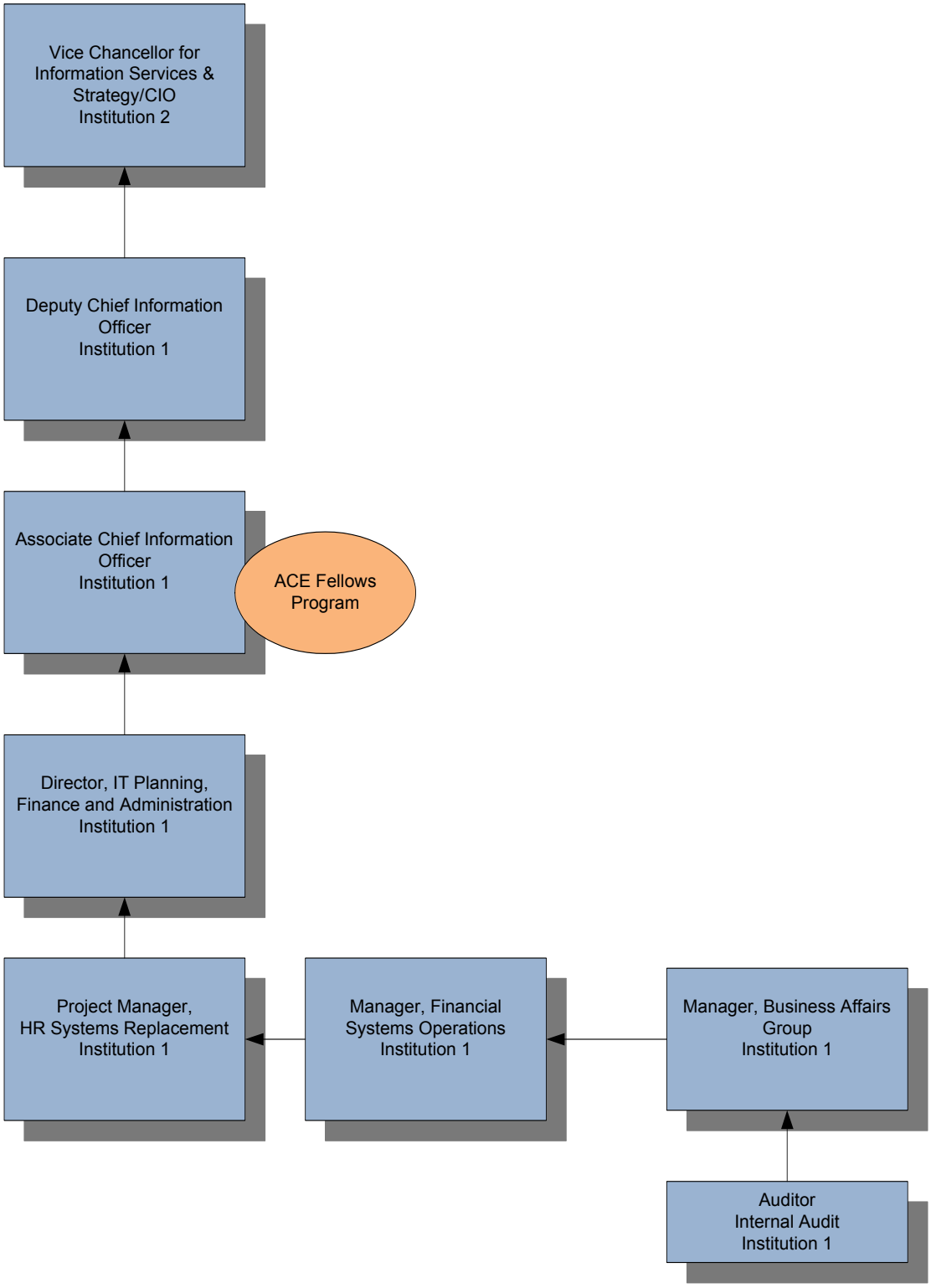

Figure 4.2. Career map for Julie.

Research Text

Julie's entrée in higher education. I worked two jobs while going to school full-time and commuted. My family couldn't afford to send me to college. I did a two and two [year] program: community college and a state school program for my undergraduate. So, I was working at least 40 hours a week while carrying a full load, and then in summers I was working 65 hours a week. I didn't have much time for school activities, but I did get professional experience working in human resources for Kodak while I was going to college. I learned a lot about hiring and professional practices.

I was looking for work straight out of college. I graduated with an accounting degree, and they really push you with this degree to go into public accounting. I was interviewing, and I just felt that there was something missing from the values alignment perspective. I was very eager to start work, and in Rochester the biggest employer is the university. Basically, I saw an ad in the newspaper, and my mother had worked at the university, so I knew it was a good employer. I went in and found what was missing in my public accounting interviews: the values alignment of people trying to help people. It drew me into working at the academy and using the skills that I had developed from my education. So, it just seemed like everything fit in the academy, and that's what first drew me in.

I was a part of a small department of five people in Audit. It was a very good first position because I got to see different parts of the university; I had to go in and do analysis of systems, . . . systems in the way of looking at how people interact with each other. Usually Audit gets called in if something's broken. Because it was such a small staff, we got to go in and see a problem and then try and diagnose it. What's causing this

problem and how might we remedy it? Is there another solution somewhere else on campus? It could have been a financial issue . . . it could have been a control weakness, it could have been another thing. I actually landed in the perfect job, then, as a recent graduate. I saw how different schools had different cultures. The medical center that we had ran pretty much like a business, while the School of Music, the art gallery ran differently. I was able to see the aspects of what I liked and didn't like, and after 5 years of doing that, I had moved up in the organization. Looking up, however, I had two leaders in their 40s who said they were going to retire in their current positions, so there was really not upward mobility for me, and I decided that I really wanted to be a manager. That brought me to the Finance Department, where there happened to be an opening related to technology.

The middle. I just had a passion for technology. I decided to pursue my MBA while working in Audit and Accounting Systems from seeing all the benefits that technical systems could bring as far as efficiencies and effectiveness of problem-solving. So I went to Finance in the financial role of working exclusively with the information technology (IT) department, and the more I worked with them, the more I wanted to do IT, and I just naturally gravitated more and more. Every job after that just brought me closer and closer to IT, until I eventually went to IT. IT at that time had a lot of financial issues. I had the financial strengths, and I was learning the technology strengths to be able to bridge both. Eventually, I led a project across the entire institution. At that time there were about 14,000 employees, and that was a very major project and required a lot of communication skills as well as a lot of lessons I had learned in Audit: how you go into a department, . . . how you influence people, . . . how you listen. I went from Audit

to Finance then over to Technology managing various technology projects and then I moved up. The university had different IT departments that weren't talking to each other and decided to hire the very first chief information officer (CIO). When she came in, I helped set up that department and do the financial structure for it, and then through a number of years, I became the right hand to that CIO. I stayed at the university for 23 years and just recently I have now become a vice chancellor at a different institution.

I went upward across three different fields, and I think that's unusual, but I find that a lot of people who become senior leaders have breadth somewhere in their careers. I had an unusual amount of breadth coming in as a 20-year-old. From working in Audit, one of the things I got right away was that I need to see the whole institution and how the pieces fit together. Also, because every report had to be independent and we didn't have middle management, we had to file reports that went straight to executives, so I got to know them very well. When you interact with executives, they help you see how things fit together. Basically, I was ambitious, and I changed from Audit to Finance, which is a different type of field, and then from Finance to IT. And so, every one of those fields was an upward move. I went from a staff member to a manager, from a manager to an enterprise manager to a director, from a director to an associate CIO, to a deputy CIO, from a deputy to a vice chancellor . . . so, it was up and across.

Approach to leadership/self as a leader. I think I saw myself as a problem-solver from the day I walked into the door because that's just a natural interest that I have: looking at things differently, trying to figure where something is broken, and determining whether I can add value in fixing it. So, I gained a reputation for solving really challenging problems, and problems that were not technical necessarily, but

technical plus political, plus financial. So, I think I wouldn't necessarily say when I get up in the morning that I am a leader, but I did say I believe that I could have an impact in this environment. I believe that I could make people listen. I believe that there are issues out there that I see and that I can offer solutions where other people may either not see the issue or be able to see what's causing it and then be able to figure out natural plans to resolve it. So, I kept driving more towards how I could have a bigger impact. I tend to get to an area and get it cleaned up, and then I get bored with production, which is why I came to IT, because it changes all the time.

In addition to developing myself as a leader in IT, I am absolutely involved in leadership development. I have worked with some others to write a national paper on that as it relates to an innovative curriculum developed with our school of education and the IT department for how we're thinking about well-rounded individuals and growing them for leadership. I am very involved in that, and I helped set up high school internships and college internships, as well as worked on staff development. I do a lot of mentoring. I'm a mentee as well. . . . I think you have to continue to learn. You should have a number of people to go to learn from, and I think you should be dedicating time to enough people to help them up the ladder. We can't call ourselves leaders if we are not helping the next generation as much as others have helped us.

ACE Fellows Program experience. The Fellowship was absolutely a transformative experience. I think up until that point, it felt that I could be a good administrative leader, and I had success doing that. I probably could have ended my career with more and more administrative success. But what the FP did for me was help me to see I could be more of an institution-wide leader, more of a community leader, a

collaborative partner in that I could reach out to deans because I had an idea. I realized that deans could listen to me, and that I could listen to deans in a different way, that my impact didn't have to be necessarily just in IT.

Very early on I was ambitious. I knew that I wanted to move up because I wanted to have decision rights. You know, at times I would hit my head saying, "I don't like how this process works." I wouldn't have enough authority to make a change, though, and I would say, "Gee, I need to get to a higher level so that I can have a bigger influence." Then I think I kind of took a step where my ambition was kind of flat for a little while partly because I had children and I wanted to have a better balance in my life.

That's when the Fellowship came in. The provost knew that I was looking for the next opportunity and that I was being approached by some other schools. He came to me and said, "You know, I really think it would be very good for you to have more experience with faculty to gain more breadth." I had so much administrative experience, but I didn't have a lot of experience with faculty on academic matters. I tended to work with faculty when they had administrative issues, and he said, "If you really wanted to be a senior leader, I think you should get engaged in the ACE Fellowship." I went out and I looked at it and said, "There's no way that I should do this Fellowship; there are no other administrators. I am like the round puzzle piece in a puzzle that doesn't have any circles." The provost was such an advocate for the program and had been in it himself; he just convinced me that it was such a great place. Sure enough it was, and coming out of that program, I saw so many great leaders and was so inspired by what higher education is. I just had a whole new appreciation for the work that we do, and that leads my ambition to push myself up to a more senior level than what I had been at Rochester.

In addition to broadening my view of what I could do in higher education, I have an absolute passion for K-12. This passion comes from a long history of my family taking in foster kids, and I just saw people who really struggled. I saw how education and religion and a good family life could really turn people around, and I developed a passion for that. In the Fellowship I could see leaders who were stepping outside of what their job requirements were to make the K-12 relationship better with higher education. I thought, "Wow, if I could do that, think of the things that I could do . . . and think of how I could use technology or other skills to make a difference in a different way . . . a larger impact." So, the Fellowship was absolutely amazing for me, . . . definitely life changing.

Role of Fellowship in career considerations. The Fellowship also helped me to be able to talk about my reasons for being in higher education. I don't know if before I went to the Fellowship I could have verbalized it, as far as seeing the fit there that was not at other places or why I stayed in higher education when I was offered more money to go elsewhere. It helped me to say higher education is where I want to spend my life because it's exactly where I want to have an impact and where I know I can have an impact. So, it made me really appreciate that, and it also made me appreciate the other leaders in the community of higher education. I saw people who were suffering from huge budget cuts and had jobs that were just absolutely amazing, . . . so many system jobs where people had responsibilities for so many systems and huge budget challenges. They were dealing with huge issues every day, and yet they were getting up and doing remarkable things. You really come back to campus and say, "You know, I can't tolerate just the normal every day; I want more than that. . . . I want more for the campus." The importance of work just really rings clear.

We spent a lot of time thinking about what we wanted to do long term during our time in the Fellowship Program. I think one of the problems of higher education is that we are always rushing and so busy, and we don't have time to stop and reflect, let alone reflect for the amount of time in Fellowship or to get out of your campus to see how other campuses work to see how they may have pros and cons that are different from your own campus. It gave me a time to reflect and strategize. It enabled me to have mentors outside of my campus, who encouraged me in different directions than my own campus would. You end up being influenced by the people who you see a lot. I was exposed to so many people with different backgrounds—the diversity of those backgrounds made a lasting impression. I am extremely close to my cohort. . . . In fact, I just went to lunch within the last month with an individual from my cohort. You develop a closeness to that team, and also to the people in the network, where you can pick up the phone and leave a message for a president or a provost and they call you right back. You can't get that anywhere else that I've seen, and they call you and they are sincerely interested. You see the passing on of knowledge from one generation to another. It's awe-inspiring.

Family and personal considerations. My husband is a technology teacher, and he actually got hurt on the job and ended up suffering a spinal cord injury a month before we got married. He had to have multiple operations, and thankfully he's doing well, but he's in a place in his life where he's disabled. We didn't ever expect that would be the case, and we really wanted to have a family, but it took a very long time to have a family. So, when I became pregnant with my first child—we have a 9- and 5-year-old—I really knew that I had wanted to not have my career be my primary focus for at least a few

years until I could figure out how I was going to balance parenting and also making sure that I was having the right kind of impact at work.

I was offered a promotion to become a CIO when I was an associate CIO right at the end of my first pregnancy. It was a really hard decision, because those positions, when they come up, may not come up at an institution again for another 5 to 7 years. I had decided, though, that that was not the right time for me. I think you have to know yourself and what's going on in your life. We were not sure if we were going to be able to have children. I so very much valued the family that I wanted to make sure I could make it work. So, by the time my second child came, I had already had processes and support structures in place and I could figure it out.

The first year that I was asked to be in the Fellowship, I declined because my second child was a baby. I counter-offered and said, "I want to do this, but I want to do this a year from now," and, so I waited until she was 2 years old. It's still doing the Fellowship with a toddler in the family, but it's a lot different when you have a baby and you are traveling a lot. I did make some conditions for my institution placement. I said I did not want to be out of state and ended up picking a host school that was very different. The school where I came from was research extensive, decentralized with a large medical center. I wanted to have an experience that was different from that and I had to say to my home institution, "I want to be realistic; I don't want to be living somewhere other than where my family lives." So, we found an institution that was closer, very large and centralized, technical, Rochester Institute of Technology, but no medical center. So, I was able to get an experience that was so completely different, but that still allowed me to be close to where my family was living.

When I traveled I would bring my family in at the end of an engagement for a couple of days of vacation, so that they could be a part of the Fellowship. I actually brought my family to see the different areas. They went to California, they went to Chicago multiple times, they came to some of the events with me, and so we made it a family experience. Now, I did bring a nanny with my husband, and they would come in at the last 2 days of the Fellowship event, and they would come in and do museums during the day while I was doing my group work. When I finished with my event, I would travel with them and we would go see whatever was unique for that particular area, and so they really felt a part of that. . . . I pushed on this a lot because the view of the FP was, "You can't bring your family in." I basically broke that rule intentionally to show them that it could be done because what they were really saying was, "We want you to fully participate; we really want you to attend the dinners, . . . because the dinners are with the presidents, and presidents matter." So I fully participated. I went to every dinner, and I stayed for every 10:00 session at night. I traveled, . . . I made every event, and yet I did it with my family. It did take some supplemental dollars. I had to bring a nanny to a lot of places we went, but, yet, it worked. People said to me at the end of the program that they used to look forward to me bringing my kids in because some of them really wanted to bring their kids in, at least towards the last days if you were gone for a week, and they would say to me, "I wished I did that." They had bigger gaps with their family and with their spouse than what I had.

In Fellowship I met people who had multiple children and they had tricks, and they were helping me with tips, and it really was more of how do you become a leader not just on the hours that you are actually serving in your office, but how do you make it

fit in with a busy life. All these people were so open about how they worked with their teenagers, . . . how they try to balance events at work with their balance of life with home, . . . and that helped too. Definitely, my career path has not just been about what's the next best job, but how does that fit with my life. What's going on with it and all the other unexpected things that happen, and when you are ready? For me, the job that I just accepted (I am now in my second month), I looked at my children, and I talked to my husband. We said, "We want to move now . . . before they grew into their teenage years." You have to look at when are those moments. If this job had not come up and something else came up in a couple of years, I probably would have stayed in my previous institution because the whole picture has to work.

As part of the FP curriculum, we did a session on diversity, and part of the discussion was how workplaces needed to be more family friendly, but then the program itself has some old-fashioned policies. I think the program needs to get better about saying that what we require is full participation, and that we won't accept anything less. Then I think that they need to leave it up to the individuals to create their balance of whatever they think that means instead of coming out and saying, "Don't bring family," for example. Career/work life and home life are so integrated now, which is why I think that I broke that rule, because I think that people can see that it can be done the right way. At my institution, I was the only one nominated, so it's not like my institution was going to send a weak player or one with bad judgment. You have to assume that the people who get into this program are intelligent about balance of life already. We couldn't pull people away from the table because they were so engaged in the exercises and they were so excited by the new partners that were around the table. We did not have any slackers . . .

we just did not. I think that they've got to be thinking about that as they look more at leaders . . . and how the program can become more family friendly. That said, towards the end of the program, there were many families there, so perhaps they're opening up to changes . . . in a positive way and learning from them each year.

Struggles and missteps. I've made a lot of mistakes, but I wouldn't trade any of them because I think the very best lesson, as many of my mentors said to me, is recover sooner. If you make a mistake, celebrate that mistake and learn from it. Pick yourself up and get back in the game. I found that was true. I have made lots of mistakes, not necessarily in the positions that I've selected, but certainly in presentations that I've given, the way I've walked into meetings with different assumptions, but I've tried to recognize the mistake and not wallow in it and recover quicker. Understanding that leaders aren't perfect, . . . no matter what level they are, . . . and understanding that we are all always learning is a big part of leadership. That's something I like to teach people at every level.

Presidential decision points. I'm 46 right now, which means I have at least 20 more years to work. It's too early to say. I'm going to stay where I can have a big impact, and I don't know exactly what that means. I know that I want to continue to stay in higher education because I enjoy helping college students. I want to start looking at a broader definition of what that means. I get really excited with K-12 connections with universities. I get really excited by some of the other spectrum, . . . working with retired faculty. Some of the schools have built retirement communities around the institution with the growing population of people over 45 years old. Education for a lifetime excites me, and I'm not quite sure where that path is headed. Because of the Fellowship, I'm

going to require that whatever I do allows me to have a major impact. If that stops happening in whatever position I am in, I am going to look for another position.

Do I have any plans to be a president or provost today? Not specifically. . . . I don't have a Ph.D. today. . . . Then again, it wouldn't shock me if I went back and pursued that. If you look at my pattern, it's been a while since I've done any formal training. I might jump back in for additional education in the next few years. So, I don't know what's possible. It likely won't be less than what I'm doing now. It might be that I would continue to do this position, but that I might pick up other things outside the position, . . . national memberships and things like that. I'm only 2 months into this position, and so I've got to get this position where I want it to be and I need to maximize the impact I can make on this campus. I see that there are a number of possibilities, and I get excited about doing collaborations with some of the other leaders that I've met and even ones I haven't yet met but read about. Now, though, I would pick up the phone and call. I would just say that I am excited by the possibilities that are ahead.

Career and life's purpose. Could someone follow my career path? No, because I think I took a very unique career path. It was certainly not like a typical ladder. Some people go to the faculty and then move up as a dean, then provost. Mine was not like that at all; it was a winding path. Leadership looks different to different people, and some people can lead from the exact same position that they are in today and might stay in that position for 20 years. If you think about what being a leader is, if you think about the goals you want to achieve and how you are achieving them, it's not a title for me. It's not, even though I did move up. The reasons I moved up were more about impact, and either the frustration I felt with impact or my desire to make an impact. It wasn't because I

wanted a title or that I wanted to be a president in 90 days. That wasn't the kind of goal I had. At the end of the day it's about being true and knowing yourself, knowing what you care about, integrity with yourself, and being open to learning.

I think my career is exactly where I want it to be, and what I mean by that is if I think about who I am, who my family is and who my children are, at the end of the day, what I want people to know me for is helping people. Positions in higher education allow you to do that, if you are bold enough to speak up and if you're diligent enough to be persistent to work through the bureaucracies and relationship-building that we need to work through.

Role of Fellowship in career considerations. For me, I have made more informed choices after the Fellowship that have allowed my career to fit. When I reflect and when I observe people, I think a lot of people don't think about that enough. We could reach a greater potential in higher education if people really thought about, "Why am I here? Why am I here instead of some manufacturing company, . . . instead of that consulting company?" We see silos between faculty versus administration and hear jokes about going to the Dark Side. If people could realize that we are here to make the world a better place by helping people and that we have that in common—whether we are a faculty member or an administrator or in residence life or somewhere else—we could then really build our relationships so that we are maximizing around that and then actually carrying that out and saying, "Well, . . . what did we learn?" . . . And then getting back in and doing it all over again. I think it teaches tremendous progress in higher education. . . . Some of the things that get in our way are people who forget their intentions or who forget how meaningful the jobs we have are. It's really, really inspiring

when you sit back and say, “I get up every day to make lives better.” We graduate people into this world; we’re not like a car salesman looking for the returning client. We want them to go out into the world and do wondrous things and make discoveries that no one else has made before—to be bold about their ideas. That is an amazing, amazing occupation to have. I’m awed by it in every way.

I walked away from the Fellowship with a new appreciation of the intention of higher education, and one that I can’t stop talking to others about. I was just talking to my team about it. I was saying to my team, “What was your best day ever in the workplace in higher education?” They thought about it and described it in a few words. They talked about the impact they had on the students, enabling faculty to do something that they had not had before. It was just amazing to watch their faces as they talked about it. So I think the take-away is that we need to appreciate ourselves. We need to share that and pass that on because once we get started thinking like that, we could use that as a framework. Then the projects we have and the challenges that we have are secondary. We’re willing to think about how good that is. You wake up at 3:00 in the morning trying to solve the problems because they are just a part of the passion of your life. So, I think that’s my take-away from the Fellowship. At the end of the day, we are all people. I think we get too caught up with, “Well, I’m an administrator or I’m a staff member so I can’t present an idea. . . . Or, I’m a faculty member . . . so, therefore, I can’t be comfortable becoming a chair or a dean. . . . I think we hurt ourselves with those labels. In Fellowship, you sit and talk to the presidents and provosts. . . . You see them around, not only in your sessions, but at the lunch table, . . . at dinner, and they talk about their families, or they talk about their first-generation experience where their parents came to this country, and

how they became a president and worked the long hours required because education changed their lives. Those are the kinds of things that touch you.

You can see yourself in that role when you get to know them in that way. It makes *The Chronicle of Higher Education* headlines a little different. When you talk to people, you realize the hard choices they have to make. A *Chronicle* article might be criticizing something . . . and you come to find out that they had multiple hard choices. The way it's written is not quite the way the leader had to pick. . . . So, I think you have a different compassion for the tough choices people make. And at times, where in an economy tough decisions are the norm, you realize the impact on people's feelings when negative articles are written. Or, when you see one of your Fellows written up in a positive way, you just feel so close to them, . . . you feel thrilled for them. . . . It's that higher education family.

Advice. So many things have been passed to me and I have passed to others. . . . I don't own these. I think that when you are in doubt, step back and try to really focus on your big intentions. "What are you trying to do?" You should be able to say that in a sentence: why you come into the office in the morning, why you put your energy in. If you could focus on improving people's lives, . . . if you could focus on the big intentions, then you could focus on the small decisions.

You have to follow your instincts in your career. If everything in your body is telling you it's time to move on, you should do that. I think you should recognize that everyone makes mistakes, and you should minimize the time you allow yourself to wallow, and if you are still feeling badly about something that happened in a meeting 2 weeks ago, that's way too long. I walk out of a meeting and say, "Probably could have done that better. Next time I will." That's all I'm going to allow myself to think about

that, and next time I will do better, because then you can use your energy for positive things.

I would also say, “Don’t let anyone tell you that you can’t.” Every leader I talked to in higher education had people who said, “You can’t be a leader because . . .” I was told I couldn’t be an IT leader because I had a degree in accounting, yet here I am. I was told I couldn’t be a leader because there weren’t female leaders, and here I am. So, I don’t carry the burdens of what other people say I can’t do. I don’t even listen to that.

I would also encourage them to make offers. I think each person comes to the table with different perspectives. When you see that there are different issues that need to be dealt with, if you know how to create a solution or create a team that solves a problem, shoot that out there because that’s how higher education moves forward. I would also say look outside of your institution. Look for professional development outside as well as inside. . . . I am mentored by people outside the institution as well as inside the institution, . . . and that helps me. I have certain people who mentor me in being more courageous and bold, . . . and then there are other people who mentor me in being more aware of my risks. . . . I call different ones depending on what the occasion requires. I would say to people: Make your toolbox a big one. Have your contact list be broad. That is a huge value in the Fellowship because up until that point, my mentors really came from the campus. The minute you start looking at what’s available nationally and even internationally, and realize that these people are so willing to help, . . . your perspective is completely different. We have to start looking at unlikely partners more. That’s a term they used a lot in IT at my host school. For example, community colleges can help research-extensive organizations and vice versa. I think we have to stop looking at labels

and say, “Who has really good ideas, and how can we best leverage them?” At the end of the day, it’s all people.

Individual Profile 3: LeRoy

Chart of Positions

Table 4.3
Position Chart for LeRoy

Position titles	Institution type*	Duration	Timing to Fellowship**
Postdoctoral Scholar	Institution 1/Pub M4 Master’s	1996-1998	PF
Research Scientist	Private Corporation	1998-2000	PF
Assistant Professor/Project Director	Institution 2/Pub M4 Master’s	2001-2006	PF
Associate Professor/Project Director	Institution 2/Pub M4 Master’s	2006-2013	FY
Professor/Project Director	Institution 2/Pub M4 Master’s	2013-present	FF
Interim Associate Dean	Institution 2/Pub M4 Master’s	2011-2012	FF
Interim Dean of College of Arts and Sciences	Institution 2/Pub M4 Master’s	2013	FF
Director for STEM Initiatives/ Executive Director, Center for STEM Education and Research	Institution 2/Pub M4 Master’s	2012-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; M4, medium 4-year.

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

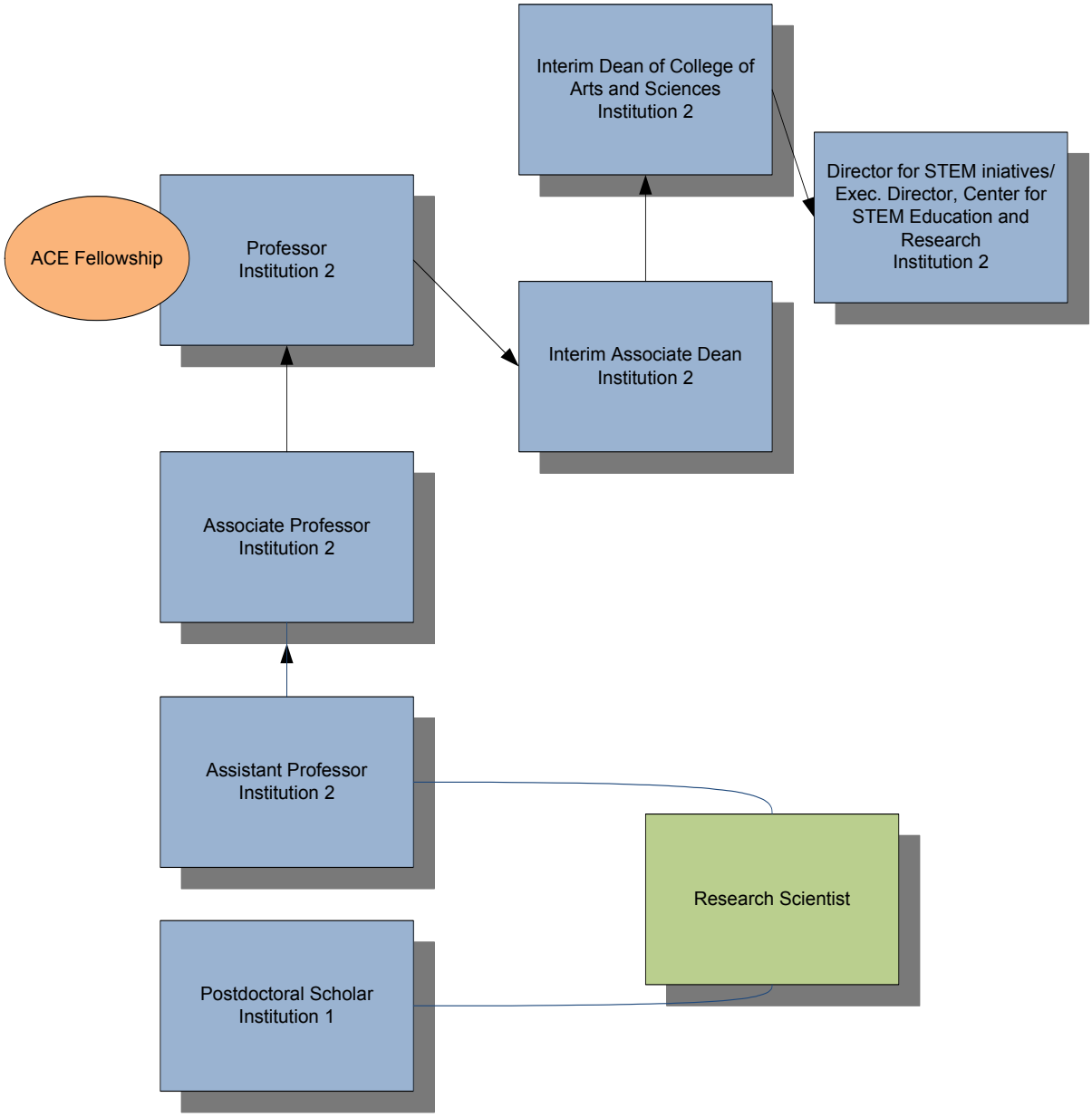

Figure 4.3. Career map for LeRoy.

Research Text

LeRoy's entrée to higher education. In my case, higher education wasn't my initial choice. I grew up lower middle class and desired to raise my social class to do a little bit better for my family. Being an African-American male and growing up in an African-American community, the only way I saw a way out was to be a medical doctor. So, when I went to Bradley University, and they asked me what I wanted to major in, I told them medicine. I was later turned on to research after an internship at the U.S. Department of Agriculture, which changed my career path. Instead of going after an M.D., I decided to pursue a Ph.D. and go into industry. I did a 5-year degree at the University of South Carolina, earning a Ph.D. in organic chemistry followed by a postdoctoral fellowship in organometallic chemistry at Caltech. After leaving Caltech, I went to work for Amoco Research Center in Naperville, IL.

Since I was very focused during my educational pursuits, I never really noticed that there weren't a lot of people who looked like me in STEM along the way in the educational process. It didn't hit me until I went to industry, and I was it. At that point I started to think about how I could increase the pipeline and increase the number of underrepresented minorities going into STEM and the industry pipeline.

When I was at Amoco, DePaul had a satellite site sitting right outside the gate. Since it was so close, I went there and spoke with a couple of people about serving as an advisor. I advised one or two students, which solidified my decision to return to the academy. I think that's where I really started to see that if I want to make a bigger impression upon students, I needed to come back to the academy, and I did. I spent right at 2 years at Amoco before putting my résumé out there for academic positions. I decided

to come to Chicago State University (CSU), largely because it was a predominantly Black institution. It was a place where I thought I could make the most impact in terms of helping minorities matriculate into graduate school and onto advanced degrees in STEM. But another observation that I noticed at CSU while interviewing was there was only one other African-American professor on faculty, which contributed to my decision to join the faculty at CSU. I came here as an assistant professor in chemistry and got involved in some outreach programs to encourage underrepresented minorities to graduate with STEM degrees and pursue advanced degrees. That's my story.

The middle. My initial position at CSU was really unique in that 50% of my time was spent as an administrator and 50% as a tenure-track professor. I was an assistant professor in the department of chemistry and physics and also the director for the National Science Foundation's Illinois Louis Stokes Alliance for Minority Participation (ILSAMP) program at CSU. The aim of the grant is to recruit, retain, and graduate underrepresented minorities in STEM. Since I made it very clear when I was interviewing what I wanted to do, CSU really positioned me to do just that. They really saw my background—Bradley University, University of South Carolina, Caltech, and Amoco and a nice publication record—as an asset to the chemistry and physics department along with my potential to help build up the STEM infrastructure at CSU.

Once at CSU, I was able to move through the ranks as a faculty member from assistant to full professor and grow the STEM outreach program. I remember one time talking with my father about the problem we had here at CSU in getting underrepresented minorities to tenure. I wasn't tenured yet, and he said, "Well, LeRoy, you just need to do the research and do well in your teaching and your service and once you get at the table,

you're going to make a difference." Once I got tenured and became a senior person in the department, then I had more say-so about who was hired, who wasn't hired, and who was tenured and who wasn't tenured. That was one of the things I saw at the ACE FP: We can really shout at the departmental level, but the people making decisions were over in the administration building—the president's office and the provost's office. With that being said, if I really want to make an impact at CSU and help CSU go where it could be, I need to be in the senior levels of administration.

During the past 14 years, we have been able to grow the research component from one to six major grants. In 2009, CSU wanted me to create what is now the Center for STEM Education and Research. I wrote a successful grant to the Predominantly Black Institutions Competitive Grant Program to fund the center. The purpose of the center is to enhance the STEM infrastructure at CSU. STEM is a hot buzzword, and it was a way we could consolidate our outreach grants under one umbrella and try to leverage them for more funding. But at the same time, it allowed us to expose STEM students to opportunities as they were coming through the pipeline. Because different investigators were administering several outreach grants, many students would not be aware of the numerous opportunities available to them until they were near graduation. The center is really trying to turn that around by facilitating links between the outreach grants. As the center's executive director, I also interact very closely with the STEM departments and individual investigators at CSU on their projects so that we can disseminate that information to students, as well as the other centers on campus. Since my administrative responsibilities were increasing, one of my mentors here who was an ACE Fellow back in the early 1970s suggested that I apply to the program. She thought it would benefit me

with the center and with my future aspirations. I applied in 2009 and was in the class of 2010-2011.

ACE Fellows Program experience. At the time I entered the FP, I was at a crossroads. At the time, I'd been at the institution for 10 years. I had to make a decision whether to continue down the faculty tenure-track line or dive into administration full-time. So, I used the ACE experience to learn more about higher education to see if I could eliminate the higher education administration line. Boy, once I got into it, it was a great experience, and I learned so much! What I really carried away from the program was that because you are really siloed in your department or college as a faculty member, you really don't understand how the university and its pieces work in higher education. What the ACE gave me was a bird's-eye view of how a university works and how all the pieces fit together in order to carry out its mission and vision and how senior administrators are really the people that guide the process.

My 6-month placement occurred at Hampton University. I had the opportunity to shadow the president, be in board meetings, go to the trustee board meetings, and have the liberty to talk with all the administrators, who were very open with me. The experience really did a lot for me and made me realize that the individuals were no different than I. They were making the best decision with the information they had at the time. A lot of times you look at a provost or president and put them on a whole different level. However, they have to organize their team; the team has to bring them the correct facts and data so they can make a data-driven decision. That was eye-opening and that's when I said I can do this. The experience helped me to build confidence.

Re-entry from FP. Re-entry for me was not so traumatic, especially after talking with some of my other ACE colleagues who returned back to their institutions; their transitions were a little bumpy. Some of them ended up leaving their institutions as a result. I would say that CSU saw my experience as an investment, and they—the provost at the time and the dean at the time—were very receptive at my return and were looking for ways to provide me with opportunities, and I'm grateful for that.

I felt empowered when I returned, as if I had some control over my destiny and where I could go in higher education, and have had that feeling ever since. I just saw something about a provost position and spoke at length with the search firm about that position; such opportunities keep presenting themselves. As long as they keep coming, opportunities will be there if I ever become unhappy at CSU or need a bigger administrative challenge. I continue to try to do a lot of different things to build up my portfolio to show people the variety of my skill set and the different types of programs that I can administer.

The Fellowship has helped me with the center because there is a different level of respect from the administrators in knowing that I was an ACE Fellow. They know I have certain training and skill sets and a deeper knowledge of how the university works and in a sense that I understand and appreciate the gravity and difficulty of their jobs and what they do on a day-to-day basis. Often, I have faculty members who come from the STEM departments to ask me, "LeRoy, they're (the administration) doing this, that, or the other. I don't understand why; I can't see the big picture." I find myself helping them to see and consider what the bigger picture is and what's going on in senior administration. Once they have that understanding, they seem to calm down. I help with the transparency.

Sometimes the administration doesn't send that information back down for whatever reason. As a result, it's helped me and the center to garner cooperation from the administration to support activities in the center and faculty in the STEM departments.

It makes it difficult because I have to play the middle ground. I can neither lean too much to the president's side nor too much to the faculty side. I have to be very objective. If I'm talking to the president, I have to say, "Sir, would you please consider this?" And it's the same thing with the faculty, "You need to consider this." It's not like I'm making the decision for them; I'm just giving them things to consider. I am just the middleman.

Role of Fellowship in career considerations. The Fellowship supported my decision to pursue the administrative route. I was going to give it a try. When I came back, I spoke with the dean of the College of Arts and Sciences at the time and told her what I desired. She asked me if I wanted to replace the retiring associate dean. I told her yes and assumed the position after the FP. She told me that I'd have to let the teaching and maybe even the research go. She asked if I was prepared to do that. It took some thought; I had to talk with different faculty members in the department to properly navigate the politics. I had a very active research group, and I was mentoring a lot of students in my lab. I didn't want to be frowned upon by my colleagues and be seen as going to the Dark Side. I had to convince them that what I was doing would benefit students not only in the department, but in the College overall.

Post-ACE Fellows Program career moves. After I returned from the ACE Fellowship, they made me an associate dean. I tried to maintain both administrative work and my research for a while, but it got to a point where it was really too much. So, I had

to make a decision, and I made the decision to let the research agenda go for a while and see how the administration part works out. If it works out, I'll pursue the administrative pathway, but if not, I'll go back into the faculty ranks and resume my research projects. I started out as director of the ILSAMP program followed by the National Science Foundation (NSF) STEP program. I'm also the director for the NSF Louis Stokes Midwest Center of Excellence. The Center for STEM Education is funded by the U.S. Department of Education Predominantly Black Institution program that I direct. I have served as an associate dean for the College of Arts and Sciences and did a stint as the interim dean while our dean was out on medical leave. I also do a lot of special projects for CSU and the president's office—Project SYNCERE, a program that engages high school students in STEM during Saturday academies and summer camps, and a leadership program called the Talented Tenth for rising high school freshman and sophomores. I've also worked with Thornton Township District 205 high school students and the Navy's LASSO and Bootstrap Camp last summer for high school students. All the projects have a focus on STEM.

After I became executive director for the Center for STEM Education and Research, CSU wanted me to have a tie to the dean of the College of Arts and Sciences. So, they made me the director for STEM initiatives for the College of Arts and Sciences. The position links me to the dean's office as well as the president's office. As a result, I administer a lot of different things with a STEM focus. One of the more exciting things that is on the horizon is a 4-week STEM-based camp for Nigerian high school students this summer. Most of the time when kids visit from overseas, it's a more babysitting/ tourism-type deal, but they really want something solid to give the students a taste of

what college life is like and to expose them to what a college is like in the United States. It's really multifaceted what I do, and I enjoy the challenge. It's certainly never a dull moment and keeps me extremely busy.

Approach to leadership/self as a leader. I'm really torn. I'm always getting offers to go someplace else, either as a dean or associate provost or vice president of research, but I choose to stay here at CSU to build this center. I see it as my baby; we're in our third year, and we were funded by the Department of Education. So I always tell people that I'm here at least for the duration of that grant, which is another 2 years. But even outside of that, I have very close ties to Chicago. I'm a pastor of a congregation, so if I make any moves, it's going to be here in the Chicago-land area. But the bigger challenge for me is that the congregation is growing, the senior pastor is contemplating retirement in a couple of years, and I've been asked to take on that role. So, where I'm going in higher education, I'm not entirely certain. One of the things that I've really thought about, that's really been on my heart, even if the pastorate option wasn't there, is to create a school for African-American males with a STEM bent. So, even if I decide to go full-time in the pastorate somewhere down the line, I really see myself keeping a shoe in STEM by creating an innovative K-12 school.

I've got several leadership trajectories I could potentially take with my life and career. We'll just see how it works out. I'll see how I advance in that 5 to 10 years in the university setting. I will decide about going into the pastorate full time at that point, but until then I will push to advance as high as I can in the academy.

Career and life's purpose. It was a challenge going through the bachelor of science, the Ph.D., and the postdoc to reconcile my faith and science. I think it comes

down to your personal experience with God, Allah, Buddha, or whoever that supreme being is in your life. I remember arguments with different people during the pursuit of my Ph.D. who were atheists or agnostics, and I didn't have any answers for them, nor could I disprove what they were saying. However, my inner spirit always confirmed what I believe is real, and I'm just not willing to move away from that. They would say, "Oh, LeRoy, you're crazy. How can you believe in something that you can't fully explain?" I would say, "Well, fine. If you think I'm crazy, then I'm just crazy." But they couldn't present intelligent arguments to contradict the coincidental experiences of my life. For example, when I was a grad student at the University of South Carolina (USC) at Columbia, I had a 4-year EPSCORE grant. I needed another year to complete the degree but had no money. So, my advisor came to me and said, "I want you to serve as a mentor for a newly funded program at USC called SCAMP." I was initially very reluctant because I saw that it was going to slow me down from wrapping up my dissertation. He said, "LeRoy, you don't really have a choice. I want you to do this, and plus you're going to have an opportunity to mentor African-American kids." I agreed and went ahead and did it. Well, it turned out to be the South Carolina Alliance for Minority Participation (SCAMP)—the very program I'm the director of today.

The "coincidence" did not become apparent until I got to Amoco and decided I wanted to move back from industry. Since I had applied really late in the spring, there were no more open tenure-track faculty slots in the Department of Chemistry and Physics. However, CSU looked at my resume and saw that I was a SCAMP mentor at USC. Well, we had the equivalent Illinois Alliances for Minority Participation at CSU. The director had just become the chair of the biology department, and she needed help.

They were looking for somebody who knew something about the program and allowed me to fill the director's role until a faculty position became available. I just don't see that as a coincidence!

Also, the whole reason I came back into the academy was because I didn't see enough underrepresented minorities going into the sciences. So that's really been the driving passion for me: the enjoyment of teaching students in the classroom as well as the outreach programs, facilitating conferences, sending students overseas, and just really helping them to advance in STEM—both here at the university or in church. I also work with a 501c3 organization as a mentor—that's what makes things worthwhile for me, especially having the opportunity to mentor African-American males because there's a huge void there. There haven't been enough mentors and role models for the young boys to see.

It's occurrences like those that I hold on to in justification of my faith. I didn't want to become a SCAMP graduate mentor—the faculty advisor made me do that. How could anyone have possibly known that 5 years later that credential would be a critical factor that would determine my transition into Chicago State? There are several other similar occurrences in my life. So, I try to use my science background to be an apologetic for my religious belief system. Moreover, that biology chair was the former ACE Fellow that informed and recommended me for the ACE program.

Family and personal considerations. I have three kids—two of them are here at Chicago State—a 21-year-old, a 19-year-old, and a 16-year-old. My wife and I made a decision that we weren't moving anywhere anytime soon, until the youngest one graduated from high school. I married my wife when I started grad school, and we

decided to have our children early. Consequently, by the time my oldest child had reached third or fourth grade, she had been in five different schools. That's a lot. We saw first-hand both the positive and negative effects on her—positive in the fact that she's very sociable, and she had to be that way moving around so much, but negative in the sense that she didn't have stability. After the ACE FP and before taking on an administrative role at CSU, my wife and I agreed that we would allow them to all get out of high school before we made any future moves. That's one of the big reasons that I really have not moved from Chicago State. Being patient gives me ample time to build and establish the center, which looks good on my CV. It's a win-win for me and my family.

Struggles and missteps. Often as I think about it, I think if I were to do it all over again, would I take the same path? And, I think I would have. I'm a religious person, and I don't think that things happen just by happenstance. Things happen and come together for you to fulfill your divine destiny. I like to think of the glass as half-full rather than half-empty, and that's the way I like to approach my life. Now, have there been some things in my life I wish I had done differently? Oh, of course. Even with some of the positions I was offered when I came back here, both internal and external, that I decided not to take. Do I think back on them when I see some other colleagues advancing through the ranks? Yes, I do, but I'm content with my decision. In the long run, it will get me where I'm supposed to be.

Advice. Remain open-minded, and remember it's about the students. Listen to your faculty. Many feel that they are not heard or their suggestion not seriously considered. Respect shared governance and transparency and remember when dealing

with Ph.D.s that there has to be some data-driven rationale for your decisions. I think the biggest mistake a lot of administrators make is not doing their due diligence in getting faculty feedback and not making decisions based on data. As a result, the faculty discredit them. Make sure you maintain transparency and if you make a move, make a rational decision based on data and research you've done. They might not agree with it, but they'll respect it. Giving people a voice in the process so that they are not disenfranchised unfortunately happens all too little at universities. Consequently, faculty say, "You know, I'm just going to teach my class, do my research, do service for the evaluation I need each year and that's it. I'm not doing anything else." They're connected to the university in one sense, but totally disconnected when it comes to advancing the mission and advancing the vision set by the administration. I really wasn't seeing this until I was a Fellow and had that bird's-eye view.

Individual Profile 4: Lucia

Chart of Positions

Table 4.4
Position Chart for Lucia

Position titles	Institution type*	Duration	Timing to Fellowship**
School Teacher	School 1	1974-1975	PF
School Teacher/Department Chair	School 2	1975-1981	PF
College Instructor	Institution 1/Pub L4 Master's	1983-1984	PF
Assistant Professor	Institution 2/Priv S4 BAC	1984-1988	PF
Associate Professor/Program Chair	Institution 1/Pub L4 Master's	1988-1999	PF
Consultant	Sabbatical	1998	PF
Professor/Department Chair	Institution 3/Pub L4 Master's	1999-2005	PF
Assistant Vice President for Academic Affairs	Institution 3/Pub L4 Master's	2005-2012	FY
Vice Provost for Student Success	Institution 3/Pub L4 Master's	2012-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; S4, small 4-year; BAC, baccalaureate.

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

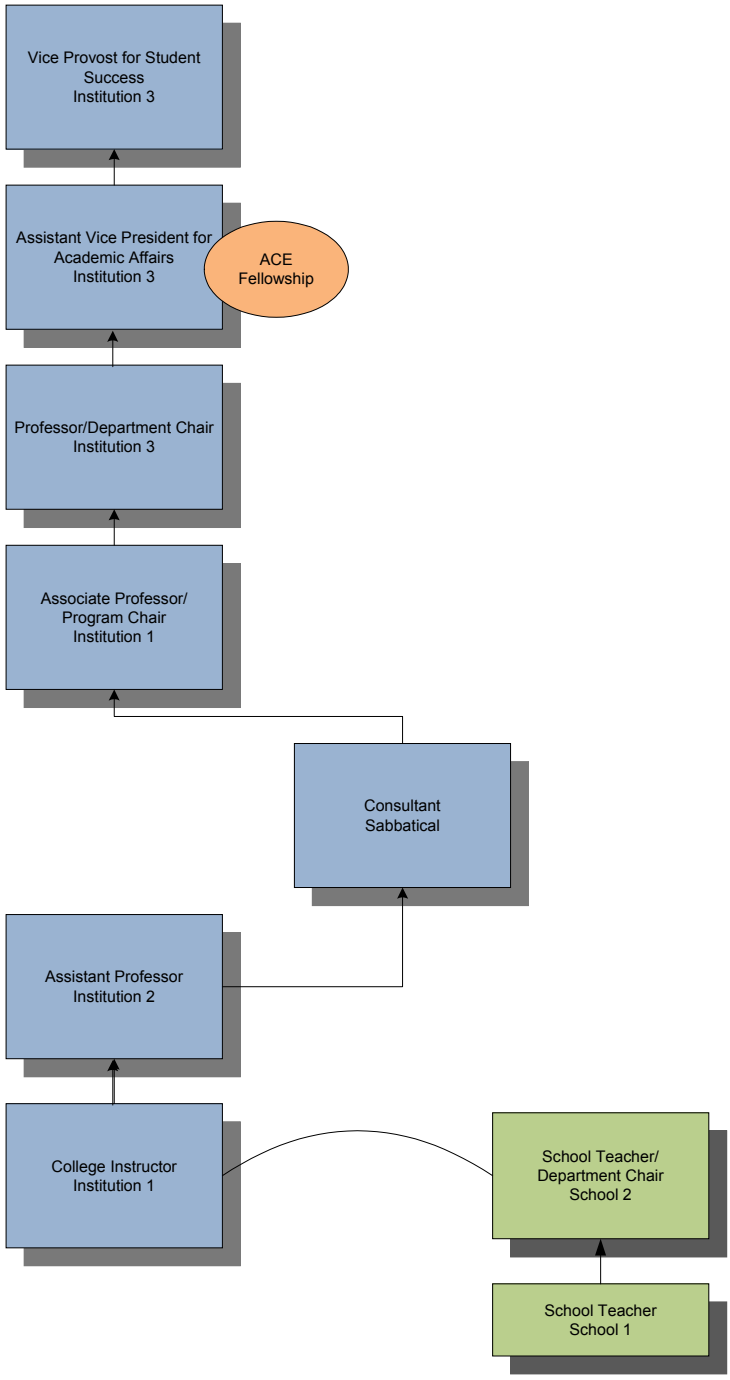

Figure 4.4. Career map for Lucia.

Research Text

Lucia's entrée into higher education. I have been in education since I graduated as an undergraduate. I am a movement sciences person by discipline and graduated in 1974 from the University of Northern State with a teaching degree in health and physical education. I came up through those K-12 ranks—teaching, coaching, and doing some community college teaching in the evenings . . . that was between 1974 and 1981. From 1981 to 1983, I committed to full-time master's work at Mid-Atlantic State, and I had been awarded a graduate assistantship in the Department of Movement Sciences at that point in time and got my first taste of full-blown, 4-year institution teaching and really loved it. It really was the master's experience that solidified that I really wanted to stay in higher education. I did the 2 years as a graduate assistant and committed in 1983 to begin doctoral work at Urban University. At the same time, a temporary instructor position came up at Mid-Atlantic State University, and I was able to begin doctoral work while in that position. The two just reinforced for me that I really wanted to be in the world of higher education. As I was finishing my doctoral work, I was lucky enough to secure an assistant professor position at Northern College. I worked full-time and then I was on a real fast track to get my doctoral work done—it was kind of the 4 years from hell . . . actually, a good 4 years. It was quite, quite intense.

In parallel with my emerging interest in higher education was a growing interest in association work. Particularly as an undergraduate student at the University of Northern State, part of what we were encouraged to do was to be members of the state association, which then led to me gaining an understanding about the regional association and how that's connected to the national level. Appropriately so, in that young

professional development experience, you become aware of that, and then I went on to teaching in the K-12 area between 1974 and 1981, and at that time I was not as professionally involved. At that point, I was back in my home state, but was connected to the national association. . . . I kept up with the journals, and maybe would go to a conference here and there, but it was when I went to grad school full-time, in 1981 to 1983, that I really got pulled into association leadership work.

My graduate advisor at the time was very active in the professional association. After my degree was complete, I became a member of the council of conventions for the region and became a research abstracts editor. It was the mentoring and connections from my graduate advisor for my master's work that pulled me there, and in 1983-1984 I made my commitment to do my doctoral work. At the doctorate institutional level, which is all grounded in research and research dissemination, there was more collaboration at that level with doctoral students presenting at the various associations and then getting pulled into it. My doctoral mentor at the time was pretty nationally and internationally renowned in curriculum instruction and in the movement science area. My own advanced formal education experiences crossed with association work. Then when I finished the doctoral work and got my first real full-time professional position at State University, I became a leader at the state level and continued evolving in the regional association, but never put my hat in the ring for national leadership roles at that time. I was busy doing the work of becoming a tenured professor and getting promoted and those kinds of things, and so I stayed at the state level and did regional work but never went full board those 10 years.

The middle. I completed my doctoral work in May of 1988, and ironically, at that time, I had applied for positions in four institutions in my state. They were all offered to

me, and Mid-Atlantic State University was one of them. Of the four institutions, I did decide to go back to Mid-Atlantic State, so I spent 10 years from the fall of 1988 through the spring of 1999 at State and went up through the assistant professor ranks to associate professor. I was extremely active at the unit, college, and university levels with all kinds of committee service and leadership roles. At the same time, I was very active in the state, regional, and the national levels of my professional association. I became the president of the state association and served on a variety of roles in the district association and also at the national level.

As I was coming up through the faculty ranks, I was hitting the scholarship of application pretty hard by taking these leadership roles in professional associations and also consulting for the state department of education. This was occurring when the standards movement for K-12 was going on in the country with the goal of creating standards for various high school content areas. That was a really great ride to be able to help the profession as well in creating those standards and expectations and then to take leadership roles for professional development. Those professional associations reach out to K-12, community colleges, 4-year institutions. I was providing leadership at that time for 618 school districts, 26 four-year institutions, and a bunch of community college institutions—it was a huge experience. Having the desire to help and understanding that, I started also to recognize that I had some pretty strong skills in organizing and goal setting, along with moving people in the same direction. It was just an exciting time, . . . very rewarding.

As president of the state association, I really was trying to coordinate 36 organizations in higher education or 12 two-year institutions in 612 school districts . . .

and I was a young professor. I was very attuned to the issues in the state and in the nation regarding education in both the K-12 and higher education levels, . . . so trying to coordinate and advocate for the educational programming at a state level in all of those areas was huge. It really propelled me into deeper strategic thinking, . . . into making sure I was trying to listen more deeply. Also, the visibility of being the state president also linked me to opportunities with state governments.

So that was the era in 1988-1989 with standards and benchmarks conversations. I was a member of the statewide conversation leading the development of statewide benchmarks in K-12 and working with folks from many of those K-12 districts, which pulled me into school districts wanting me to come to do professional development workshops for their staff . . . and do program evaluation in assessment. I had actually started in an independent consulting company for 3 years working with huge K-12, just disastrous systems, trying to bring hope. It was so exciting . . . and a huge professional propulsion for me to think, "Wow . . . these people think I have something to share, and these people think I have something to say." I started thinking, "Well, I do see this big picture, and this is a way we could help improve the conditions for students, faculty and staff . . . and, oh, by the way learning might even occur." So, that was a huge experience.

I eventually hit a ceiling with my career at Mid-Atlantic State, and my next step would have been to take on the department chairperson as a leadership role, as I was working towards a full professorship. I got involved with someone who I had met in my professional association work that lived here in the Midwest. I decided that I'd come this way and that we'd start our life together here. So, I gave up tenure and took the $15,000 cut in salary. My family, my parents, who are an important part of my life, were all still

in the East. It was a huge personal shift, and I had to, in a sense, start to rebuild my identity. I had to go after tenure again and did pursue full professor.

During the winter of 1998, then, I came to the Midwest to do a sabbatical from Mid-Atlantic State University. This gave my partner and me time to live together in her home and test the waters, if you will. At the same time I was invited to teach as an adjunct here at Midwest University and do an evening course in motor learning. My day job was writing and doing sabbatical-related tasks for Midwest State University. Through the connection of teaching an evening class in motor learning here at Midwest University, the chair of the Movement Sciences department began recruiting me. I indicated that I had to go back for the 1998-1999 academic year to repay that sabbatical.

Meanwhile, my personal life was going very, very well, and I made the commitment that I would come this way. Ironically, they were hiring in the fall of 1999, and so I put my hat in the ring. I was hired as an associate professor in movement sciences. The immediately following year, I was asked to take the chair position. I really helped build that academic unit. I, again, began the service at the department unit, university level, but I did not pursue professional association work. I really turned inward to the university, and through all the building—securing of new faculty lines, curriculum development work—I think I really grew the unit quite rapidly and effectively from 2000 to 2005. That sort of put me on the radar screen of the new provost.

I think it was the good work at the department level and the variety of university and college level committees that put me on the screen of the provost. In May of 2005, she pulled me up as assistant vice president on her staff. It was a huge job at the time. I was overseeing all of the undergraduate and graduate curriculum at the university and in

addition all of the student success initiatives—overseeing instruction and the academic advising support, academic policy and standards, and so it was a very broad portfolio at that time. I also addressed the pressures for student persistence in time to graduation.

During that time, I was mentored and was offered the opportunity to do an internal university-level leadership development program; they then sent me off to the Higher Education Resource Services (HERS) Institute in 2002, and then I think it was 2003 or 2004 that I did the Office of Women in Higher Education ACE National Women's Leadership Forum experience. As the higher education professional leadership development opportunities came up, I was being recommended for all of those while I was here at Midwest University.

The next piece that happened, . . . with the good work I was doing as an assistant vice president, the opportunity came for the ACE Fellowship. I'd been in my position for 4 years, or almost 5, and basically the provost asked me if I wanted the opportunity to be nominated for the ACE Fellowship that was strongly supported by our president. I was selected and did the ACE Fellowship. So I think the road that led to the Fellowship was all based on being able to effect positive change and to be passionate. The core of all that change for me has always been treating people with respect and listening to the voices. I'm very collaborative in leadership style; . . . I don't drive things down people's throats. I don't say, "It's my way or the highway." I've never been that way. I do know some people that lead that way . . . and it's just not me. That's kind of what led to the Fellowship.

ACE Fellows Program experience. Even before the ACE FP, it's important to identify that I did go through the HERS leadership experience and then I did the Office of

Women in Higher Education National Leadership Forum, which are each an intense 2 weeks, and then it led to the ACE. The first two experiences truly helped me to understand the operations of the university as a business, and I say that respectfully. I came to really understand the other divisions at a university beyond academic and student affairs and really know want went on in the division of finance, . . . what really goes on if there's an inclusion and equity office, . . . what goes on in those kinds of areas. That really broadened my understanding and broadened my skills and knowledge in what it takes to build a university budget.

Specifically the FP really did help me better understand the role of the presidency. I think I had a very good understanding of what it means to be a vice president of academic affairs; . . . the provost piece is that added, deeper responsibility for budget. So the FP experience helped me better understand the role of the presidency, helped me better understand the role and relationships related to the board of trustees, helped me absolutely better understand the role of the presidency and the extra responsibilities regarding influencing, you would hope, state government.

My placement was at Southern University, which was a university system where I'd never worked before, so I got to learn about the operations of a university statewide system and learned the challenges and issues for a specific, singular system within a system. I watched the chancellor/president of the institution and how she had to interact to advocate for what the institution needed and at the same time educate the system, which was a young system, administrators in terms of how they could better operate and tend to the needs of the individual institutions in the system versus everything happening around the flagship campus.

So, it was absolutely learning more about what the president did at a system level and an institution level. A lot of it revolved around the political struggles and the fundraising issues, and, of course, much of it related to the internal operations of the student needs, staff needs. It was watching what the system president did in relationship to the state board, watching that dynamic . . . and then watching the chancellor interact with the institutions in the system and the state board. It was quite a bureaucratic thing to see. All this reinforced for me that my strengths would be internal operations.

Additionally, my Fellowship helped me better understand policy issues, and even how ACE is our critical advocate in relationship with the government of the United States and its functioning and the Department of Education. It helped me better understand other associations in higher education. It continued to broaden my understanding of national issues and national conversations and these other areas.

It also absolutely made me feel confident . . . even more confident that I could do the job at the next level. It also helped me understand, however, that putting my hat in the ring for a position wasn't going to be about the job in general; . . . it was going to be for me about a good fit in terms of a type of good institution. I definitely felt extremely confident that I could do the role of a provost knowing that my weakest area was budget management and I had several things to work on, but the confidence was there. I recognized that you don't do it all yourself; . . . you do it in collaboration with good strong people and you keep the students in focus no matter who you are and what your position is. If you lose sight of the fact that we're doing this for the good of students and the growth of staff and faculty, then you're just really way off target.

Re-entry from Fellowship. When we were preparing for me to leave for that year, you know, I'd already told the provost, "This job has gotten huge. . . . The portfolio's huge, and we should really think about bringing someone else on board." And I saw the job in two pieces: those aspects directly related to the skills on board and those more related to student success, persistence, and retention. That's what we ended up doing: we actually brought up two younger professors, . . . one to take the curriculum side of my responsibilities . . . and the other to take the academic advising, student success kinds of things, . . . instructional support pieces. . . . So, that evolved . . . and when I came back, I continued with my work on the student side of the house, and the new person was brought up to take care of the curriculum work.

Both of those positions continue to evolve, and my focus since then has been on leading university-wide initiatives to impact persistence, retention, and time to graduation. A huge part of the gap that I saw at the institution was us needing to ramp up what we did in instructional support for students. We've always had tutoring . . . we've had a more recent writing center. . . . We've had these models called supplemental instruction learning assistance. We grew so fast in numbers—from about 9,000 undergrads when I was first here to now, where we're at 20,000 or more undergrads. We have been adding support services, but not exponentially the way that I think we needed it. So I made it pretty clear that that was going to be my focus through 2015. How do we expand and better assess and to get quality in these kinds of things? The other part of the focus is really jumping on the national conversations that the Association of American Colleges and Universities has been leading regarding the Leap Goals and high-impact practices for student success. We've done a lot of things intentionally to elevate that

conversation in the university, and that's also led to a state conversation among the Midwest 15 publics. My provost pointed to me, as the Midwest representative to those statewide conversations, about retention and maybe the possibility of Midwest University and our state becoming a Leap state, . . . so that's what's growing currently out of these student success conversations.

Self as a leader. I just enjoy my life and the leadership development piece. You get recognized for doing good work and more opportunities come along, and then you just have to decide what's going on in your personal life and what's going on in your family life, and what can you take advantage of or not take advantage of, . . . so it's been fun.

How I view my career as part of my life has to do with the intersections of things I enjoy doing as an individual. Being in education, at all levels of education, there have always been points of intersection. To be very specific, I love sports. I love being physically active, and I go and get a degree in health and physical education and work in a K-12 system where I can help promote others to get engaged in sports, and I can go to sporting events, and so that's one example of it. I absolutely love music of all kinds. I could go as a high school faculty member to school plays and school musical recitals. I love learning . . . so, there's always some kind of learning programming that I could go to in high school or higher education settings. I love talking with people. I love seeing people have their own "ah, ha" experiences. By being in education, at any level, there are these intersections in terms of things that I really like to do and that I really like to engage in.

The places where my career has taken me and the environments that I've been in as part of my work bring what's important to me together. I had an opportunity to be the national director for a national health company, which I interviewed for, and I walked away from it. What I would need to be doing in the environment of that business world, I didn't see the direct connections of what I like to do as well, and it just didn't fit for me.

Career considerations post-Fellowship/presidential considerations. This was very clear for me: I determined that I really don't seek a presidency. If I take another leap, I'm more interested in, and I think my skills and knowledge are better suited for, a provost position or a vice presidency position in academic affairs. I like the internal work and operations of the institution, but understand how it connects to the community. The whole fundraising part, and what a president has to do with development, fundraising, and interacting with the political piece is not my passion. I'm learning more about that and I appreciate it more. I'm even understanding that the chief academic officer role is needing to do more fundraising and deans needing to do more fundraising, but I'm more interested in improving the internal operations of an institution . . . for student success, . . . for faculty success, . . . and ultimately providing impact in the community. Based on the daily operations and responsibilities, I'm definitely probably more suited and attracted to what a provost would be required to do.

One of the main reasons why I'm here in the Midwest was a personal relationship that ultimately ended up being not the one that I am in now. But it's interesting how there always seems to be intersections in my own life between my professional aspirations and things happening in my personal life. I'm not afraid to make change in my personal life

and by going ahead and committing to coming to the Midwest, primarily for the relationship, it also got me to where I am today professionally.

These intersections can occur, if you're not afraid of change. I just have old dear friends and colleagues that never wanted to make a professional change. They are living in the exact same place and are now retired from the exact same school. People just make different choices, I guess. I think that there is a connection between leadership and change, and maybe the connection is if you do have aspirations to go higher up in leadership, not just for the sake of new titles or bigger titles, but because of your desire to help influence more broadly, that's probably one of the direct connects for me. However, depending on who you are and what's going on in your personal life, you are more apt to go ahead with the change or not go with the change.

Change is actually something I'm struggling with right now. I'm getting hits all over the place from search firms for provost positions, and I'm questioning: Do I really want to move to California? Do I really want to go to the South? If I go anywhere, I want to go back to the East Coast, and so I'm being very careful about engaging in search processes. I'm in my early 60s, and I've got unfinished professional work business at my current institution, and I would like to see it come to fruition. Do I want to make that leap? So, I think leaders have more of a propensity for change themselves in their own lives, but I think depending on where you are in your age and where you are in your career, you jump more quickly or you don't jump. . . . It's very individual; . . . those are very, very individual kinds of things.

Struggles and missteps. I guess I've been riding on a high for a very long time in my career. Everywhere I've gone, I've always been perceived very positively and

respected by peers, colleagues. Yet, there are things as a leader you struggle with. There have been personality struggles along the way. As you go up in leadership positions, you have your own preferences in accomplishing goals. How do you maintain your own integrity, your own self-respect during these personality and leadership style differences, particularly when some people think that they can do your job better than you can, or people don't respect how you operate and indeed denigrate that and try to tear you down? How do you fight against that? I waiver from saying, "You know, life's too short. . . . I don't have the energy to deal with this person" to "These people are very influential to others you work with or for." It's a problem, . . . it's an issue.

And that has been *the* biggest challenge in my entire career since I've come back from the Fellowship. In Fellowship, they talk an awful lot about the difficulties of re-entry. When you come back from those deeper transformative leadership experiences and you're dealing with the day-to-day issues in front of you and you have other leaders behaving negatively, the struggles of leadership deserve more conversation.

Advice. My leadership experience through the professional development association and leadership experiences at lower levels like being the chair of a curriculum committee . . . or being the chair of a college-level curriculum committee . . . truly was an evolution of the typical phrase that you always see in search position announcements of increasingly higher levels of leadership responsibilities and so on. I'm just a classic case of that, I think.

Becoming a department chairperson is a key pivotal role in determining whether someone can be good at leadership. If somebody has the desire to take on more coming through the faculty ranks, that is a progression that I would absolutely encourage anyone

to take on, . . . more so than becoming a committee chair person or whatever kinds of things you could do. I think then you really begin to be challenged to get an understanding of the broader issues of running a university. You move away from your focus of research or your teaching in your service and you have to have ownership in the very fundamental things. What does it really mean to develop a schedule of courses for your department, and how does that really play into the learning of the university in providing seats and sections . . . and how does that impact tuition revenues? You never had to really care about that stuff as a professor, . . . so becoming a department chair, . . . I think, was the other key piece in my leadership development.

Individual Profile 5: René

Chart of Positions

Table 4.5
Position Chart for René

Position titles	Institution type*	Duration	Timing to Fellowship**
Assistant to the Director of Budget and Administration/Budget Analyst	Outside higher education	1987-1989	PF
Director of Budget and Financial Planning	Institution 1/Priv S4 BAC	1989-1994	PF
Assistant Vice President for Finance/Associate Treasurer	Institution 1/Priv S4 BAC	1994-1996	PF
Assistant Vice President for Finance and Planning	Institution 1/Priv S4 BAC	1996-1998	PF
Interim Vice President for Finance and Administration	Institution 1/Priv S4 BAC	1997	PF
Associate Vice President for Finance and Administration	Institution 1/Priv S4 BAC	1998-1999	PF
Assistant to Dean	Institution 2/Pub L4 RU/VH	1999-2000	PF
Assistant Dean for Planning and Operations/Director of University Planning	Institution 3/Pub L4 RU/VH	2000-2012	FY
Vice Provost for Budget and Finance	Institution 4/Priv L4 RU/VH	2013-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; S4, small 4-year; BAC, baccalaureate; RU/VH, research university (very high research activity).

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

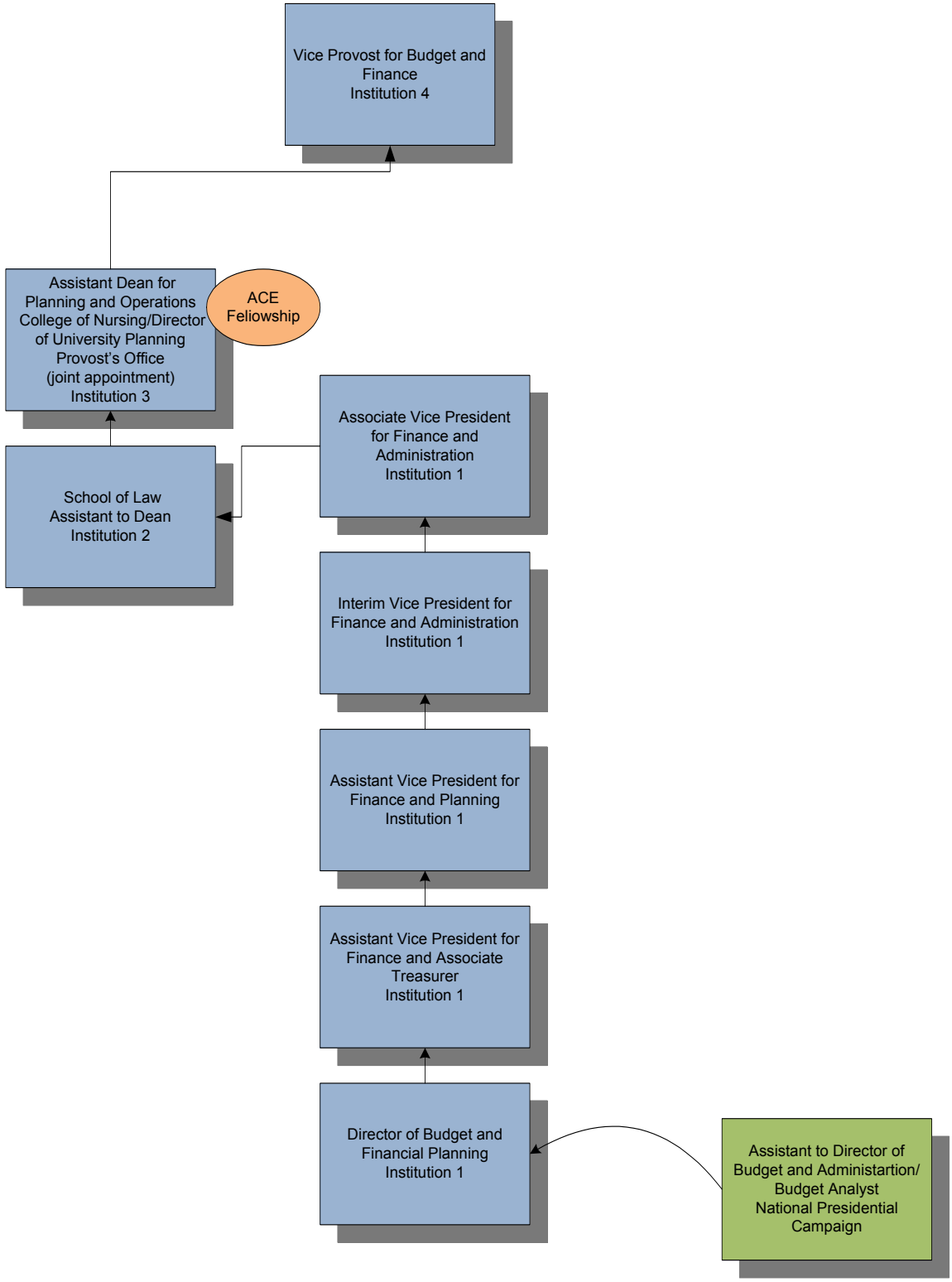

Figure 4.5. Career map for René.

Research Text

Entree in higher education. In many ways my career is quite serendipitous. I started college as premed because I intended to be a psychiatrist. Hence, my bachelor's was in psychology with a premed focus, and somewhere around my junior year I decided that I preferred to pursue a Ph.D. in clinical psychology rather than go to medical school. So that is what I did for 2½ half-years, and as I worked on my doctorate, I developed an interest in mental health policy. Rather than doing clinical work, though, I decided to go to the Kennedy School of Government at Harvard University. My intention was to work on health policy with an international focus.

When I came in as a first-year student, many of the faculty who I wanted to work with were off doing what they do best, doing policy work all over the world. The first-year curriculum at the Kennedy School required a core set of courses. I had very little previous experience aside from an economics course in college, but I took an educational policy course and finance course and kind of found my niche. I was able to fashion I guess what I'd call a public-sector MBA, with higher education finance as a way to think about social justice, if you will.

I completed my internship between my first and second year in what would be called a charter school now, East Harlem Block Community School. Morgan Stanley recruited interns from the Kennedy School in finance and policy, and I was recruited for a 16-week internship to go to the school to help them develop a capital financing and sustainable budget plan on behalf of Morgan Stanley as part of their pro bono work in the community. So I did that for 4 months and really found a way to make a difference in a community using a perspective and a skill set that I had never thought about, which was

taking a look at how the finances of educational organizations really could play a role in their stability and their ability to make a difference in their community. When I finished that internship, my intention after graduation was to go to Wall Street and work in Morgan Guarantees Higher Education policy practice.

And then life intervened. I got married and despite being a planner at heart, my husband and I ended up being pregnant 6 weeks after we got married. A career on Wall Street was not something I wanted to do with an infant, and so my career path changed, where I really did not want to go to New York—I wanted something less intense. At the time Michael Dukakis was running for president. He was a lecturer at the Kennedy School and was looking for staff for his Boston headquarters, and so I was one of three deputy budget directors for his presidential campaign based in Boston. That was a whirlwind experience. I had actually never thought about government work at that point. But, the energy, the dynamism of being part of a political campaign was tremendously interesting. There was also the sort of headiness of if this works out maybe I'll go to the Office of Management and Budget. At that point, I was thinking a career in government with that path. Then, of course, he lost the election, and we, the headquarters staff, were left to do the breakdown of things, and I was thinking about the next steps.

My boss's family was very well connected. His father and grandfather had been on the board of Wellesley College, and as we were getting our records and documents together for the Federal Election Commission, this opportunity at Wellesley came up for director of budget and financial planning. I looked at it and didn't really think about it, but he said, "I think you've got a lot of the interpersonal skills and the credentials, and it may be a great fit for you because you have a passion for women's education and

finance. Why don't you think about it?" So, I decided to throw my hat in the ring and apply.

Nan Keohane was the president at the time. I had a 1½-year-old daughter. I was basically a sea change for them. I was replacing somebody with a tenure of 40 years, who really did not encourage inclusive buy-in at all in terms of the budget. I came in there as probably a 26-year-old budget officer, who was really charged with making the budget office a service organization and sort of thinking about innovative change management at a time when I don't think I even knew what that was.

So that's how I came into higher education. I think it was the perfect entree for me. Wellesley was a small institution that was well resourced and very committed to women's leadership. I had role models and received mentorship there, not just from great women but from men who made sure I had opportunities to participate and lead board committees and do a lot of professional education in terms of endowment planning. I had the privilege to be associate treasurer under Walter Cabot, who was the treasurer of Harvard Management Company at the time. He was the ex officio treasurer for Wellesley College and basically invested 1/10th of whatever he did for Harvard for Wellesley. I just developed this network of relationships, which opened doors for me and showed me to areas of higher education finance and planning that I never would have gotten the opportunity to learn about in a larger organization.

I had a series of successively more responsible positions over the course of my 10 years there, where I ended my career there as acting chief financial officer (CFO). I was about ready to go to Harvard University to be the assistant dean of finance in the Faculty of Arts and Sciences when my husband, who was in the automotive industry, got a

position in Michigan. We completely changed our lives and moved to the Midwest. So, I was recruited to the University of Michigan School of Law, where I started as assistant dean for finance and operations. I would have been very happy to remain there were it not for two things: first, Ann Arbor was about an hour from where we moved to because I knew nothing about Michigan at the time we moved. Second, I had two relatively young children at the time, and I felt like I was rushing from work to home and didn't have time to learn about where I was living and to engage in my work in the way that I wanted.

The middle. I was there for about 9 months, and I got a call from a dean at Michigan State University (MSU), which, as it turned out, was about 10 minutes from our home in Lansing. She heard I was in the area—I don't know how she got my name, but she reached out to me because they were expanding the college. She wanted someone who was well versed not just in higher education finance, but also organizational development and change. She wanted to create a new infrastructure and financial management system for the College of Nursing to mesh with the expansion plans she had. She invited me to come in and talk with her to hear her vision for how she wanted to reshape the college. It was one of the smallest colleges at MSU, and she had the support of the provost. In talking to me, we put this position together and, a few weeks later, she called and said, "I think you'd be the perfect person for this position. I'd like you to become part of the search." I wrestled with that because the University of Michigan-Ann Arbor in many ways met a lot of the needs that I had. The law school was going through a building/expansion phase, and I was quite happy and satisfied with my professional opportunities there. But at the same the opportunity to build something and create something from the ground up was quite appealing. To sweeten the deal, the dean of the

College of Nursing at MSU, knowing that I had had a career path in central administration, arranged for my position to have a part-time special appointment in the provost's office.

So, I had a 70% appointment in the College of Nursing and a 30% appointment with the provost, and that was an opportunity that I couldn't turn down because it simultaneously gave me the opportunity to come into a huge university with 40,000 students, but work in a small college that had 600 students total and see the lens of a broad university through the provost's division. My role in the provost's office was fascinating in that this was at a time when the state was beginning its 10-year divestment in higher education, so I was engaged in analyses of different units to think about areas we could consolidate and about doing business differently. We were thinking about different ways of delivering the education that we had and also doing the hard job of making very difficult budget reduction decisions all across the university. It exposed me to the inner workings of a huge public research university, but also allowed me to get down in the details of building finance and operations in a small college that was in a growth mode. I did that for 3 years and through my work in the provost's office was tapped by the provost to be the director of university planning and assistant director of the office of planning and budget, which reported directly to the provost and really focused on coordinating the schools' budgets and strategic planning process for the 17 colleges that MSU had. That's what I did for almost 10 years.

ACE Fellows Program experience. It was during that time at MSU that I participated in the ACE FP in 2009-2010 and really began to think about what I wanted to do in terms of higher education leadership. I'd been on a number of boards and had

really focused very heavily on strategic planning. My Fellowship focused on the sustainability of 21st century higher education, which was really informed by all my experiences—small privates, large publics. I was just thinking that higher education as we know it had to change.

I wanted to be at a host institution that was similar enough to MSU, but that approached innovation, approached engagement in a different way. MSU had been known for 50 years or so as an institution that had been engaged in the developing world. We'd had a presence in Africa for about 50 years and had recently, like many universities, made forays into having campus sites in the Middle East. We had just opened a site in Dubai and that actually was a strategic mistake—at least we were starting to realize that it was. We were trying to make it work. New York University (NYU), my ACE host institution, had a different approach. They were doing intense strategic planning on their Abu Dhabi campus at the time I was there and really had a very thoughtful, multiyear approach about what kind of institution they wanted to be and what they wanted their global engagement to look like. So I decided I wanted to compare and contrast MSU's approach to globalization to NYU's and at the same time think about the financial sustainability in higher education from the view of a private research institution and compare it to a public research institution.

That was an intense year. It was transformative for me, where I was mentored by the president of NYU as well as the vice provost for multicultural and global engagement. I wanted to take the knowledge I gained back to MSU, but also use it more broadly within higher education to really begin to help an institution rethink what it

meant to be an educated citizen in the 21st century and how the infrastructure as well as the assumptions about higher education and how we delivered it had to change.

Role of Fellowship in career considerations. One seminal experience I can point to is an exercise that seems so simple, but it was really quite profound for me. Three weeks into the Fellowship, you're asked to develop a personal leadership philosophy. What really drives you? How do you think of yourself as a leader? Do you think of yourself of a leader? In what way, and what shaped that point of view? You draft this philosophy and you talk about it with your presidential mentor and you also discuss it with your team and you give feedback to each other and critique each other. What's really interesting was to see how that evolved for me over the course of the year as I experienced the Fellowship at my host institution and was exposed to different people and different approaches. You actually go through the Fellowship year with this cohort of 33 exceptional people, and you get to know each other and travel together and have these experiences together, and I really began to better understand what better motivated me as a person and as a higher education professional. Nine months into the Fellowship, you're asked to go back and look at your original philosophy and really think about if that accurately describes where you are, who you are, and for me it was very, very different.

So many things crystallized for me. . . . This whole idea of me being a servant leader, for example, I understood that that's what I was and I understood that a certain amount of ambiguity was quite important to me and I really didn't need to have a rigid hierarchical structure in order to feel like I was a leader. Institutional fit was critical. I am very motivated by affinity with senior leaders, and the ability to resonate with a relationship with a charismatic president or provost is something that helps to drive my

commitment to an institution. That exercise taught me a great deal about myself and my approach to higher education leadership.

Presidency decision points/career considerations. I've been very planful in the sphere of influence and the path that I have. For example, having the opportunities I had at Wellesley College where I came in as a budget officer and basically over the course of 10 years learned about student financial aid, oversaw human resources, did physical planning and capital planning, did bond refinancing. Within a small institution it's hard to move up because there are only a certain number of positions until you get to the position at the top. What Wellesley College encouraged was using professional development to grow and learn even within the position that you're in. From the knowledge that you have built up, you can advocate for yourself to perhaps create a different position or showcase your talents so people recognize you when unusual or uncommon opportunities present themselves. I was quite deliberative and had mentors who helped me early on think about the opportunities you should think about to take advantage to position yourself for that next level. It was done very subtlety, and it was only after a few years that I realized I was being mentored in spite of myself where people saw things in me that I wasn't aware of that were there, and then when I took advantage of some of these professional development opportunities.

For example, I never would have thought about managing the endowments or the treasury. That wasn't something I had been exposed to, . . . the world of capital markets and Wall Street and trade. . . . I had just never really thought about that. I went to the Common Fund Institution that was run at Harvard Business School and I learned so much about that world. In serving on the investment committee of Wellesley College, I got to

meet hedge fund managers and boutique fund managers and learn about derivatives and those nasty financial instruments that caused the financial meltdown. But it opened up a whole new world for me. I developed a skill set and an understanding about finance that I ordinarily would not have, but I was encouraged to do that. Once I sort of put my toe in the water, this wasn't something I needed to close the door on—this was something I could add to my toolbox of higher education finance skills and parlay that to the next level. While I made a decision to remain at Wellesley College, I was never standing in place and was always moving and was rewarded for it by having increasingly responsible positions over the course of my time there.

Even when I went to MSU, I struggled quite frankly with being in the same role for 9 years. At Wellesley I don't think I'd ever been in a position longer than 2 to 3 years at a stretch. For me it was: How do I keep growing in a place that was so huge? Again, I almost had the same experience at a small institution where there were only a few positions before you got to the top; there were so many layers and the culture was such that everyone stayed forever and nobody really, . . . there was no incentive to retire. It was hard to have the official title change, but what I began to realize was that ambiguity became my friend in the sense that I had a great deal of influence and credibility by work on committees, task forces, by deep knowledge of each of the colleges and their leadership. While I might not have had the progressive title changes that I would have hoped to have had, the power and influence I had over the course of that time based on the very intentional approach to being involved in the key initiatives of the institution . . . being a strategic planner allowed me to look at the whole array of initiatives. I began to

realize that it wasn't always about the hierarchical, ladder-like climb that a lot of people thought was the way you achieved success.

I just think that at times I was very frustrated at MSU, but because of the flexibility and the way that I had to shape the position over the years, I was able to take advantage of a lot of opportunities that I think being in a more circumscribed role would have made it more difficult to do.

When I came back to MSU, I had a 3- to 4-year timeline to decide whether or not I wanted to remain where I was or move to the next level. I had made a decision that I did not want to follow a presidential path. I did not have the traditional credentials of an academic for the type of institution I'd want to be a part of. I thought seriously of going back and getting an executive doctorate because that had been recommended to me as the next career path, but I needed a sponsor to do that. So I struggled with my next decision point of whether or not I wanted to be a CFO and remain in finance or move onto a president's office in terms of being a presidential chief of staff.

Family and personal considerations. If you're the president, it's a 24/7 job. You have to live and breathe the institution, and so much of the president's job is fundraising now, and that's a piece that I really don't enjoy that much. I can do it and have done it, but I'd rather not be the front person where all is dependent on that.

I also think that for me, I'd want to be at least a Tier 2 research institution, and as a president you need to have credibility, with a Ph.D. in an academic field and an understanding of the life of a faculty member and experience being part of the academy. And I have not had that as a traditional career. Because of that and this stage of my life, I'm not sure I want to go back and do that. I don't necessarily want to be president of a

community college or a for-profit. My decision is to remain in either the finance role, because I think the role of the CFO has expanded so dramatically in the past few years where you work so integrally with the president and provost that your ability to shape and influence an institution is probably greater than ever. I made a considered choice that that was where I wanted to be—that or a president's chief of staff. Depending on the institution and fit with a leader, that would be a very, very interesting cap-off to my career, where I'd bring my experience as a CFO and strategic planner to that role and look at how I could make a contribution to an institution. That's kind of still out there as I think about the next steps in my career.

Post-ACE Fellows Program career moves. So, probably in the last 2 years or so, people have been coming to me and putting feelers out about what the next steps might be. I'd pursued a number of external opportunities, and none of them seemed quite right until George Washington University (GWU) came calling last fall. I was intrigued by the idea of a university that had in the last 20 years gone from being a fairly highly regarded commuter school with a very regional draw for students with a few brand schools within it to having a much more national profile. GWU's academic reputation had grown by leaps and bounds, but at the same time their infrastructure and systems—the leadership recognized, I think, that it needed to change in order for them to achieve the goals they had in their strategic plan. So, I was impressed by the fact that the university itself seemed to understand that in order to achieve the objectives it had, it wasn't enough to have this mission and vision, but you had to have an infrastructure to support it. After months of going through the process and thinking carefully about whether I wanted to make a transition like this, in late spring my family and I decided

that it was time to come back home to the East Coast and make this move. I've been here since June, and I'm learning the university and trying to build an alternative budget modeling system and align it with the strategic plan and help move the institution forward.

One decision that I made also after my Fellowship was whether to be a traditional CFO or to have the connection to the academy. It's vital to me to have the connection to the academic side, which is why the vice provost of budget and finance in the provost office was absolutely the right place for me because that is where you can really make a difference and that's where the mission of the university is really executed. Just dealing with the numbers and doing a balance sheet without thinking about the impact it has on students, on faculty, on the changes in higher education simply wouldn't be enough. I know that connection is important.

Approach to leadership. Psychology has been integral to my ability to be successful. Anything having to do with money and finance is so fraught with issues for people, I think my ability to listen and to be a studied observer of people, processes, and institutions lends itself well to how I've worked in a university setting. My background in psychology really helped to shape my approach to higher education budget and finance because I truly believe that it's important to be facilitative and to be of service to the academy. Very often financial offices and divisions in universities tend to be seen as the nay-sayers, the places that tell you all the reasons why you can't do something. My approach has been to do a robust analysis, but to find reasons to say yes and to work with units to try to understand their needs and what's driving the requests that they have. I think too many finance folks forget that we are there to serve students and faculty first.

Higher education is a business, but we're in the business of educating people and in the business of building and transferring knowledge. Because I come from that perspective, I find that I learn more about not just whatever the initiative is, but the agenda of the department, or the chair, or the manager that's coming to talk with me. And, then I think I help them see where they fit in the mission of the organization or plan of the university and help people to feel more integrated and connected with where the university is going. Over the years I've really begun to value that background I bring. People have said I'm a financial leader with a difference, and I think my outlook has a lot to do with it.

I've always considered myself, and I didn't have a term for it until a few years ago, a servant leader. Leadership in and of itself is not important to me. Very often I've been thrust in leadership positions from the back where others have said, "You need to step forward, René. We have confidence in you—we would follow you." Whereas my tendency, my natural affinity is to hang back, and I don't know whether that's gender specific or I think some of it's my personality, and I tend to feel much more comfortable leading from behind, if you will.

My entire life because of my background has always been, to use the cliché, lifting others as we climb. As a woman of color, I come from a family that really felt it was important to uplift the community and be a part of challenging preconceived notions about stereotypes and just making sure that there was equality and equity. Whatever career I had, I knew that would be an integral part of what I did. So, throughout my career I've always been very interested in mentoring particularly young women and people of color, introducing them to higher education finance—where certainly in the

early years when I was in higher education, there was a real dearth of people of color, and particularly women of color in the higher levels and in the mid-levels of higher education finance. So, in whatever organization I was, I made sure to try to identify folks I thought were talented and just needed some exposure and encouragement. In various professional development organizations I was part of, I was always part of task forces or committees or initiatives to try to do that. That gave me an enormous sense of satisfaction in the job. For me, one of the most telling successes I've had is that every place I've worked I've always said, "I'd like to promote you to the point where you could do my job at some point." I've had two or three mentees who've worked for me who've gone on to be budget officers at other institutions and have higher-level positions than when they started as budget analysts or assistants who worked for me or in my organization, and I identified for them career paths and opportunities.

Also, it has been important for me to model work-life balance. One of the reasons I remained in higher education was I was very committed to my family and making sure that as committed as I was to my career, I really had an opportunity to be engaged and a part of their lives. It was important for young women coming behind me to see that while you may not do it all perfectly, you didn't have to sacrifice having a family life to have a career in finance. I think a lot had to do with obviously the supportive work environments I was in, but I also had to fight for some of that in terms of on-site day care, flexible hours, and pioneering flex time or telecommuting with some of my employees. I do think for me the higher education environment has been a way for me to integrate the personal commitments, passions, and missions with my professional career.

Self as a leader. I was exposed as an ACE Fellow to 35 diverse people from all over higher education; we had five Fellows from South Africa as well as part of our class. I developed friendships with 8 to 10 Fellows. We keep in touch once a month and try to get together two or three times a year in person. They come from roles that I really wouldn't have gotten a chance to know in my own institution—faculty, professors of computer science, to associate deans of engineering—in a really deep way. That broadened my horizon dramatically and helped me to stretch my perspective on where I could go in higher education because I was comfortable. I could relate to people throughout the university, and I knew that, but it reinforced that for me.

Advice. One of the things I tell any of my mentees: Every 2 years, I'd go out on the market and have informational interviews to test my knowledge and my skill set. Where are my gaps? Here is where the field is going . . . here are the emerging areas. Is this something I need to learn more about? If I were to leave my position today, what kind of opportunities would I be most interested in, and what would I be able to be competitive for? It doesn't mean you're being disloyal to your institution; you are keeping abreast of what's happening and addressing the gaps in your own career. I think too many people stay in a place and get stale.

You have to decide what works for you. . . . I'm not somebody who moves often. We have three children–26, 22, and 11. I make the commitment to a place, and if you have a family you really have to weigh not just your own career options, but theirs. I made the decision that once my daughters were in high school I wasn't moving until they finished. One of the reasons why the opportunity at George Washington University made sense to consider now was that our son is young enough and old enough, too. A move

this time was right. He'd be making a transition from elementary to middle school and he was at a point where he was becoming more independent. If this opportunity had presented itself 5 years ago when he was 6 instead of when he was 11, I might have made a different choice. My husband has flexibility to consider moving as well, so I think you just have to take a look at all the tradeoffs.

You need to feel a fit—it's so important to feel a fit with the culture of the institution. For me, the institution has to resonate with my values; if there's a disconnect with the mission, the leadership, I'm not going to be very happy. I recognized that's what's different about higher education. The average president stays, what, less than 5 years now? For me the fact that the board at GWU was considering endorsing a strategic plan this past spring showed that I'd be coming into an organization that had a sense of direction and a clear public commitment to that direction and where they wanted to go, and they wanted someone in my position to come in and help garner the resources to do it. That was sort of the sweet spot for me. That's the challenge, but that's why I came.

Individual Profile 6: Rick

Chart of Positions

Table 4.6
Position Chart for Rick

Position titles	Institution type*	Duration	Timing to Fellowship**
NIH Postdoctoral Fellow	Institution 1/Pub L4 RU/	1990-1992	PF
Assistant Professor	Institution 2/Pub L4 RU/VH	1992-1998	PF
Associate Professor	Institution 2/Pub L4 RU/H	1998-2002	PF
Professor	Institution 2/Pub L4 RU/H	2002-2006	PF
Professor/Department Chair	Institution 3/Priv L4 RU/H	2006-2011	FY
Associate Dean for Resources and Planning	Institution 3/Priv L4 RU/H	2011-2013	FF
Dean of College of Arts and Sciences	Institution 4/Priv L4 Doc/Res	2013-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; RU/H, research university (high research activity); Doc/Res, Doctoral/Research university.

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

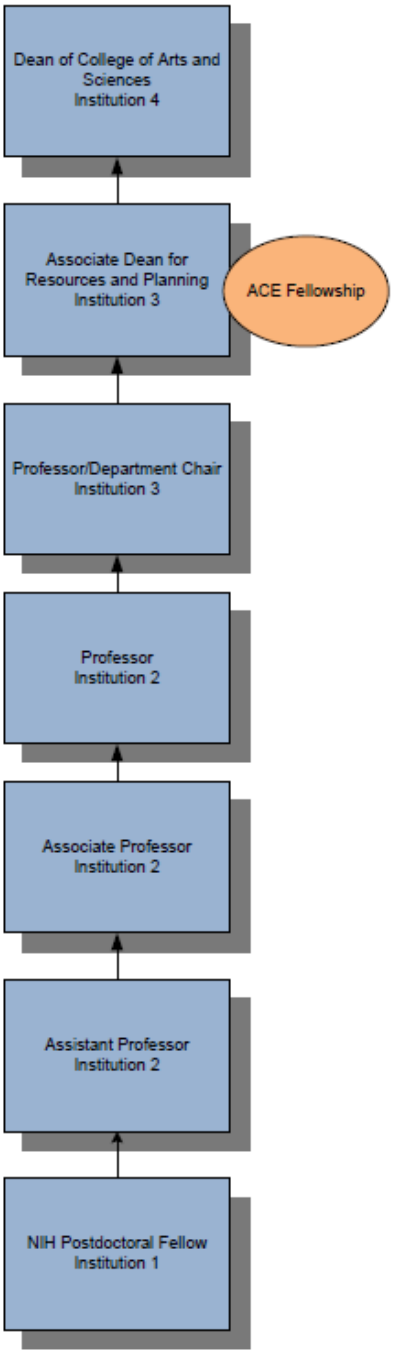

Figure 4.6. Career map for Rick.

Research Text

Rick's entrée into higher education. I sort of fell into the life of an academic. It wasn't something I said I was going to be when I was 15 and 16 and started to think about what I wanted to be when I grow up. It was something that I think was a combination of multiple things. When I graduated from college in 1984, the job market was very difficult. Unemployment was quite high; . . . it was a time when interest rates were extremely high and the economy was not in good shape. I actually went to graduate school because I couldn't find a job. It was something that I could pursue, and in the sciences you actually get paid to go to graduate school. There's a stipend, research stipend money, which isn't a lot of money but it's enough to survive. At the time, I thought, "Well, this is about the only job I can get and maybe in a couple of years the economy will improve, and I'll be able to get a position." I went into a master's program, and as I pursued my master's degree, I learned more about what a professor actually does with regards to research. In talking with my advisor at the time, who was Larry Thompson at the University of Minnesota-Duluth, . . . that's when I first started thinking about wanting to become a professor doing my own research and being able to teach. . . . But that probably wasn't until the end of my first year as a graduate student that I really started to consider the life of a professor.

I finished my master's and decided that in order to be a professor, I needed to have a Ph.D. So, I then applied to Ph.D. programs in the fall of my second year in the master's program. My first choice was to go to Penn State because of the research I was doing and a faculty member there, Bill Horrocks, for whom I wanted to go and do research. I was accepted into Penn State, and he happily accepted me into his group.

After 3 years at Penn State, I graduated with my Ph.D. In order to continue in academia in my field, chemistry, I needed to do a postdoctoral research appointment or fellowship somewhere, so I chose to go back to Minnesota and work with an outstanding bioinorganic chemist, Larry Que, who at the time was really emerging as one of the leaders in the area. He was young, in his 40s at the time, and had really made a name for himself as one of the superstars in the area. He accepted me into his group, and I was able to secure a National Institutes of Health postdoctoral fellowship on research that I did within his group.

I was in his group for a 3-year fellowship and then started my career as a professor at Utah State University, which is a comprehensive state institution. The chemistry program there has a Ph.D. program. When I started, the program had a faculty of 12, but it was in a growing phase, and it grew to around 19 or 20 faculty by the time I left.

The middle. At Utah State, I rose through the ranks through full professor. By the time I became a full professor, I had a research group of about 12 or 14 students and a couple of large grants, and so my research was doing well. I was serving on committees within the college and in the department; I had served on and chaired several search committees. I chaired the Graduate Studies Committee and the Undergraduate Curriculum Committee and so on. I did all kinds of service roles within the department and on some college-wide committees. I had some understanding about how the college functions while I was at Utah State University. Then, the real decision for me to move came, and I sort of fell into a chair position.

My wife and I started having children, two little girls, and we decided that we wanted to be in a more urban environment where there was more diversity and a place where we could raise our children. Also, my wife had become much more interested in some opportunities for her career. Logan, Utah, which is a beautiful place and a wonderful community, just didn't have opportunities for her as a chemical engineer with a master's degree in chemistry. There just weren't a lot of opportunities for her to advance in a career path, . . . so, that was really the driving force. It had nothing to do with my happiness at the institution, research, or anything else.

It just so happened that I applied to Loyola University in Chicago. They had a department chair position open, and I was lucky enough to get that position, and we decided to take it and moved to Chicago. We both love Chicago. I grew up in the Midwest in the Minneapolis area, and so it made sense to come back closer to the Midwest. That was my first administrative responsibility at that point, becoming the chair of the chemistry department at Loyola in 2006. I was chair for 5 years, and then I was an ACE Fellow. After my Fellowship, I was then promoted to the associate dean position for resources and planning at Loyola, which essentially meant that I was in charge of all financial and budgetary issues within the college, including teaching schedules and all of those kinds of things and space. So, I worked in the college offices for 2 years before I took the dean position at Marquette.

Role of Fellowship in career considerations. The ACE FP has had great impact on my career. I firmly believe I would never have gotten this position without the Fellowship. I had my first interaction with ACE at the end of my first year as department chair. I went to the ACE program, "Chairing the Academic Department." It's the first

time I had any sort of formal training as an administrator, and so I thought it was quite interesting. I met a bunch of people there that made me think about what administrators do and what it takes to run an institution of higher education. And, it was the first time that I had met other ACE Fellows and actually heard about the ACE program.

To be honest, when I was applying for other positions in 2005, I wasn't targeting departmental chair positions. I think I applied for two. I was also looking for other faculty positions. I interviewed at several places. Chicago was the best place for my family. It wasn't that I necessarily wanted to be chair of a department; it was just that that seemed to the best fit and the best thing for my family and fit for me at that point in my career. It would be a new challenge. It would be something interesting, and I would undertake that responsibility, in my mind, as long as I could keep my research going. So that was always the thought and still is the thought. I was happy to be in the administrative role as long as I could keep my scholarly activity alive.

I had no idea how I would do as a chair and whether I would be a successful chair or not. I tried my best to be a successful chair and I think that it went well, but I'll leave that up to the faculty and administration at Loyola to decide. While I was chair, another department chair did an ACE Fellowship and mentioned that's something I should think about doing. When I interviewed, I mentioned that I wanted to do the Fellowship in order to decide whether I wanted to pursue more administrative roles or whether that really wasn't for me and wanted then to just go back to the faculty and grow my scholarly activity. So that was my thought process when I applied to be an ACE Fellow.

ACE Fellows Program experience. My provost at the time, Chris Wiseman, who is now president down at St. Xavier College, was very supportive of doing the Fellowship

and was my sponsor in the university. And I'm very grateful that Fr. Garanzini, the president of Loyola, approved me to go and do the Fellowship. It was a wonderful experience. It was very eye-opening. I learned so much about how an institution runs and how decisions are made and how to make good decisions and be transparent and inclusive and work with faculty. It was a tremendous experience overall.

I was placed at Illinois Institute of Technology, and Alan Cramb, who is the provost there, and John Anderson, who is the president there, were just outstanding. I was very fortunate to be placed with Alan who is a tremendous leader in his own right and absolutely should be a president someday. He was a phenomenal provost who has a very keen sense of the higher education landscape and how to run an institution properly using a shared governance model and is also very intelligent about budgeting and finance, which was another area that I was quite interested in, so I did work with the CFO quite a bit as well.

I really followed Alan Cramb, so I shadowed him throughout the course of the entire year. The great thing about the placement, at least from my perspective, . . . Alan and I really hit it off—we had a good connection in the beginning. We felt trust between each other, and by the second month of my Fellowship, he was speaking very candidly with me about how he was making decisions. I could ask him any question, even if it was a difficult, uncomfortable situation, whatever it was, and he would openly discuss it with me. And, it was very useful. In the end he told me that he also found it was extremely useful. One thing when you're a provost, particularly at your institution, there aren't a lot of people you can be so open to and actually bounce ideas off and get a second opinion on things. You can't just telegraph everything across the institution. There are certain

situations where that's not a good idea. He was able to do that with me and he felt he was going to miss that when I left because he had someone he could trust and talk to. He enjoyed it as much as I did.

By the time I finished my Fellowship, I had more access at the institution—I was at board meetings, board committee meetings, every meeting that the president and provost had where just the two of them met. Initially, they asked me to leave the room when they had personnel decisions or other issues to discuss that should be kept very confidential. By the second half of my Fellowship, I was allowed to stay in all of those meetings and I was even asked what's my opinion, what do I think? I thought this was very surprising and they allowed me to get things wrong. They would say we wouldn't do that and here's why. That was a tremendous learning experience. I couldn't have asked for a better host institution and for more support than I got from Illinois Institute of Technology.

Re-entry from FP. Right after I was announced as a Fellow, about a month later, Chris Wiseman assumed the presidency at St. Xavier College. My in-house mentor switched and became the new provost, John Pelissero. I didn't know John very well. He had been the vice provost, and I had met him at gatherings once or twice. He didn't really know me very well, I didn't know him very well. We had a series of meetings, and we talked and got to know each other better. He got a better sense of what I wanted to accomplish. Then, we actually ended up switching my Fellowship project because what had initially been decided as my project due to decisions of things that had happened at Loyola was probably not a reasonable project any longer. And so we came up with a new project that I then pursued at Illinois Institute of Technology, and John and I met in the

spring semester of my Fellowship. He and I talked about additional roles and responsibilities or where I might move within the university so I could put my Fellowship into practice and have some benefit to Loyola. I appreciate that greatly. I know some Fellows came back and went right back into their positions because they didn't have that support from the upper administration to move them into some kind of administrative position where they could put their newly gained knowledge into action. Several things happened in those last few months of my Fellowship and as a result of that, this associate dean position opened up in the College of Arts and Sciences. Based on discussions between the provost and the dean at that time, they moved me into that position.

It was a tremendous opportunity for me because in the first year of that position, I worked carefully with Dean Fennell, who's been the dean at Loyola for several years. He had a great deal of experience; he'd been a long-time faculty member there and he was a tremendous mentor. I learned a great deal from him, particularly about the humanities because I'm a scientist and understanding how the humanities works even in social sciences is a very important aspect of what I needed to learn after my Fellowship period. Dean Fennell was an English professor, and he really took me under his wing and involved me in many issues even outside my area in the dean's office and was more than willing to discuss difficult questions and decision-making processes with me. It was almost in a sense an extension of my Fellowship, which I greatly appreciated. I also utilized the other associate deans, such as Art Lurigio, a long-time associate dean who is still there as senior associate dean. I went to him to talk about how certain decisions were made, the reasons certain policies were put into place. We talked pros and cons about all of it. He was very instrumental in continuing my learning process. I looked at that as a

great learning process. In my second year in the dean's office, Fennell stepped down at the end of the first year and we had a new dean take over, Reinhard Andress, from St. Louis University. That was a great opportunity for me, because last year I worked for a new dean who had never been a dean before and in getting his deanship up and running and discussing with him important aspects of things to do, the direction of the college. That was a tremendous learning experience as well because I utilized a lot of what I learned from him in how I've initiated my own deanship here at Marquette.

Post-ACE Fellows Program career moves. I became a Fellow to determine if a greater leadership role was something I wanted to pursue or not. After my experience at Illinois Institute of Technology and working with Alan Cramb, I decided that being a provost would actually be a fun position. At that point, I determined to make a provost position a career aspiration. I met with John Pelissero at the end of my Fellowship and he asked me what I wanted to achieve. I said, "I want your position when you're done being provost." He sort of laughed and said he wasn't planning to step down anytime soon. I said that was fine, that I wasn't planning to take his position, and we were joking around about it. To become a provost, you have to serve as a dean. After being an associate dean for a couple of years, this position at Marquette was advertised.

Last year I only applied for two deanships. It's not like I was blanketing the country in trying to find positions. I was very happy at Loyola—I really didn't want to leave. I so love Loyola and still do. Fr. Garanzini, John Pelissero, and Dean Andress were all tremendous mentors as well as many other people. There were two positions that I felt would be a good fit for me and a good fit for my family, and I applied for both last year. It was interesting because Chris Wiseman, who initially sponsored me to become an ACE

Fellow and who is now a president, actually started her career and spent many years as a faculty member at Marquette. When I saw this position, I contacted her, and she was very gracious in discussing it with me even though she's incredibly busy. That's when I decided to apply for this position. She actually wrote a letter of recommendation for me for this position, which was very helpful because she's very well known on this campus and well respected. It was very fortunate that Marquette was one of those positions and that I was offered the position here.

Family and personal considerations. You have to integrate work and family in order to be truly happy. If you had to completely separate them and make one of them the top priority that you put all of your effort into and put no effort into the other one, then ultimately, you can't be happy because it's not going to work. People say that you should leave work at work, but with this type of position, I can't just leave; I have to check my email at night. I'm sort of always on the clock, and I don't really mind that. Even with my family, I'm always on the clock, with them too. My wife texts me, I text her back. I call her during the day—we talk multiple times. I go to my kids' soccer games. I take them to practices and continue to do all those things. It has to be an integration of the two. Family and fishing are numbers one and two, although sadly I have to say fishing has really fallen off this year.

My daughters are 8 and 9 years old right now, and Chicago was a great place for them, and so is the Milwaukee area now. We wanted to be in an area that had diversity with many opportunities for both my children to flourish. Whether it be athletics or ballet, they do both those things, and they like to play piano, sing, play guitar, plus outdoor activities—all of us really like to get out and go hiking. Chicago and Milwaukee both

offered all of that. Outdoor things are a little more difficult in the Chicago area, but Milwaukee is quite a bit smaller, which is a plus for me because the traffic gets to be overwhelming in Chicago. We lose a little bit because of the size of the area, but we gain a lot more being in the Milwaukee area. We were looking for a nurturing environment for our kids and also a big enough city that had enough job opportunities for my wife, whether it would be industrial or teaching. She's become much more interested in chemical education and in teaching, so I think that's where her career path is going to move towards now that we're here. That's something that's been a question mark in her mind. She's done a lot of different things, and her passion now is coming back to being an instructor.

I think everybody has things that they're passionate about and, certainly, my research is something that I continue to be passionate about . . . even though I have reinvented what I do on several occasions and begin new projects. I'm trying to continue that even in my current position as a dean. The driving force is the passion to do research. . . . I really do enjoy it . . . but, also it's the idea of leading by example. I think it's more difficult for someone in my position as a dean to tell faculty members to have strong scholarship and to write papers and to raise outside funding for scholarship if you're not engaged in it yourself. You know, a lot of times faculty get overwhelmed because of all of the work that they're doing, whether it's interacting with students trying to conduct undergraduate research or graduate research, in the library, all the service work that they do, advising. There are so many things that a faculty member does on any given day that continuing with a strong research component or writing a lot of proposals or papers or monographs can be overwhelming and sometimes daunting. It helps me that if a faculty

member comes and says, “Well, I just don’t have time to do any research; I’m too overwhelmed with all of these other things,” I can say, “Well, I’m a dean and I have all of these other responsibilities and yet, I am still publishing and submitting as many proposals as I can, and I think that you can manage your time to be able to do the same.” It puts me in a better position with regards to facilitating scholarly activity at the university.

Some people look at their research as being one more stress on top of everything, but for me, it’s a way to really focus my mind on something that’s fundamental and think in my discipline and forget about all of the other pressures that I might get in my position. It’s a way for me to just block all of that out and focus strictly on something that I enjoy. It’s actually a stress reliever. For others, a stress reliever might be running. . . . I like to do athletic things. . . . I like to go out hiking—those things are stress relievers for me, but research is, too. I get enjoyment from it. Part of it is that you have to do what makes you happy. I have to admit that I’ve only been in this position now for 4 months. It could be that over time, I’ll have to stop doing something and this may be it, but I’m going to do my best to keep my scholarly activity alive.

Research is so important to me that I talked about it a lot with my wife, with other ACE Fellows, and with other colleagues of mine who hadn’t gone through the ACE program but are now in more administrative roles. I think that at some point, most people in their scholarly careers come to the point where they say that, “I’m tired of this and I don’t have any more to give.” . . . This comes with anybody who’s writing music or being creative; there are all kinds of ways that you might just say, “You know what, I’ve used up what I have.” Some people come to that conclusion and just naturally give it up

and it's not a problem. I don't think I'm there yet. I still like doing research and I'm not ready to give it up, and I'm going to do my best to keep it going—maybe not at the same scale, . . . like a large group like I've had in the past, . . . but, smaller size: one research grant, a couple of students, being able to publish three to four papers a year, so I'm looking at it on a more moderate pace than I have done in the past.

Approach to leadership/self as a leader. When I first started at Loyola, it was simply a great university in a city we both wanted to be in. We thought it was a great place to be—we already had friends in the area. It just seemed like a natural fit.

The department at that time had shriveled to 12 faculty members. It really was a rebuilding situation. That's the way it was described to me by the dean at the time. He's now provost at Seattle. He told me he wanted a strong chemistry department and he wanted me to do that and develop a vision for that department with the faculty with a 5-year strategic plan with how to build that department. His goal was he wanted it to be a top 50 chemistry department in the country. I told him that was impossible. I told him we could put it on the trajectory to get it there over time.

I found that challenge to be exciting, though, and the faculty were tremendous. They really got behind me—you can get into situations like that and situations where faculty will fight you every step of the way if you try to change things if there's something culturally that's ingrained that maybe isn't a best practice. People can really fight you every step of the way and you can never make progress. It can be incredibly difficult. The faculty at Loyola were just unbelievable. We all got together, we worked as a team, and we supported each other and rallied around each other. The university . . . the president, the provost, the dean were extremely supportive to make some really

fundamental changes within the structure of the department as well as hiring several new faculty members. We hired five faculty members in my time as chair. We went from having $300,000 in grant funding to $3 million in grant-funded research. So faculty really jumped in and started writing proposals and working very hard, and it was just a tremendous overall team effort to build that program. After my work as a chair, I realized that I enjoy that building and seeing something that is in need of repair or work or is kind of floundering and move it to the next level and have it grow and flourish and see it blossom. I enjoy that. So that, I think, is what motivates me.

When I became associate dean, there were some tactics in the strategic plan that hadn't been achieved in about a 3-year period, and I dug into those with Dean Fennell and I thought I could achieve those tactics. A lot of people didn't think it was achievable. After my first year as associate dean and with great support from the provost's office and the dean, we were able to achieve those tactics within the strategic plan. So that's another example. I like to step into something that people maybe think is difficult or impossible to achieve or unachievable and achieve it if I can.

That's the kind of thing that motivates me, and so Marquette is similar in that it had an interim dean in this position for the last 6 years or 7 years. And so the interim deans did a tremendous job under the circumstances, but any time you have that interim tag, as you know, everybody says, "We're going to hire a new dean next year, so let's wait until that new dean comes on." But when that interim tag stays on for so long, there are so many things that are just naturally put aside. . . . Right now we're in the position as a college that there are just so many things we can do to improve the intellectual life of

the university and the education we can provide to our students. Again, it's a building, almost reclamation project I find exciting.

This opportunity as dean allows me to take a much broader vision, almost like a provost would at a major institution, because my college has 260 faculty and 2,400 majors, plus we teach the core here, which at a state institution would be the general education that's required of students. We teach most of those core classes. So we have a large service component as well. It's a big operation that I'm now in charge of, and so, to me, that's exciting to be able to transform the College of Arts and Sciences and make it into the vision that faculty have. Faculty have tremendous ideas and tremendous vision where they want to see the college go to. It's all on the mark with best practices in higher education and the things I learned as a Fellow—the things I learned from Provost Cramb and all the other great mentors I've had throughout my career. So now it's a matter of me advocating for that and in many senses functioning as a coach, and cheerleading, and making sure we accomplish the goals and the vision we set forth.

Presidency decision points. When I started the FP, I never thought about being a president. At the end of it, I thought being a provost would be a fun job—I wouldn't mind doing that one day. I knew I had to become a dean first. In many ways being a dean of a College of Arts and Sciences at a large, comprehensive university like Marquette with Ph.D. programs, master's programs, undergraduate programs, centers of excellence, the honors program reports to me, the writing center reports to me. So it's a really broad portfolio of things. In many ways I'm functioning like a provost. If I were at a small liberal arts school, I'd be a provost. In that regard, this job is fun and I really enjoy this dean position that I have because it's broad in scope and its magnitude is interesting. I

think being a provost would be fun at a large, comprehensive institution like this. It's a difficult job, no doubt. I think it would be an interesting job.

President positions have sort of morphed over the years, as you know, to be primarily fundraising in nature—at least most of it. And the real operation of the institution resides with the provost. And that's really how presidencies in large comprehensive universities have emerged in the last couple of decades. It is a deterrent for a lot of people. I've been lucky enough to have gotten to know some outstanding presidents; some tell me that I should become or that I will become a president one day. I don't know that that's true. I think like with all things with me, it's not like I went and pursued a chair position or that I blanketed all dean positions because I had to be a dean somewhere. It's more about the fit, whether it's something my family would be interested in doing. I don't want to hurt my family in all of that either because I have small children; that's something I have to take into account. You know, I think it could be interesting. I do greatly enjoy meeting alumni and working with alumni. I've gotten to do a lot more of that at Marquette, and I hope to do more of it. It's very interesting to listen to their interests and how education has changed their lives. I can certainly relate to that because it's changed my life and opened up many opportunities for me. It's not something that I'd rule out, but it's not a goal I have to achieve. If it happens, I think I would take it on and I would do my best, but if I never get an opportunity to be a president, I'm not going to go regret that the rest of my life. What I may regret more is if it cuts into my ability to go fishing.

Approach to life/self as a leader. I coached high school football for 8 years when I was in Utah. I wasn't a varsity coach; I coached the ninth graders. I started out as

an assistant coach, became the defensive coordinator, and then actually was the head coach for a couple of years. Mostly, I was the head coach because they couldn't find anybody else to do it. Coaching and perseverance are things I put into practice every day in my work as an administrator because sometimes it's simply telling people, "Yes, you can do it." It's true, when you're coaching, people doubt themselves and you have to remind them through hard work and perspiration you can accomplish this. "I know you can accomplish it—I have faith in you that you can accomplish this." And if people are looking to you as the leader and you're empowering them to be successful and move their programs forward, which ultimately moves the entire organization forward. I think that's a key thing in how I operate every single day.

Career and life's purpose. You need to be happy in your job in order to be happy in general, I think. I mean there are a lot of happy people, but if you're unhappy in your job that weighs down your overall happiness. If I'm in a position where I feel I'm underutilized or I'm just hamstrung and can't do the things I know need to be done, I get bored in that position. And, maybe I get easily bored, but that does decrease your happiness. I do think that plays into a big role. Even though I was having fun as associate dean, there were times when I would get bored doing the same things over and over again. I wanted to be in a position where I could have more of an impact and do more things. I'm much happier now that I'm in the dean position. Now I'm just beginning in this position and maybe in 5 or 10 years it won't be fun anymore, because you're doing it for too long and get stuck in the grind. I'm a person who likes change, who likes new challenges. I don't see myself being in the same position for the rest of my career. More than likely I'll do something else in my career—what that is, I don't know. It may be a

provost, maybe a presidency, maybe I'll become a professional bass fisherman, which I would enjoy. There are all these things, depending on the opportunities that come forward. I do think it is an important aspect of who we are; you need to be happy in your work because it impacts how you are at home. If I'm unhappy at home and my wife and I have had an argument, that spills over at work, and you don't function very well at work. If you don't function well at work that spills over at home. I do think there's a synergy there and it's important to be happy in both.

Also, the types of institutions where I've been a student or faculty are important to me. I went through a very small state school in northern Minnesota because I was a first-generation college student who was told by my parents I had to pay for my education on my own. There were three children in my family and they just couldn't afford to pay for college educations for all three of us, and so I worked all through high school and played sports and all of that in order to save money to pay for my tuition, which I was able to accomplish, except for the last semester—my father paid for that. But I paid him back because he didn't pay for my siblings' school and we had to make it even, so I paid him back later on, which I think was fair . . . perfectly acceptable, but he helped me out when I needed it. I think that's an example. One of the things about my father is that he is a very hard worker. He's now—he'll be 93, but he worked until the age of 89. When he retired he took a year off and then he worked at a grocery store bagging groceries from the time he was 66 to age 89. He was loathe to stop doing it. He wanted to continue, but his health wouldn't allow. . . . He was not happy about stopping work. He loves to work and that's instilled into me as well, . . . that work ethic.

Going through state schools and having an appreciation of the struggles and what it takes being a first-generation student to get a college education . . . and the amount of money they spend in order to do that, and the difficulty for their parents, who are footing the bill certainly, more so at Loyola and Marquette, because they are private and more expensive—I think that's an important thing that I understand and I never forget. I understand the hardships that a lot of kids go through; I've been through many of them. Now I think it's worse than when I went to school because it wasn't nearly as expensive.

All of my career up to full professor was at state institutions. I always felt that I would do my entire career at a state institution, but when I moved to Loyola, Loyola resonated very well with me. The religious affiliation—even though Loyola and Marquette are Catholic, Jesuit institutions, they are all-inclusive. They are nondenominational in the sense that a student of any religious background could come here. It is inclusive. We do our best to be inclusive and to have diverse populations. I think the missions of Loyola and Marquette are also tremendous in the fact that first-generation students are given a high priority to come. One of the tenets of a Jesuit education is to try to bring first-generation students in. Social justice is an important piece in Jesuit education, and that resonates with me as well; also, Ignatian pedagogy where you educate the whole person as well, where you learn the most by experience. And that can take many forms, whether it's study abroad or working one-on-one with a professor, scholarly work, service, or work in the community. There are lots of ways to do that experiential learning, but the idea is that you get a foundation in the classroom, you go out and experience what you've learned, and then you take time to sit back and reflect and pull together concepts you've learned in multiple disciplines into an entire

knowledge, rather than having bits and pieces of facts you piece together. I think that the educational philosophy is an outstanding one—the best one—the way we should be educating our students. That really resonated with me when I was looking at the position at Loyola.

Luckily, many private institutions are financially better off than public institutions. About the time I moved to Loyola, the recession occurred and many of the funding streams for public institutions were cut off. Many public institutions have had significant financial troubles because of the loss of public funding. I don't know that that trend is ever going to turn around, given the cost of higher education and the pressures of state and local governments, as well as the federal government. A private institution may be a better place than a public institution because of the financial situation; . . . that may not be true going forward either, depending on what happens in the higher education world.

Struggles and missteps. Failure is something that happens and I deal with it, I learn from it, and I try to utilize it to my advantage as I move forward. I think I learned that from sports. Certainly playing a sport and coaching athletics has been a major driver in the way I think and go about things. One of my strengths is that I fail well. I've experienced so much failure throughout my career that in some ways maybe that's developed into that strength that I'm not afraid to take risks because that's just a part of life and a part of any career trajectory. When I fail, of course I'm angry, but only for a day or two. I try to learn from why that failure occurred and be better next time, right? There've been many instances, from not getting grant proposals funded, to getting papers rejected, to having students fail my classes—where I feel like I should have done more

for them, I couldn't reach them, I couldn't connect with them, . . . motivate them, . . . whatever it might have been. I had football players who quit the team. I don't know why. Was it because of coaching styles that they weren't happy? All those things are failures. Anytime you lose somebody or they don't accomplish their passion or dreams, that I haven't facilitated them in a way, . . . those are all failures in my opinion. I think that the key thing to that, though, is perseverance. Everyone says, "Oh, you're a professor, you're so smart." I say, "No, no, I think I'm just too dumb to quit." I have all these failures and most people would just say, "Why didn't you quit?" No, I can do it this way.

As a chair there were multiple times when I'd bring proposals to the dean and was told "No, we're not doing that." My idea was always to go back and pull my faculty together and tell them the dean said no, we're not going to do this, so let's think of another angle to come at this that we can convince them this is important, and we should do it. It wasn't that I took no answers as we can never do something like this; I took it as we didn't present it right. We didn't make it resonate with the important aspects of the strategic plan. It was a mistake on my part on how we came forward with the idea. But we'd repackage it and come back, and many of the things we were able to get approved the second or third or fourth time. So it was a matter of perseverance. And, I use that same thought process here at Marquette as well.

Advice. Anyone interested in higher education administration should absolutely become an ACE Fellow because the program is really transformational, and that's what you're looking for. Everyone complained during the course of the year, including me, about some of the workshops we did and the projects we did. They seemed to be busywork, and I couldn't see how they were going to help me in the future. In retrospect,

they really do build a foundational knowledge level of the higher education landscape and areas and the important things you have to consider. . . . You can't stop in the middle of a conflict resolution and ask, "What do I do now?" and have to go back and look at this paper. It has to be natural. You have to do things in an appropriate and professional way without even thinking about it. And that requires practice and role playing and discussion with others who are interested in the same topics and going through the same situations.

It also requires watching other leaders in action, like I did. Observing leaders with all those issues, and how they listen, their mannerisms, when to be empathetic and when not to be. It all has to be natural in the way you carry yourself if you want to be a leader, because that's what people really look at is that leadership. I think leadership in some ways is difficult to define. They want to look to you as a leader, but then again, they want you to do what they want you to do, right? There's differences in how you have to lead—you can't be dictatorial; you have to be transparent, fair, and inclusive as a leader. It's a real mixed bag in how you function well as an administrator. I don't know if I function well or not as an administrator. I'm continuingly learning how to do it and hopefully through that process I'm getting better and better at it and making sure I'm working with the chairs and faculty to do a better job.

I would highly recommend that program to anyone thinking about higher education. In fact, I would like to see leadership training programs started at all institutions, and some of that could include shadowing experiences to learn what the job entails and start looking at things from a broader perspective rather than a narrow focus. In fact, some of the best advice I got when I first started working at Loyola was to think

broadly—not just about the chemistry department, but about how it fits into the entire college and think about what's best for the entire college and the entire university. And I stepped back and really tried to do that. I think that was an extremely important piece of information and I still do that to this day. Faculty don't naturally think that way. There are a lot of other qualities of leaders, as well, and you walk away from that Fellowship with an intuitive sense about what leadership is and how to think from that 35,000-foot level.

Individual Profile 7: Robert

Chart of Positions

Table 4.7
Position Chart for Robert

Position titles	Institution type*	Duration	Timing to Fellowship**
School Psychologist	School 1	1994-1995	PF
School Psychology Program Director/ Assistant Professor	Institution 1/Pub L4 RU/H	1995-2001	PF
Associate Professor Professor/Department Chair/School Psychologist	Institution 1/Pub L4 RU/H	2002-2008	PF
Interim Associate Dean for Students and Programs/Director of Distance Education	Institution 1/Pub L4 RU/H	2008-2009	PF
Interim Dean of Academic College	Institution 1/Pub L4 RU/H	2009	PF
Associate Dean for Students and Programs	Institution 1/Pub L4 RU/H	2010-2012	FY
Provost	Institution 2/Priv M4 Master's	2012-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; M4, medium 4-year; RU/H, research university (high research activity).
**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

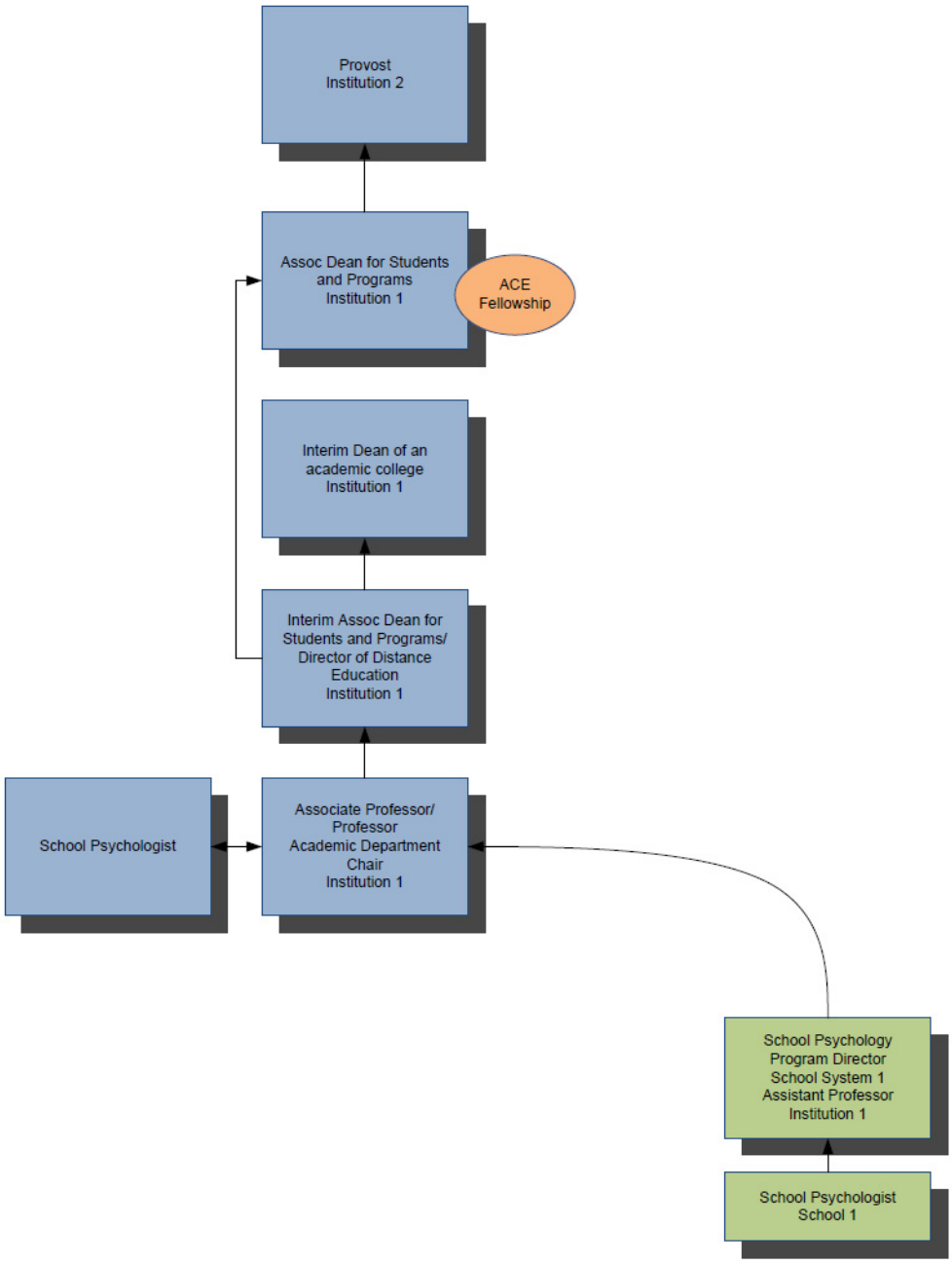

Figure 4.7. Career map for Robert.

Research Text

Robert's entrée to higher education. I went into school psychology as an area of training, and I was in an educational specialist (Ed.S.) program. My desire was to graduate and work in the K-12 school system. I enjoyed the aspects of the school of psychology because you could really practice child psychology with the population that at many times couldn't afford or access services. At that time, working with diverse learners and working with those that were culturally and linguistically underserved was really an emerging area. I was wanting to serve underserved groups, and so I got into graduate school with that in mind. Then, as I was going through my program, one of my mentors was really encouraging me to pursue a doctorate through them. Really with an eye towards training, you can certainly magnify your impact by working in a more broad-based approach, rather than constraining that to just one school or school system at that time. I went into a Ph.D. program and then ultimately took a position at New Mexico State University. The state of New Mexico did not have a school psychology training program, and New Mexico State University was starting one. So they hired me and one other individual to codirect the program there.

I went there as a brand new professor, where we had about 20 seasoned faculty members in this department. I was codirector for probably 6 years while going through a 6-year tenure process and served in that role.

Right after I was granted promotion and tenure, we had a change of leadership in my department, and I was asked to serve very briefly as the associate department chair. Also, in those 6 years, we had multiple retirements. So, I went from being just generationally by far one of the youngest to being eligible for stepping into a leadership

role because I just entered in an odd point in the life cycle of the department. I wasn't by any means a senior individual, but when senior individuals retired, I was one of the seniors in a very short period of time. So, I was asked for a little while to serve as an interim department chair and pretty quickly, I took over the role and served in that role for around 7 years. It wasn't really planned, but the timing was good. Seven years as the department chair was about long enough. It's a role that I hadn't really sought out, but one that I did enjoy.

The middle. While I was serving as department chair, I then had an opportunity to serve as associate dean for our college. I was doing that for just really a period of a few months when the College of Education and Human Services on our campus was undergoing quite a turmoil. They had dismissed the dean and the associate dean and there was a court case involved with a couple of faculty members. It was quite an issue, making *The Chronicle of Higher Education* and of course the local news. I'd watched it from afar; I really had no affiliation with the college. Our provost at the time took me to lunch and asked if I would consider taking over as the interim dean of that college until a permanent dean was brought in externally. It's something that I had not considered at all, and it seemed like a terrible idea. The environment was so contentious—it was just a mess. But, what he basically said was, "You know, you would be good for them, and I think it would be even better for you as just a wonderful learning experience. It's something I'm asking you as a favor to do this, but I think you'd benefit from it." He and I had a good relationship, and I went ahead and agreed to do it for 6 months.

At first I thought I'd made a pretty good mistake. We had a get-together to share my appointment with all the faculty and staff at an all-faculty meeting, and there was

press that came even though it was designed to just be an internal meeting to introduce me into that role. It was a packed room, full of individuals who were not happy, and I was sort of relatively young and probably looked younger. They had no interest in someone who was coming from the outside in this difficult time. As I got to work with the chairs, as I got to work with faculty, and we began to reset goals and get back to business, it turned out actually to be an enjoyable time. I drew upon everything I had to calm the waters.

We made a lot of progress in those few months, and they were ready to move on. What I didn't realize was that they were really invested in my success, too, even though they might have been hesitant. Once it was done, they wanted to make the best of it and move on and turn the chapter. So, it was a great experience. It was trial-by-fire that gave me some pretty condensed experience and also some good lessons along the way. I enjoyed the people I worked with, and I made good friends. I still stay in touch with people I knew during that process.

It was probably the most difficult situation I could have gone into, but it was one of those that was time-limited. This experience taught me not to view a circumstance as the entire situation—that what you see on the surface and what is circumstantial and really kind of contextual at that point and time in the college doesn't speak to the whole.

So, I did that for 6 months until we brought in a dean. He and I transitioned and then I went back into an associate dean role. At the time, I was in an interim position there as the provost, who had asked me to serve in the interim dean role, had formerly been my dean. He took the provost position, the associate dean took the interim dean

position, and then I came in from my chair position to take the interim associate dean position, which eventually became permanent.

In doing the interim deanship, I was working at a level where I began to think about some other possibilities that maybe I hadn't really thought about. I began to think about what else I might be interested in, career-wise. I think the provost's thought was to have me try this role and then kind of be thinking about how I might be interested in that type of role in the future.

ACE Fellows Program experience. I had returned from the dean's position to the interim position in my college only a few months when the interim president of New Mexico State at the time, Waded Cruzado, who is now president of Montana State, asked if I would consider serving as an ACE Fellow—that she would like to nominate me. A nomination had been brought up once before, a year or two earlier, and I had to decline just because I was in the middle of department chair duties. She brought it up again and said that based upon my experience in the dean's role, etc., and talking to the provost, that she was just interested in me doing the FP with an eye toward some leadership positions there at New Mexico State.

I did the application process, interview process, and in looking at my options of about where I wanted to serve, I had three different places. The University of Oklahoma—they had a long-term president and provost and were similar to us in mission but larger, and then I looked at Wake Forest, it's a very different institution, private, and in a different part of the country. I looked at Pepperdine University, which is a sister school to Oklahoma Christian, where I'd gone as an undergrad, and also private. With the ACE placement process, you give them 12 and they work their way down the top three.

Oklahoma said yes really pretty quickly, Wake Forest had pulled back and decided that they didn't want a Fellow, and then Pepperdine said no right away. I sent out a thank you to Pepperdine for considering it and noted that their president and provost actually had an affiliation with Oklahoma Christian. I just noted that having come from Oklahoma Christian, I would have enjoyed working with them. Recognizing that it's a lot of work, and that they'd just had a Fellow there the year before, I understood that they just really didn't want to do another Fellow so quickly, and I knew our paths would cross. Really an hour later, I got a call from the president at Pepperdine, and he said that he didn't know that I was from Oklahoma Christian and that he wanted to talk. So, we talked for a while, and this was a Friday. He asked if I could wait until Monday because he had to work some things out. By Monday, we worked out that I would go to Pepperdine and had housing and everything set up for my time there.

That experience, though, was rich. I really enjoyed the work with them. From a personal standpoint, I enjoyed the mission that they carry out as a faith-based institution. I found that some of what I'd done at a research institution was similar to what they were working on, but different enough from what they were doing for them interested in it. The work that they were doing from the faith-based standpoint was similar to what I had done working at a Hispanic-serving institution and working with a lot of first-generation students. It was a good fit, and so I spent 6 months working there working with the president and provost and really enjoyed that time.

Role of Fellowship in career considerations. The FP had a dramatic impact on my career goals in the combination of both the actual program and the connections that result. I really went into the FP looking more at a dean's role, having done it on an

interim basis. I really wanted to get a little more breadth of experience, a little broader university look. I guess I might have thought ultimately if I served in a dean's role for a while, and maybe look into a provost position, but it was something that I saw on the horizon. I really was thinking more about the ACE program preparing me for a dean's position, plus the broader institutional view you get through the Fellowship. But, I was really thinking of it as more of an investment than something that might pay such a quick dividend.

Re-entry from FP. I came back to New Mexico State a little bit disoriented in the sense that I had no idea that I would be anywhere else but New Mexico State; we'd been there almost 17 years at that point, . . . probably 15 or 16 years, and were very settled. Our kids were settled, but I really didn't see myself being able to have some of the same experiences I had at Pepperdine there. I wasn't quite sure what that meant and what to think about as far as next career steps.

During my time at Pepperdine, the then-provost who had urged me to apply to the FP took a job as a president in the United Arab Emirates of a men's and women's college, and our then president took a job, as I mentioned, Montana State, and so I came back from my ACE Fellowship introducing myself to a brand new president who didn't know me and pretty quickly to a provost who didn't know me. . . . They both were very nice individuals, but I had lost my whole historical context there as far as the reasons why I was on the Fellowship and the roles that I might play coming back. I entered into the Fellowship thinking this was preparation for something that seemed, if not guaranteed, likely . . . and I came back into a role where it wasn't likely at all.

I was out of the picture for a while, and the whole purpose of me doing this seemed irrelevant now, to the point where I came back wondering if it was seemingly a waste of time. It wasn't anything negative on the part of the new leadership, but they didn't know me from anybody, and so you just built years of reputation for nothing. You know, you usually have a president or provost who might leave, but when you lose them both, then you're also out of the picture, your situation becomes complicated. So, I was gone and I probably came back at the worst possible time, because 6 months into it, they kind of settled on the people they were working with. Part of feeling that disorientation was the reason for doing the FP and then also having enjoyed doing something separate from New Mexico State begged the question of: Is this university where I want to be? So now as it turns out, you could see the benefit of the FP, as I got the call from Abilene Christian University (ACU), and those dividends paid off, so there's a pretty quick benefit.

Post-ACE Fellows Program career moves. ACU was looking for a provost. ACU is also a sister school to Pepperdine, and the connections that I had made at Pepperdine led to a position here. I really wasn't aware they were looking. . . . I wasn't searching the ads. I got a call from the search chair at ACU and began a conversation with them and one thing led to another, but it was really the connection out at the Fellowship and Pepperdine that proved very valuable for this role.

A combination of things, then, propelled me into my current provost position. Also, I was able to put into practice a lot of what I had done at the department level, at the college level, also in interfacing with our national accreditation . . . to deal with the system, and then with all of our programs and chairs. So it really helped me in being able

to work with each of our chairs with the budget that lay over all of those . . . with the accreditation of individual programs . . . and our college accreditation as a whole—I was charged with that. All of those things were some pieces that in a larger way are what I still do in the provost position.

Presidency decision points. I really think that for me the provost position fits nicely and that it kind of draws on a lot of different things. I could see potentially serving in the role of president, but I don't really aspire to do that, and I don't really know if I am well suited for that role. In a lot of what you see, particularly in private institutions, you see more and more individuals serving in that role come out of some type of development or fundraising office. Often that's the vice president working more in that area. Particularly in privates, so much is driven by external funding that really my role, my career trajectory has been really more aligned in academics. For me, that's probably the best fit there.

Frankly, in even applying for my current position, I wasn't anticipating it. Oddly enough, I found myself as one of the two finalists, the other being the provost at Pepperdine that I had mentored under. I didn't expect that. In fact, he is tremendously skilled and someone with great experience. Really why I came back here, ACU was dealing with some transition and those natural things that come up and they were looking for someone that might be able to bring some stability to that. My role as interim dean and some of the work and a combination of that and my Fellowship, I think, led to this job. They were looking for that skill set when they were hiring, and so when they were looking around and checking references, etc., that consistently came up, and that was really what they were looking for, and honestly probably hiring maybe more for that set

of criteria than might should have been even. You know, you have someone who has vast experience in the selection than someone who had less experience, like myself, but really hiring more based upon the specific situation at the time.

I've really enjoyed my time at ACU. My whole first year was really spent on just both relationship-building and then in just getting the lay of the land. I think that it would be difficult moving frequently—I see individuals who do it—and the energy that's placed into re-establishing, I know some people thrive on that. For me, I enjoy the cultivating, but also the enjoyment of place. Maybe that's one of the reasons I was in New Mexico State for 17 years, where I had kind of gone from assistant and all the way to full and I had a variety of roles. I was blessed to not have to move to be able to do different things, but I could also enjoy being at the same place and still moving through different experiences.

Family and personal considerations. I have always tried to balance what I was doing professionally with family. We have two daughters and a middle son who is a high school senior now. The oldest is 20 years old and a junior in college, and actually she is a junior at Pepperdine, and then we have a daughter who is in eighth grade with special needs. I've tried to balance between church and family obligations, so that career didn't just take precedence.

I've seen enough people who have struggled in the family area. Succeeding in the career area, for me, that's a price that I'm not willing to pay. I've been fortunate and it's been a blessing I've been able to do both. I think for our kids, I look at what I want for them, and to be in a nice position, career-wise, where we live. They've had a benefit of what we've done, where we've been. Even here, since we're a sister school, our daughter

at Pepperdine had started before I even had any thoughts of being here at ACU. Since we're a sister school, that pays for half of her tuition. Our son is now looking at other schools—he could go here, he could go there—and so it is benefit to them. It hasn't been an overly difficult balance to achieve; . . . you know, there's times when it's easier than others. I would say that for me it's been critical, and it's wonderful to be able to make an impact in career and different things to be meaningful, but it's certainly a blessing.

Career and life's purpose. I don't define myself by my position, I don't think. Although I guess all of us do to a certain extent. Since it wasn't paramount to me that I have this type of position [provost], I think it's a little bit easier for me to kind of view my career as a very important part of what I do because of what it enables me to be able to do, but not really have it be who I am. Having kids and having been married 26 years now—just having that history helps you not have the career just be the 90% of your focus. It is a lot of my day; it consumes a lot of my thought, of course. Like any place, and in higher education particularly, there's never a shortage of budget issues, and so there's a lot to do that consumes a lot of my time. Fortunately, I have other things in my life, so that it is a big part of who I am but it doesn't define the whole of who I am. Even in transitioning into this role from my previous position, which has taken up so much of my time, I think it still holds true—to be able to keep some boundaries there. I have to be careful so that it doesn't creep in more than it should.

Approach to leadership/self as a leader. How do you lead within a system? It's interesting when you're an assistant professor or an associate professor, you get to be a pretty independent individual in pursuing your line of research, your classes, everything, but ultimately you're working within meeting the expectations in the system; you are

working within a system. If you choose to be, you could be pretty isolated, but that doesn't work in leadership. When you obtain a chair's role, for example, by definition you're working with a variety of others. It could be that you really put your focus on just your department, so it could be less isolated, but you get past that and you pretty much have to work well within a system.

From a leadership standpoint, being able to be comfortable in a system and comfortable working for the benefit of others, I think, is critical. If you still have a very individual approach you'll start bumping up against some limitations. We in academia look after our own needs and can pretty much be pretty successful up to a certain point and sometimes even more successful than others. In pursuing a tenure track that very focused approach can serve you well.

As a leader, you've got to be able to shift gears or take a wider lens or else limit your opportunities because that same individual, myopic approach starts to break down if you're trying to serve other roles, and that is just not effective. I see faculty having a hard time making that shift. We're not trained to think that way and it's counterintuitive. Even as a chair, you can still meet all your goals, you can fundraise, you can do everything, and it's still done in a very individualized way, and even sometimes in a very self-centered way. Again, those things can work, but there is almost always some kind of limitation to that. When you want to champion those things that are good for others, and look at the system, beyond just your own needs, that's kind of a hard jump for folks.

In my role now, that just won't work. I have to work more collaboratively and more systematically. There's an element of authority that can get things done, but it is just more limiting if the things that we're getting done now and the speed of which we're

working all has to be funneled through me. Part of what I do is serve as a catalyst, instead of controlling each aspect. That's just moving from the very driven assistant professor and kind of how we are trained into thinking more systematically.

I think that I am wired in that I enjoy certain tasks, just putting things together. Partly it's just some level of selfish upward mobility, the next opportunity or the next thing, but I don't think that's overly so because that's partly what's kept us here at New Mexico State. There are always different things that you could do that could make things brighter, a little shinier, but I was interested in not staying where I was at New Mexico State, and I had a little bit internal drive to do as much as I can. I think from working here at ACU, part of the connection was its affiliation with the Church of Christ, the church that we're members of, and being able to see this as both professional and missional were motivators as well, where what you're doing has some kind of larger meaning among kind of the university, which I appreciate. Being able to offer genuine service and ultimately bettering the situation—I think all of us do that in a certain extent.

Struggles and missteps. The interim deanship could have definitely gone a different way. It didn't, but it could have easily been truly a mistake. I think that it worked out differently and led to other things. It was definitely a risk that that could have been just a flaming disaster that I would have avoided in any other situation. It worked out in the end.

Even part of my rationale for taking the ACE Fellowship was of course at the request of the president, because there was a dean's position that was going to open up at the college that I was serving in, and they were interested in me applying to that and wanted this time to be spent in preparation for that position. I entered into it with that

kind of idea. A potential misstep, and I think that worked out, might have been staying at the same place so long. I was pretty settled and I really wasn't looking for opportunities that existed beyond where I was. We built our dream house up in the foothills of the mountains—we were set. I was pretty settled, . . . pretty satisfied. So I think a misstep might have been letting comfort dictate kind of what we were doing. I think that I was probably at a crossroads 17 years in, and probably in another 2 years, with a huge knowledge of 20+ years at the institution, I think had something come up, I don't know if I would have pursued something beyond where we were. Looking back now, I think that could have been a misstep. It was averted, not because of anything that I did, but because of other opportunities that arose external to me. So, one misstep might have been that I was too comfortable. It was time to move on, but I don't think I was really aware of that as much as responding to other opportunities that came up, and had they not come up, I don't think I would have pursued something other than where I was. I think that was averted.

I could see probably that half-year in between where you see what the purpose of this was just almost again became a misstep because had I been there I might have been in a very different role than had I not been gone those 6 months. Of course I look at that now and had I taken the dean's position, that might have worked fine, but I think that I'm in a much better place professionally as far as personal fit with this institution than I would have been. I think that was actually a nice roadblock that was put in place. I think about if I'd taken the dean's position, I would have barely been into it when the inquiries came, and I don't think I would have considered new opportunities. Without the Pepperdine connections I don't think I was intrigued as I might be otherwise.

Advice. Be open to roles as they arise, even when they may not seem so opportune, such as taking over a difficult college; just consider carefully before you turn down some real opportunities. The motivation for what you do and what drives you in your profession is more than positional. When you enjoy particular aspects that you have and you pursue that well, whether that's research, etc., as you do that, and you pursue both the relational and the purposeful aspects of what you do, the positional follows. In the end, we've all been around people who pursue position over anything. There is success that comes with that, but when you look across many years, you see there's consequence with that, too. I've seen individuals who do have some short-term gain by just running ahead and focusing only on position, sometimes to the harm of others, but almost always there's a balance that comes from that . . . where they've either hit a ceiling where because of that approach it just doesn't work beyond that or they build up such a reputation that becomes destructive. For someone new, I think that seeking everything that you enjoy about being a faculty member and about why you're in the profession you're in—pursuing that to the fullest, the positions will follow.

Individual Profile 8: Vivian

Chart of Positions

Table 4.8
Position Chart for Vivian

Position titles	Institution type*	Duration	Timing to Fellowship**
Instructor	Institution 1/Priv S4 BAC	1974-1975	PF
Assistant Professor	Institution 1/Priv S4 BAC	1975-1980	PF
Associate Professor	Institution 1/Priv S4 BAC	1980-1991	PF
Professor	Institution 1/Priv S4 BAC	1991-present	PF
Department Chair	Institution 1/Priv S4 BAC	1993-2009	FY
Associate Dean for Teaching, Learning and Research	Institution 1/Priv S4 BAC	2010-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Priv indicates, private; S4, small 4-year; BAC, baccalaureate.

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Career Map

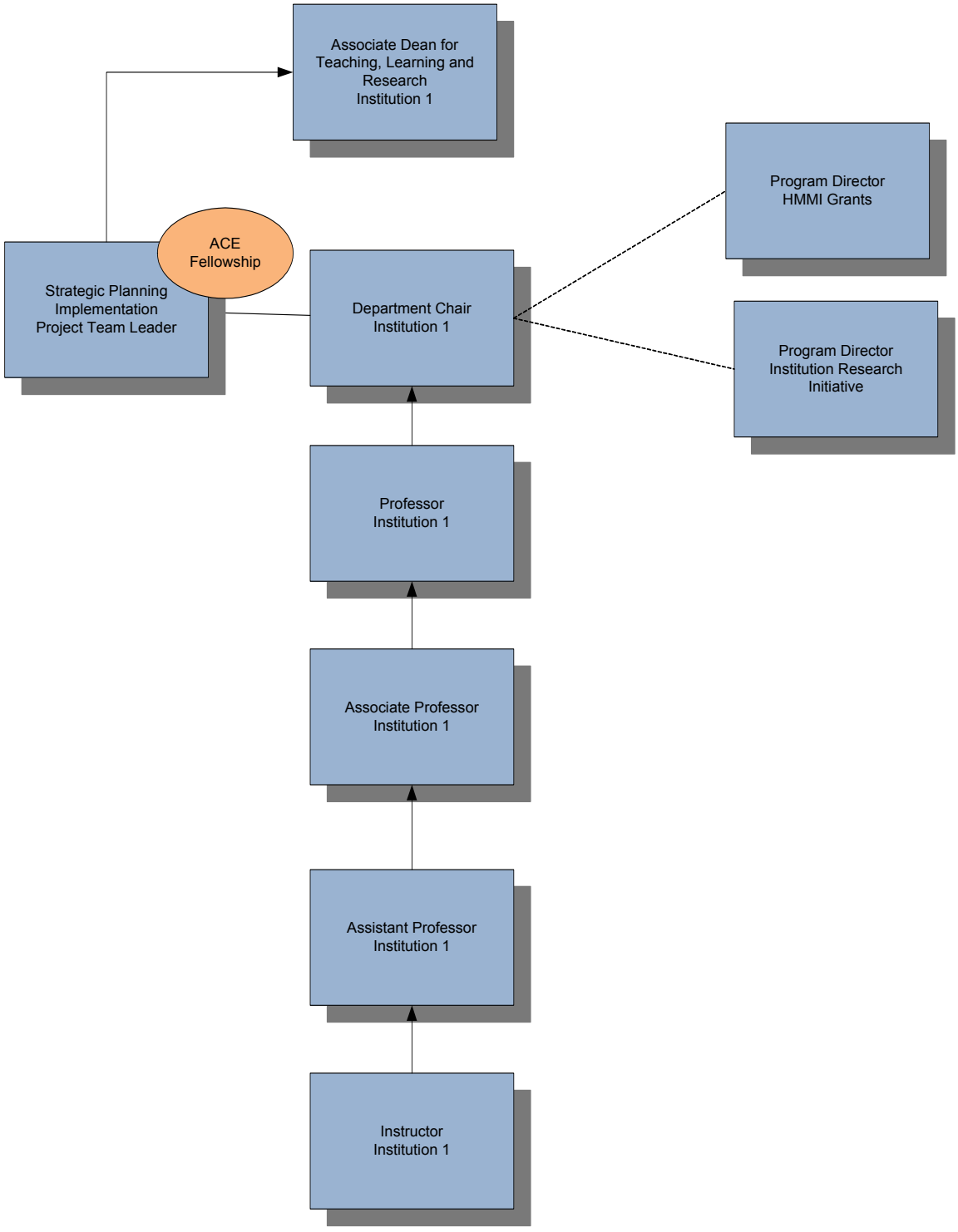

Figure 4.8. Career map for Vivian.

Research Text

Vivian's entrée into higher education. I grew up on a farm in central Pennsylvania. I'm the first generation in my family to go to college. My parents wanted me to become a nurse because that was what you did back in those days, . . . either become a nurse or a teacher. I had gone to journalism camp when I was in high school and found that I really loved that and wanted to go into journalism. My parents said absolutely not. I've always had an interest in animals, though, so we compromised on biology/zoology as a major. I had decided that I would teach in high school. When I was a senior, however, my advisor recommended me for a National Defense Education Act fellowship for graduate school. I just walked in one day, and he said, "Here it is, if you want it" . . . and I said "Okay." He asked, "Well, what do you want to do?" I had no idea because I hadn't been thinking along those lines, and so I knew I loved animals and I wanted to study animal behavior. He sent me to see a faculty member who was in animal behavior. I liked him and he said, "Come join my lab." And, that was what I did.

I had earned my degree, actually all my degrees, B.S., M.S., and Ph.D., from a single institution in the Northeast, then I came to Small Southern College after I'd finished my Ph.D. in zoology, and I've been here ever since. I was hired and started August 1 and actually graduated in December . . . so, I started out as instructor and then just moved up the ranks. I've been here now 40 years.

The middle. Zoology was such a nontraditional discipline, not in a sense of nontraditional for women, but nontraditional for anyone like me who was first generation. It was not anything that was considered practical at all, and I struggled with that choice for a long time. Then, I took on more and more leadership roles and became involved in a

number of boards. I became chair of the board for my state's Raptor Center and was very active and became secretary for the board for the chapter of Planned Parenthood. I took on leadership roles earlier, and that kind of primed me for moving into the department chair role. The connection to leadership with my discipline is that animal behavior lends itself very well to the study of not only animals but to the study of people. Understanding hierarchy and understanding all those things has been very useful in these leadership positions.

I have always been fascinated by people who took leadership positions since I was in high school. I don't know specifically when that happened—I just know that I have a knack for planning, . . . I have a knack for administration . . . and . . . helping. I like to help people achieve what they want to achieve, and leadership allows you to do that because you control resources that you can use to help people.

About halfway through that time, I realized that the leadership in our department was really, really lacking, and in fact, it was becoming hurtful to a lot of people. So I spoke out about it, and I was appointed chair of the department. I was chair of biology for 16 years.

As department chair, I had done a lot of things for the college beyond my role as department chair. I wrote these grant proposals and won a 4-year grant from Howard Hughes Medical Institute. Then we wrote another grant request to one of our funders to continue our center research on a broader scale to include humanities and the social sciences as well as the sciences, so I ran that program, and so I was doing a lot of things that I knew needed to be done and I knew it needed to be done at a higher level.

I also realized that I couldn't stay department chair forever, and it wasn't really healthy for my department. They wanted me to continue, obviously, because I stayed in that position for 16 years. After a long time as department chair, I decided that I needed to make the break from that, but I didn't want to go back to being just a regular faculty member because I did like leadership.

Basically, that person just did administrative work, following the budget, supervising administrative assistants, and so on. So, we knew that things that needed to be done weren't getting done. There was a committee that looked at the organization and decided that the vice president's office in fact could use an associate dean, and one of the associate deans that they defined was basically what I was doing, and I applied for that position. I was put in charge of the whole implementation of the strategic plan. I interviewed for the associate dean position when I was an ACE Fellow. So, then, I got involved in the ACE program and our strategic planning process and became an associate dean about 3½ years ago, and that's my trajectory.

ACE Fellows Program experience. My good friend here was an ACE Fellow, I guess back in the 1980s or maybe 1990s. She encouraged me to think about the ACE FP. So I asked to be nominated and was told no at the time. So I forgot about it for a while and then when another president came in, my friend said, "Why don't you give it a shot again?" And so I did. That president said yes, and so I interviewed and was accepted in the program.

During my Fellowship year, I was mainly working on the strategic plan implementation at Small Southern College, but I did my offsite ACE Fellows mentoring with the president of Another Small State School. He was great. Because I went 2 days a

week to Another Small State School and I was 3 days a week here at Small Southern College, I didn't have a whole lot of time with him, and I regret that. I wouldn't do the Fellowship like I did it again, but the opportunity to do the strategic planning here was really very exciting to me, and I don't think I would have been put in that role of leading the strategic planning process had I gone away for the year because it was moving forward quickly. I learned a lot more about strategic planning.

The advantage of doing my Fellowship the way that I did it, though, was seeing the two presidents I worked with and their styles. The two presidents' leadership styles were similar in many ways. Both were alumni of their respective institutions. Another Small State School's president had a very clear vision individually for where he wanted the college to go because he came up through the ranks as faculty. By contrast, Small Southern College's president was a lawyer and then a judge and eventually worked in nonprofit foundations prior to coming to Small Southern College. So, he wanted everybody else to define the vision of where they wanted Small Southern College to go. These were very different kinds of approaches, and I learned a lot about approaches, how those men approached those roles in the institution, and their similarities and their differences.

I guess the other thing that I really enjoyed about the ACE experience is because I'd been at Small Southern College for so long, . . . just learning about all of the other areas in higher education and the other types of institutions and going to visit other institutions, . . . that was really quite interesting, talking to leaders at those institutions and thinking about their philosophies, . . . how they approached their role for their institution was quite interesting.

Role of Fellowship in career considerations/presidency decision points. During the Fellowship, I was exploring the possibility of a dean's role or a provost's role, seeing how it fits. I realized that it didn't fit, but I wasn't really thinking that's what I really wanted to do anyway. I learned a lot about myself as a leader, but also what I wanted to do. I guess I realized in a lot of ways pretty early on that I really didn't want to become vice president for academic affairs, or dean of faculty, or president. The roles of those positions really didn't interest me. What I was interested in is creating new things, creating programs. I felt I could make a strong contribution in that regard. Also, I wasn't the traditional ACE Fellow either. If you look at my ACE Fellows class, most of them are extreme extroverts, and I am not. I am an introvert. I recognized that I didn't really enjoy being on the stage all the time. You really have to enjoy that if you went into a dean role or a role as president.

Re-entry from FP. A place like Small Southern College, really at any of the selective colleges where people stay a long time, we become pretty insular. People didn't see me differently for doing the FP. I think that as an associate dean, then, I was able to bring in fresh ideas from outside campus from the exposure we received through the FP experience.

Post-ACE Fellows Program career moves. What I really like is building things from the ground up, starting new things. One of the things I have done as an associate dean is that I started the Center for Teaching and Learning. Those things are the kinds of things that always excited me. I had hoped in a way that I would be able to find a position not of vice president for academic affairs, not the normal route that you take after the ACE Fellowship, but I was hoping to try to find something in strategic planning itself.

Those kinds of opportunities never came along, and I really didn't pursue it that hard because I was so busy doing things here. I have a year and a half left here as an associate dean, and I'm not quite sure where I'm going to go after that.

Family and personal considerations. About the time I became department chair, I divorced. It takes a toll on your life, going through that, especially with children. I think, however, that it freed me to be able to explore a leadership position. I guess that would be one of the major things that impacted my decision to pursue leadership more vigorously.

Taking on leadership roles with children to consider was a really good thing because I have two sons and I think that they are very different because they saw a woman, me, taking on these roles. They are very respectful of the women that they are involved with. My one son is married and the other one is not. They're very respectful of their strengths and so that's really great. I think that both of them are leaders as I am a leader, and they like to do things. One went to Harvard and got his MBA and now is working for an investment company. The other one is an orthopedic surgeon, and so it's been very interesting to me in how they were able to see my strengths . . . and weaknesses both and build on that. They know that they are not locked into one particular style of partnership or one particular style of parenting, so they understand. They are great guys. . . . I am very proud of them.

Struggles and missteps. I think about what I struggle with on a daily basis in a leadership role. One of the things that I think I am not very good at is really putting things into play, attacking things in a prioritized way. In any leadership role, you are constantly being inundated by people wanting this or that, or needing to have something

done right away. You lose sight of the big picture and just get pulled into responding to e-mails. Advice that I would give to people going along is to make sure that you don't let yourself be pulled in so many different directions. I see it in the leadership here on campus and I saw it, too, as an ACE Fellow that it's very easy to happen to leaders. Safeguarding and trying to figure out ways to prevent that from happening is really tough. The point of view of what daily you have to contend with as a leader is that you have to figure out a way to not let that move you away from the big picture.

There are so many things that sound like they would be neat to get involved in . . . and you go down that path and you end up short-changing everything. I tried last year to block myself away for a morning a week, so that I will have the opportunity just to focus. Then, my office moved. Because I'm much more accessible to people, it's harder to have that kind of quiet time. You get home at night and you're tired, and it's just hard to have that time to think about what the next step should be and put things into perspective. So, I need to try to get some more time for myself . . . a time where I can be able to think more clearly.

Maybe my main misstep probably would be not having confidence in myself early enough . . . and that kind of is a carry-over. I often still feel like I'm first generation. It's a very different environment when you're at a very highly selective school like Small Southern College, and sometimes that does make you feel like you don't belong or don't fit, even after 40 years. So, I haven't been able to overcome that . . . and, so I would say that's probably my main misstep.

Approach to leadership/self as a leader. A highpoint was being entrusted with the leadership role in the strategic planning implementation process. I really basically

made it up by doing a lot of reading on the process, and I really tried to fit what we needed here at Small Southern College and more things that I saw working elsewhere that fit at Small Southern College. I'm proud of that. Another highlight would be getting the three Howard Hughes Medical Institute grants, which I wrote, because those are very difficult to get. Then the Center for Teaching and Learning, which most people said we didn't need here at Small Southern College, and now we have it. It's growing and it's changing . . . so I think people will look back on it and say, "Why didn't we have this before?"

There's a saying in the *Tao*, "We did it ourselves," and I take on that role. I try to make things possible for other people to take on that role to do it themselves—the sense of empowerment. While I try not to impose my values on others as much as possible, I am happy to state those values as the way I conduct my life. I try to make things possible. Another thing I'm proud of is that I'm chair of the board of directors for a hospital in Africa. Again, there were many challenges, and now we are renovating the hospital, and that would have never happened without me helping people understand how it would be possible . . . so, I am proud of that. I do think that I do conduct myself like that outside of my normal professional life.

Advice. Planning your career is important. Had I had advice in leadership earlier in my career at Small Southern College and a realization that I could get into administration in higher education, I would have done so earlier. I *might* have at that point decided that I wanted to be a president . . . or that I wanted to be vice president for academic affairs. But, because I came into the process late, it just didn't work. I would say plan early in your career what you think you might want to do. Even if you don't end

up doing it, at least you have a plan. You can decide what feels right as you try to follow the plan. If it doesn't feel right, then you work through it and redo your plan. Plans are supposed to be flexible. I would say start early and really plan and think about where you want to go . . . and why.

I think the why is important, too, because I've seen a lot of people who are ambitious just for the sake of being ambitious and want to get into a position just because it is a position of power, which doesn't make for good leadership. Ambitious leaders can hurt institutions, and in the end, the institution and ultimately society will pay. That person can move on someplace else, and a lot of times they are very charismatic people and so they move on and do the same thing. Know why you want to do it and make sure your motivation is not just a selfish motivation. . . . There will be some selfish element to it. If you get into a position like this, you need to think about the institution that you're serving.

CHAPTER 5:

ANALYSIS OF DATA AND FINDINGS

This chapter presents the analysis within and across the participant profiles that was generated from the data collected to understand the career considerations and decisions of these emerging senior leaders in higher education. The problem of practice explored by this study was the dearth of qualified leaders willing to pursue a college or university presidency. The problem of research this study addressed was that although there is literature about leadership pathways in higher education, this literature did not relate an understanding of why individuals pursue leadership responsibilities and roles as part of a career trajectory. This narrative study of emerging senior leaders in higher education employed Savickas' career construction theory (CCT) to examine participants' career decisions and considerations.

Through the recruitment process, eight respondents committed to submitting their CVs and participating in the hour-long interview. The sample comprised five women and three men, who ranged in age from 45 to 68 years old. Their average number of years in higher education was 23, with 40 as the greatest number of years employed at a college or university. Seven participants were married or in partnerships, and one was divorced. Seven had children whose ages varied from under 10 years to adults. Two participants were African-American/Black, and the remaining interviewees were White.

This study was guided by one overarching research question:

RQ: How do alumni of the American Council on Education Fellowship Program® (ACE FP), as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives?

This question was operationalized through five subquestions:

1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their curriculum vitae (CV) and stories in light of presidential pathway models and the career metaphor literature?
2. What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions?
3. How have ACE FP alumni incorporated leadership considerations into their careers?
4. How do ACE FP alumni consider the future of their careers?
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?

This chapter begins by presenting the analysis of data and findings for each of the subquestions. These findings are then synthesized to answer the guiding question. The chapter concludes with additional findings and a chapter summary. Relationships to the presidential pathways and metaphor literature are covered in chapter 6, along with interpretations, implications, and conclusions for these data.

Table 5.1 summarizes the research subquestions, the supporting framework applied to the question, the operationalization of the data collected to answer the question, and the coding and themes developed from CCT and applied during data analysis.

Table 5.1
Research Questions and Applied Analysis

Supporting framework	Operationalization	Applicable coding
1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their CV and stories in light of presidential pathway models and the career metaphor literature?		
CCT Career metaphors Presidential pathway models	Mapping career profile against career metaphors Mapping out the career paths of participants and comparing to models in the presidential pathway scholarship Narrative inquiry producing a profile of the career story of each subject	
2. What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions?		
CCT	Narrative inquiry producing a profile of the career decisions to incorporate and pursue leadership roles	Occupational plot/microstories
3. How have ACE FP alumni incorporated leadership considerations into their careers?		
CCT	Narrative inquiry producing a profile of the career decisions to incorporate and pursue leadership roles	Values coding
4. How do ACE FP alumni consider the future of their careers?		
CCT	Narrative inquiry producing a profile of the career decisions to incorporate and pursue leadership roles	Occupational plot
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?		
CCT	Narrative inquiry producing a profile of the career decisions to incorporate and pursue leadership roles	Advice/life themes

Subquestion 1: Examination of Fellows' Careers Before, During, and After the Fellowship

The first research subquestion was: What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their CV and stories in light of presidential pathway models and the career metaphor literature? The elements from the individual profiles used to consider this question included the position charts, which included the timing of the Fellowship in each person's career, and the metaphor maps, which were derived from each person's CV and reexamined based on the interview text. The position charting and the metaphor analysis are presented followed by a summary of the findings for this subquestion.

Position Charting Analysis

From the information on each CV, participants' job titles were charted along with the institution type, how long the position was held, and whether the position was held before, during, or after the ACE Fellowship (see Table A.9 in Appendix M).

Initial positions. First, the beginning of participants' careers were charted out, as noted in Table A.10 in Appendix M. This analysis showed that four of the participants began their careers outside higher education, in the fields of teaching, school counseling, politics, and industry. Three of the faculty participants began as either a research fellow, instructor, or assistant professor, and the professional administrator who started in higher education (Julie) began as an auditor.

Positions at the time of Fellowship. Table A.11 lists the Fellows' positions directly before their participation in the FP, during the Fellowship, and afterwards. Based on this analysis, all participants had moved into positions with an expanded scope of responsibility during or following their participation in the FP. Vivian's position came during her time in the FP, and the other seven participants gained new roles after the FP.

Faculty administrative roles. The combination of faculty and administrative roles was also examined, as noted in Table A.12 in Appendix M. From this analysis, all six faculty participants were full professors. Two were promoted to full professor prior to their administrative positions, three were promoted to full professor concurrently with administrative responsibilities, and one was promoted to full professor as a dean.

Professional administrator roles. The positions for the professional administrators were also examined, as demonstrated in Table A.13. The two administrators in this study began in entry-level positions in operational areas and worked

their way to vice provost and vice chancellor positions as full-time professional administrators, rather than through the faculty lines.

Institutional changes. Table A.14 demonstrates the number of institutions where participants were employed and the length of time at each institution. Beginning with their first professional appointment or position that was not a fellowship, as in the case of Rick whose entry point in higher education was a National Institutes of Health fellowship, participants' total time in higher education ranged from 16 to 40 years, with an average of 27 years. The number of years in higher education prior to participating in the Fellowship ranged from 13 to 36 years, with an average of 23 years. With the exception of one participant who has remained at her institution for 40 years, participants moved between at least two and up to four institutions. Of the seven who changed institutions during their careers, they remained at their previous institutions for extended periods of time, averaging 14 years per institution.

Institution types. Table A.15 provides the analysis of institution type across the Fellows' careers, and Table A.16 summarizes the changes in institution type after the Fellowship. Of the six Fellows who changed institutions, all changed institution types during their careers. Three moved from public research universities with very high research designations to either a public master's, a private research university, or a private doctoral/research university to take on progressive leadership roles. One moved between master's and baccalaureate institutions; another began at a private highly selective baccalaureate institution and then went to larger public and private research institutions; and one started at a public, high research university and moved a private master's institution.

Timing and geographic changes. For the five participants who changed institutions after the FP, the timing and geographic location of these changes in institution types were also examined in terms of their relation to participation in the FP. These changes are outlined in Table A.16. The five Fellows who changed institutions changed the type of institutions as the setting in which to pursue a leadership role following participation in the FP. They all made out-of-state moves for these new positions as well.

Overall findings for position charting. The analysis of the careers of ACE Fellows before, during, and after leaving the program, as conveyed through their CVs and stories, demonstrated the multiple ways in which to incorporate leadership as part of one's career. Through this analysis, the researcher arrived at six findings:

1. Half of these Fellows started their work lives in careers outside higher education.
2. These Fellows were in higher education quite a number of years prior to participating in the FP.
3. These Fellows have been in higher education long enough to consider senior-level positions.
4. The movement to a senior-level role involved a change in institutions and institution types.
5. These Fellows found flexibility in moving among institution types.
6. These Fellows' careers were highly individualized.

Prior to the FP. Prior to attending the ACE FP, participants had an average of 23 years as either a faculty member who took on administrative responsibilities or as a professional administrator in higher education. All remained at institutions for a lengthy

amount of time: Fellows stayed at single institutions an average of 14 years, not making frequent moves to achieve promotions.

During the FP. While participants averaged a career of 23 years in higher education prior to the FP, attendance in the FP occurred at various points in their careers, with a range of 13 to 36 years in higher education at the time they began the Fellowship. During their Fellowship year, participants were placed at institutions different from their sponsoring universities for the academic year. (Appendix E contains details about the configurations of FP placements.) One Fellow split a placement between her current institution and another. This occurred as she was promoted from a department chair to an associate dean for strategic planning at her sponsoring institution during her Fellowship year. All the other Fellows selected institutions for their placements that were very different types from their sponsoring institutions.

After the FP. Following the Fellowship year, all Fellows were in new positions, and five of the eight moved to a new institution 2 to 4 years after the Fellowship. These participants were employed in greater leadership roles as part of current or new positions, and five had changed institutional settings and made out-of-state moves to accommodate these new opportunities. Table A.9 documents the positions held after the Fellowship and the moves made for these positions. Table A.16 demonstrates the institutional changes by type of institution.

Career Metaphor Analysis and Determinations

To examine the careers of ACE Fellows in light of the career metaphor literature, the participants' individual profiles were reviewed. A tentative metaphor was initially determined to represent the participant's career based on the metaphor map derived from

the charting of positions as part of the profile. The research text metaphor was determined based on the analysis of the research texts that were generated from the narrative interviews. The final metaphor was determined by reconciling the tentative and research text metaphors against the literature discussed in chapter 2. Tables 5.2 to 5.9 and the related discussion describe how the career metaphor for each participant was determined.

Diana. The metaphors for Diana are illustrated in Table 5.2. From the CV map, Diana's career appeared to resemble a lattice, where there is some linearity with positions that incorporated upward, lateral, and downward moves based solely on the titles. After hearing her story and composing the research text, the metaphors of Dark Side and ceiling emerged. Without any prompting, Diana described her move to administration as the Dark Side: "Returning to your sponsoring institution from the Fellowship is very difficult because you've sort of had this experience on the Dark Side that nobody else can appreciate." The Dark Side metaphor has been described in the literature on college administration as well (Glick, 2006; Palm, 2006). She also mentioned hitting a ceiling where she could go no further in administration at a Research I university due to not having a full professorship. The researcher noted legacy as another metaphor based on the information Diana shared about her mother's work as a community college faculty member (Inkson, 2004). Also, Diana spoke about her upbringing and propensity to see a bigger picture and a desire to apply the theoretical work of her discipline to improve the human condition. This demonstrated viewing one's career as having a higher purpose, the hallmark of calling as a metaphor (Bower & Wolverton, 2009; Hartung, 2009; Savickas, 2000).

Table 5.2
Metaphors for Diana

ACE Fellow name/ Pseudonym	Tentative metaphor	Research text metaphors	Final metaphor
Diana	Lattice	Dark Side Ceiling Legacy Calling	Labyrinth

Synthesizing the metaphors from the CV map and the research text revealed labyrinth as the final metaphor. Diana has been on a quest, traveling a circuitous path through various faculty and administrative roles, negotiating the curves and corners, and undertaking interesting assignments that met her personal values of seeing a bigger picture and passion for facilitating the work of others. Her first obstacle in the labyrinth was reconciling her disparate undergraduate majors as she "made peace with them" and decided on the life of a scholar. A later major obstacle for her was the inability to achieve a full professorship because she prioritized these leadership roles over her research agenda, which was the institutional priority. She expressed hitting a ceiling due to her passion for administration and leadership. Another obstacle was seeing herself as a leader at the end of her career, rather than earlier in her life, which she expressed as limiting her options after participating in the leadership role. The ACE FP was Diana's clue for how to negotiate the labyrinth, and she overcame the obstacles in her career to become a dean of an academic college and to gain full professorship with the deanship at an institution.

Diana has come full circle, returning to her hometown and finding a way to enact the values from her upbringing that guided her career decisions. Her spiritual quest to reconcile these values with how she enacted her career was complete. She was ready to enjoy what her current role offered her and give back to the institution that helped her resolve the obstacles of a place to enact her values of giving back and facilitating the

work of others and becoming a full professor. She became the heroine of her own story by finding her way out of the maze of career obstacles. Thus, the most fitting metaphor for Diana was a labyrinth.

Julie. Based on her moving up and over three content areas (audit, finance, and information technology [IT]), lattice was determined as the tentative metaphor for Julie's career (see Table 5.3). Lattice is the new configuration of the corporate ladder that is a linear path that is not always upward, but also includes downward moves and moves across organizational structures (Benko & Anderson, 2010; Savickas, 2000). In relating her career, Julie used the terms *path, winding path, fit, up and across,* and *picture*. She saw her career as a winding path that was unique to her, noting that someone else could probably not follow it. Julie used the term *fit* several times in relation to her career. Inkson (2004) described fit as a match between people and occupations that mediates any dissonance. The fit among work and family was a priority. Julie also mentioned that the entire picture has to work, expressing her career as a visual whole with multiple parts that have to make sense together. She also related that she moved up and across administrative areas to gain breadth of experience and to enact her interests. Seeing herself as a person of influence, she looked for ways to move the organization forward and saw roles with greater responsibility as a way to accomplish this value.

Table 5.3
Metaphors for Julie

ACE Fellow name/ Pseudonym	Tentative metaphor	Research text metaphors	Final metaphor
Julie	Lattice	Path Winding path Fit Up and across Picture	Lattice

Considering all the terms Julie used to describe her career, the researcher returned to the lattice as the most accurate depiction of her career. Julie clearly moved across and up within three distinct administrative areas at her university to eventually obtain a role as a chief information officer, which was a nontraditional path. Expressing that she did not really know what was next allowed for her career to go in any direction, and the lattice incorporates moves that could be multidirectional, as Julie did not see herself doing less than what she was doing now, but admitted to not having a clear next step. The lattice also accommodates moves to new content areas if Julie were to pursue a doctoral degree or employment in a different area of higher education. She also discussed at length integrating work and life, which is a primary consideration of the lattice metaphor and her life (Benko & Anderson, 2010). Therefore, Julie's career is best represented by a lattice.

LeRoy. Reviewing the CV map for LeRoy led to the determination of an initial metaphor as lattice (see Table 5.4). This seemed most appropriate because of the upward and across movement in the positions as they were charted out. There seemed to be some linearity in LeRoy's career, but he had not put himself on a ladder. LeRoy came to higher education to make a positive impact on the number of underrepresented minorities in the science and technical fields. He used other metaphors in describing his career, including crossroads, trajectory, and story. He mentioned being at a crossroads in figuring out how much administrative work to incorporate into his faculty career. LeRoy's path is a lattice of administrative positions, following his brief time in industry where he realized an interest in developing minority scientists. He took on different administration roles that espoused this focus, but there was no clear ladder. He was also unsure about further

advancement for his work outside higher education as an associate pastor at his church, which could become a full-time focus. Thus, his future work life could continue to be a combination of science and religion and leadership in those domains, and a lattice would represent this combination of positions and fields.

Table 5.4
Metaphors for LeRoy

ACE Fellow name/ pseudonym	Tentative metaphor	Research text metaphor	Final metaphor
LeRoy	Lattice	Crossroads Trajectory Story	Lattice

Lucia. At first review, Lucia's career resembled a ladder (see Table 5.5). There was upward movement that looked hierarchical, particularly after she moved from the school setting to higher education. From the review of the research text for Lucia, the terms *cross-section, intersection, pull, propel, fit,* and *ceiling* emerged. Lucia used physical terms such as pulling and propelling to describe her career, which made sense given her movement science background and her passion for physical activity. Like others, she used the word *fit* to describe the congruence of her occupation with what was important to her (Inkson, 2004). Lucia also used the term *ceiling* to describe a point where she felt she could go no further.

Table 5.5
Metaphors for Lucia

ACE Fellow name/ pseudonym	Tentative metaphor	Research text metaphor	Final metaphor
Lucia	Ladder	Cross-sections and intersections Pull Propel Fit Ceiling	Lattice

Considering the tentative and research text metaphors together led the researcher to determine that lattice more accurately represented Lucia's career. Several events she described support this determination. First, while she remained in movement science, she moved from school teaching to college teaching. Next, she discussed hitting that ceiling and making a move for a personal relationship. A rebuilding of career and identity resulted after this geographic relocation, and this was a difficult event. Ultimately, the move led to administrative roles with greater scope and responsibilities and support for leadership training programs such as the Higher Education Resource Services (HERS) Institute and the ACE FP. Thus, for Lucia, this path emerged as one move built upon another. Although the path looked linear, her considerations contributed to viewing her career as a lattice instead.

René. Upon initial review, René's career resembled a lattice (Table 5.6). She began her career outside of higher education, and so the first move was over to higher education. At her first institution, she held positions that demonstrated progressively more responsibility and scope in their titles. She, then took a position as assistant to the dean, which is a lesser title than assistant vice provost, but she made a move to a larger university, mirroring Cohen and March's (1974) findings about status order, where taking a similar position at a larger or more prestigious institution was perceived as a promotion rather than a lateral move. From there she was back in an upward trajectory, becoming assistant dean and then eventually vice provost. Thus, when only titles are examined, her career takes the shape of a lattice.

Table 5.6
Metaphors for René

ACE Fellow name/ pseudonym	Tentative metaphor	Research text metaphor	Final metaphor
René	Lattice	Fit Disconnect	Lattice

In her narrative, however, René described her career in terms of fit and disconnect, relating that she was most satisfied when her position was congruent with how she saw herself and with an affinity for the leader with whom she was interacting. She came to a realization that leadership was not always about the position or title. Thus, she moved up and over to a new institution type where her responsibilities grew, but that was not always reflected by a title change. Because of these moves that were up and across and because of the values she expressed about how she viewed leadership, the lattice still seemed an appropriate metaphor and was determined as the final metaphor.

Rick. The metaphors for Rick appear in Table 5.7. Mapping Rick's positions revealed a line that was straight and upward. He entered higher education as a postdoctoral fellow, which is commonplace in the sciences, and moved into administration as a department chair and eventually became a dean. Based on Rick's discussion of his career, he related securing his first faculty appointment and pursuing tenure and promotion to full professor. Desiring a move geographically for family considerations prompted him to consider a chair as a potential career move, which he took. Enjoying the position, he decided to pursue the Fellowship to support a decision about pursuing a higher level of administration. Rick used the terms *fall, fit, driving force,* and *trajectory* as metaphors for his career. Higher education was not an intentional choice; instead, he expressed falling into it based on his undergraduate chemistry major.

As other Fellows did, Rick spoke about the importance of fit. He found congruence when the responsibilities and geographic location of a position meshed with family needs. He used the term *driving force* to explain the energy underlying making changes in his career and in maintaining his research agenda with his administrative responsibilities. *Trajectory* was a term he related in discussing his career path and the direction of his vision for the department he chaired. This term is not part of the career metaphor literature. *Trajectory* denotes a forceful, nonlinear launch into an arc with a descent. So, a person might launch a career, reach the highest position he or she can, and then come down through other positions along the way.

Table 5.7
Metaphors for Rick

ACE Fellow name/pseudonym	Tentative metaphor	Research text metaphor	Final metaphor
Rick	Ladder	Fall Fit Driving force Trajectory	Ladder

In considering the tentative and research text metaphors, Rick's career most resembles the traditional ladder. He took the traditional faculty path and incorporated leadership through a department chair role and later a dean role. He set his sights on a provost position as the next goal and did not entirely rule out a university presidency, which are the top positions of a traditional higher education career ladder. The linear nature of his career connotes the ladder as the final metaphor for Rick.

Robert. The tentative metaphor for Robert's career was a lattice, because he moved over from another field and went up over and up after committing to higher

education (Table 5.8). His path included some interim roles and then he went back to what he was doing previously.

Table 5.8
Metaphors for Robert

ACE Fellow name/pseudonym	Tentative metaphor	Research text metaphor	Final metaphor
Robert	Lattice	Blessing Shift gears Roadblock Propel Enjoyment of place Horizon	Journey

Through the narrative, he spoke in terms of shifting gears, roadblocks, and propulsion, which implied more of a journey. He mentioned seeing a provost position on the horizon, but not right away. His journey was disrupted through the obstacles and roadblocks he mentioned, and he changed course to right the disorientation he expressed feeling upon returning from the FP. Robert also spoke extensively about his enjoyment of place and how being settled in his community with his family almost prevented a new opportunity to advance. Additionally, he related how the ability to take on these leadership roles and balance them with family commitments and make an impact as a leader have been a blessing. Most of the terms Robert used to describe his career alluded to a journey.

Synthesizing Robert's narrative and metaphor map led to considering a journey, that is, movement between jobs, occupations, organizations, and places (Inkson, 2004). Although Robert stayed for almost 20 years at one institution, he held various jobs within that organization and moved among divisions. His trip then took him unexpectedly to a new institution in a new place for a role he had only seen distantly in the future. Robert's

travel through these various positions between the two institutions and the accompanying experiences he related are best symbolized through the metaphor of career as a journey, which became the final determination.

Vivian. From the CV map, Vivian's career initially appeared to be a ladder (see Table 5.9). She began as an instructor and worked her way up the traditional faculty line to full professor. Her first administrative role was as department chair, which is a typical entry into administration from the faculty. After serving as department chair, Vivian took on a strategic planning role during her FP year. At the time of the study, she was serving as an associate dean. Thus, ladder was determined as the tentative metaphor.

Table 5.9
Metaphors for Vivian

ACE Fellow name/pseudonym	Tentative metaphor	Research text metaphor	Final metaphor
Vivian	Ladder	Fit Trajectory Route	Rainbow

Based on her narrative, other metaphors emerged: fit, trajectory, and route. Just as other Fellows did, she spoke of a fit in terms of congruence of position and personal considerations and using the FP to try on a higher-level administrative role. Vivian also described her career as a trajectory—the curved arc of positions through which one has perhaps been thrust. She also used the term *route* to describe the way one goes after the FP.

Taking her narrative and the CV map together, the metaphor of rainbow emerged. Rainbow is most descriptive for Vivian because of the waxing and waning of positions. As the chair position finished for her, she took on a university committee leadership role

during the FP. While not a positional advancement, the scope involved strategic planning for the university. From this position she moved into an associate dean role and led a Center for Teaching and Learning as a school-wide effort. Although considered for the tentative metaphor, ladder and lattice were not satisfactory because of their implications of a top to climb to, whether through a straight ascent or through lateral, horizontal, or vertical moves upward or downward. Vivian decided not to pursue a presidency or provost as top-of-line positions. Trajectory was not satisfactory because it implied that a career can level off or even fall back to the ground like an object. A rainbow, though, most accurately describes her career at this point. Rainbows denote a waxing and waning and not trying to reach a point, but not falling as in a trajectory. As different opportunities developed for Vivian, she incorporated them into her life rainbow. Plater (2006) noted how rainbows help explain periods of conflict or storminess and symbolize hope for the future. Vivian related not being able to pursue the Fellowship with her initial request and also the personal difficulties of being first generation and going through a divorce while raising a family. Despite these storms, her career persisted and she expressed hope about the future when her position ended. Thus, the waxing and waning of positions coupled with the hopefulness she expressed revealed a rainbow metaphor.

Overall findings for career metaphors. The metaphor mapping revealed a variety of metaphors to understand these careers based on participants' CVs and stories. Ladder was not the predominant metaphor, as conjectured from the presidential pathways literature. Only one participant's career resembled a ladder. Metaphors that were more explanatory for these participants included the lattice, rainbow, labyrinth, and journey, which all depict the nonlinear nature of careers. Metaphors, then, provided a visual way

to depict and describe the participants' careers as highly individual and representative of the person. Table 5.10 summarizes the metaphors across all participants.

Table 5.10
Summary of Career Metaphors

ACE Fellow name/pseudonym	Tentative metaphor	Research text metaphor	Final metaphor
Diana	Lattice	Dark Side Ceiling Legacy Calling	Labyrinth
Julie	Lattice	Path Winding path Fit Up and across Dark Side Picture	Lattice
LeRoy	Lattice	Crossroads Trajectory Story	Lattice
Lucia	Ladder	Cross-sections and intersections Pull Propel Fit Ceiling	Lattice
René	Ladder	Fit Disconnect	Lattice
Rick	Ladder	Fall Fit Driving force Trajectory	Ladder
Robert	Lattice	Blessing Shift gears Roadblock Propel Enjoyment of place Horizon	Journey
Vivian	Ladder	Fit Trajectory Route	Rainbow

Summary of Findings for Subquestion 1

The analysis of the careers of ACE Fellows before, during, and after leaving the program, as conveyed through their CVs and stories, yielded highly individualized paths.

These paths were elaborated by multiple metaphors. Before attending the ACE FP, participants had an average of 23 years' experience as either a faculty member who took on administrative responsibilities or as a career administrator in higher education. The FP occurred at various points in their careers. Some had as little as 13 years' experience prior to the Fellowship, while others had 25 to 36 years in higher education prior to being a Fellow. After the Fellowship, participants had all incorporated greater leadership roles as part of current or new positions, and most had changed institutional settings. All remained at institutions for a lengthy amount of time. Moves to new institutions and/or positions frequently came 2 to 3 years after the Fellowship. Common across the faculty participants were achieving tenure and making full professor prior to assuming leadership roles. The paths the administrators took were highly unique to their personal and professional circumstances. Fellows stayed at single institutions a number of years, not making frequent moves to achieve promotions. Following the Fellowship year, however, a subsequent move to another institution type was a common career change.

The metaphors reflected these unique experiences as well, with the lattice as the predominant metaphor from the analysis. In addition to the lattice, other metaphors that mapped to participants' careers based on the position charting and research texts included the ladder, rainbow, labyrinth, and journey (see Table 5.10). These metaphors largely depict careers that are nonlinear and highly individualized. In sum, while there were commonalities in the initial determination of the metaphors based on the CV reviews, the various final metaphors alluded to unique experiences and decisions about incorporating leadership into one's career that were revealed through the narratives. Chapter 6 connects these findings to the extant literature.

Subquestion 2: Career Decisions and Considerations Before, During, and After the Fellowship

The second subquestion posed: What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions? To answer these questions, the researcher drew upon two elements of CCT: occupational plot and micronarratives. Occupational plot is the "explanations and endings that structure a sequence of events (career experiences) into a cohesive whole with a beginning, middle, and end" (Savickas, 2011, p. 153). As an element of CCT, occupational plot became a code that was applied to the research texts. Occupational plot was used to understand the sequence of each participant's career in order to elucidate the decisions participants made. Micronarratives are the short stories told throughout a larger narrative (Savickas, 2011). Micronarratives, then, became the code applied to the research texts to capture the participants' considerations. Taken together, occupational plot and micronarratives (illustrated in Tables A.17 to A.27) supported answering this two-part subquestion, and a summary of findings follows.

Career Decisions prior to the Fellowship Program

Through the telling of their career narratives, Fellows described the positions they held that were listed on their CVs. Table A.17 in Appendix M summarizes the participants' quotes that represent the decisions made prior to entering the Fellowship. Based on the occupational plot coding, three themes of decisions emerged: deciding initially to enter higher education, pursuing advancement, and incorporating leadership roles.

Entry into higher education. Each participant made a decision to enter higher education, which occurred at different points, as demonstrated in Table A.18.

Advancement. Decisions also related to advancement, as noted in Table A.19 in Appendix M. For the faculty in the sample, advancement was often elaborated as pursuing promotion and tenure. With the exception of Diana, who became a full professor after the FP as part of a new deanship at a new institution, all other faculty members described progressing through the typical promotion and tenure route to full professor. Diana, however, made a decision to pursue leadership opportunities as part of her orientation to service, rather than seek promotion to full professor. For the two administrators, advancement was described as putting a series of positions together with increasing scope and responsibility in their respective fields. René had a series of positions within budget and finance. Julie began in audit and moved to finance and then to IT, with each position being a lateral or upward move. With their career moves individualized, these participants sought opportunities for advancement based on their faculty or administrative lines. A common theme among all participants was that of impact. Each individual related how having a positive effect on a project, initiative, program, institution, state standard, or national organization was an important consideration related to their desire to advance.

Incorporation of leadership. A third theme was the incorporation of leadership into their careers, as summarized in Table A.20 in Appendix M. Once again, the timing of an initial leadership role was nuanced and individually driven. René and Julie, as administrators, articulated ambition beyond their initial positions and a desire to have a broader influence on their organizations. They viewed taking on higher-level roles as a

way in which to effect change as an administrator. Diana undertook a leadership role after achieving the rank of assistant professor. Later in her career she spoke about foregoing promotion and tenure beyond associate professor as a trade-off to pursuing her interests in committee service and leadership. LeRoy and Rick held leadership roles concurrently with their initial faculty appointments and sought promotion and tenure alongside their administrative roles. Lucia also spoke about leadership experiences in her professional organization outside the university that were influential in her desire to become a leader professionally as well as at her institution. She achieved the rank of associate professor prior to taking on a leadership role in higher education. Rick, however, set himself on a promotion and tenure track without administrative responsibilities initially and then incorporated his first leadership role after making full professor. Finally, Vivian undertook a department chair role as an assistant professor. For three of the six faculty members, serving as a department chair was a critical milestone in considering their capacity or affinity for leadership. The other faculty members' work on committees and special initiatives was the experience that served as their lodestar. All articulated incorporating leadership into their careers, even though the timing of these experiences varied.

Thus, prior to the FP, each participant had made multiple decisions about entering a career in higher education and about advancement opportunities (see Table A.21). Faculty members made decisions related to promotion and tenure and incorporating at least an initial positional leadership role into their work life. The administrators in the study sought higher-level positions in their areas of interest to enact career advancement. For them, leadership evolved through this advancement. The timing of these decisions

varied according to when the participant decided about entering higher education as an appropriate setting for his or her career.

Career Decisions during the Fellowship Program

Career decisions that occurred during the FP were examined as well. Table A.22 in Appendix M charts these decisions for each Fellow based on the coding for occupational plot. Career decisions during the FP centered on what the next or future step might be. Fellows were making decisions about the type of position, including a presidency, or the scope or setting for a next role to pursue as demonstrated in Table A.23.

Type of future position. Some Fellows decided on a specific type of position, such as a deanship or a provost role, as a next step to pursue after the Fellowship. As an example, Rick saw himself eventually in a provost position and started to map out the positions that would support achieving that role. Fellows also indicated eliminating certain leadership roles, as several (Diana, Lucia, René, and Vivian) decided against presidencies as a future goal. Rick, Robert, and Julie seemed ambivalent about a presidency. Julie acknowledged that she did not have the terminal degree deemed necessary for a presidency, but she had not ruled out returning to school. Rick related that the presidents with whom he worked projected a presidency for him, and Robert, while open to a presidency if he were approached, saw his values and skills aligned with his current provost role. Although Robert and LeRoy did not discuss decisions made in the FP, they did note that they were encouraged to attend the FP to set themselves up for opportunities at their sponsoring institutions. They viewed their time in the FP as skill-

building, and so, perhaps, were not considering next moves as strongly as the other FP alumni in this study.

Scope and setting. Julie, Lucia, and Vivian realized that for them, the decision was less about a specific position and more about the scope of work that they came to understand as their passion, interest, or talent. Lucia explained that during the FP she saw the scope of a chancellor's responsibilities, which reinforced for her that internal operations was her passion. Vivian quickly saw herself fitting more into a leadership role that performed strategic planning and implementation and achieved that role during the FP. Julie noted that the FP supported her commitment to a career in higher education because it helped her see that a university setting met an important personal value.

Career Decisions after the Fellowship Program

Career decisions following the FP are summarized in Table A.24. Table A.25 denotes the position held immediately prior to the Fellowship, the position the participant was in during the program and the position they entered after the Fellowship. After the Fellowship, all the participants had moved into new positions that reflected an advancement and a greater positional leadership role. New positions included provost, dean of a college (2), vice chancellor, executive director/director of a broader unit, vice provost, and associate dean. As part of these positional changes, five Fellows decided to change institutions, while three remained at their sponsoring institutions. Thus, all the Fellows enacted some sort of change in position that reflected career advancement and a greater leadership role, with frequent moves to different institution types.

Considerations Related to Decisions

As another element of CCT, micronarratives supported addressing the considerations about careers that were posed in Subquestion 2. Micronarratives are short stories that recount an "important incident, significant figure, self-defining moment, or life-changing experience" (Savickas, 2011, p. 152). Two types of micronarratives provided insight into the considerations Fellows made about career decisions. The first were general considerations they made about their careers, and the second was considerations about the FP specifically that became elements in their decisions. Table A.26 outlines the general considerations Fellows made about their careers. From these highly individualized short stories, several themes emerged: (a) family; (b) enacting important personal values through one's career; (c) a broader view of higher education; and (d) a greater understanding of self. Table 5.11 summarizes from the micronarratives which Fellows expressed particular considerations.

Table 5.11
Participants' Career Considerations

ACE Fellow name/ pseudonym	Family	Personal values	View of higher education	Understanding of self
Diana	X		X	X
Julie	X		X	X
LeRoy	X	X	X	X
Lucia	X	X	X	X
René	X	X	X	X
Rick	X	X	X	X
Robert	X		X	X
Vivian	X		X	X

Family. Several of the Fellows discussed how the needs of their family, both children and spouses, weighed into their decision-making process for their careers. Rick spoke about ensuring his wife had career opportunities as he considered opportunities or

career moves, and Robert related how being as involved in his family's life as he was involved in his career was an important consideration. Timing of geographic moves also was a critical point for LeRoy, Julie, and René in their discussion about their children's ages and needs. The needs of family and spouses emerged as a consideration for all Fellows.

Personal values. Outside of family, Fellows also related values they deemed important considerations in their careers. For example, René shared how bringing others along was an integral part of who she is and explained how she enacted this in her work life. LeRoy spoke about his church family and how his work as a pastor played into his higher education career considerations. Lucia and Rick noted how seeing the work of the president reinforced that fundraising was not their forte, but academic operations were. The ability to enact various personal values was an important consideration for these participants.

Broader view of higher education. All of the Fellows spoke about how they gained a broader view of higher education, which influenced their career decisions. For example, René discussed how interacting with the other Fellows

> broadened my horizon dramatically and helped me to stretch my perspective on where I could go in higher education because I was comfortable. I could relate to people throughout the university, and I knew that, but it reinforced that for me.

Others shared similar sentiments. Gaining a bigger view of higher education, then, became a career consideration.

Greater understanding of self. Along with this broader view of higher education, these Fellows also obtained enhanced understandings of themselves through their FP that impacted their career considerations. Lucia explained how the responsibility

of fundraising as a presidential requirement was not attractive to her and dissuaded consideration of a presidency as a future step. Vivian's comments exemplified this enhanced perspective when she explained that through the FP she learned that she was most interested in creating new programs and realized she could make a strong contribution in bringing forth something new. In comparing herself to her cohort, she also saw that most of them were "extreme extroverts." Realizing that she did not enjoy being as extroverted as required for a presidency, she sought other positions to achieve more congruence with her personality. Through seeing a greater perspective of higher education, Julie realized that it was important for her to not "do less" than she was doing now in her leadership role.

Thus, these participants expressed shared considerations about family, personal values, gaining broader perspectives on higher education, and understanding themselves as considerations for their career decisions.

Considerations about the Fellowship Program

Micronarratives were also helpful in understanding the considerations participants articulated for participating in the FP as part of the career narratives they told. Table A.27 in Appendix M outlines these considerations. Across the Fellows, three reasons for participating in this program emerged as career considerations: (a) exploring a specific upper-level position, such as that of a dean or provost; (b) requesting this opportunity to support considering general future opportunities, including full-time administrative work; and (c) being requested to participate as training for a future leadership role. Table 5.12 outlines these considerations and the Fellows who expressed them.

Table 5.12
Reasons for Participating in the Fellowship Program

ACE Fellow name/pseudonym	Exploring a specific upper-level position	Considering general future opportunities	Being requested to participate
Diana	X		
Julie		X	
LeRoy		X	
Lucia			X
René		X	
Rick		X	
Robert	X		X
Vivian	X		

Exploring specific roles. Robert and Vivian expressed using the FP to try on a specific higher-level leadership role. Vivian commented, "During the Fellowship, I was exploring the possibility of a dean's role or a provost role, seeing how it fits." Robert noted, "I really went into the FP looking more at a dean's role, having done it on an interim basis. I really wanted to get a little more kind of a breadth of experience, a little broader university look." Diana related wanting to achieve a deanship and using the FP experience to support this aspiration:

> A deanship was my goal before I even decided to do the ACE FP. So I went to the FP in order to develop the skills and background that would enable me to assume a higher level of leadership position. Ultimately, I was able to move into this deanship a couple of years following my Fellowship.

These Fellows, then, used the program to conduct career exploration about specific roles.

Considering general opportunities. This exploration was also characterized as considering greater levels of administrative work as part of one's career. Rick stated:

> I wanted to do the Fellowship in order to decide whether I wanted to pursue more administrative roles or whether that really wasn't for me and wanted then to just go back to the faculty and grow my scholarly activity.

Similarly, LeRoy used the FP to explore seeking a greater administrative role through a process of elimination.

> I had to make a decision whether to continue down the faculty tenure-track line or dive into administration full-time. So, I used the ACE experience to learn more about higher education to see if I could eliminate the higher education administration line.

René mentioned, "It was during that time at Michigan State University that I participated in the ACE Fellows Program in 2009-10 and really began to think about what I wanted to do in terms of higher education leadership." Julie related seeking a new opportunity and using the FP to position herself for a broader leadership role through the FP.

> The provost knew that I was looking for the next opportunity and that I was being approached by some other schools. He came to me and said, "You know, I really think it would be very good for you to have more experience with faculty to gain more breadth." I had so much administrative experience, but I didn't have a lot of experience with faculty on academic matters. I tended to work with faculty when they had administrative issues, and he said, "You know, if you really wanted to be a senior leader, I think you should get engaged in the ACE Fellowship."

These Fellows exemplify using the FP as a general way to conduct career exploration and explore leadership roles with a broader scope than the roles they held prior to their participation in the program.

Being requested to participate. Others expressed being tapped for the FP. Lucia explained, "I'd been in my position for 4 years, or almost 5, and basically the provost asked me if I wanted the opportunity to be nominated for the ACE Fellowship that was strongly supported by our president." Robert mentioned a similar occurrence.

> Even part of my rationale for taking the ACE Fellowship was, of course, at the request of the president, because there was a dean's position that was going to open up at the college that I was serving in, and they were interested in me

> applying to that and wanted this time to be spent in preparation for that position. I entered into it with that kind of idea.

In sum, participants' insights about participating in the FP included both a desire to explore general and specific leadership roles and being encouraged or requested to participate by a supervisor due to potential future opportunities. These considerations weighed into their decision to participate in the FP.

Summary of Findings for Subquestion 2

Participants' decisions prior to the Fellowship included the initial choice of higher education, which occurred at different points for different Fellows, advancement, and incorporating an initial leadership role into their career. Decisions during the Fellowship focused on the potential of a provost or presidential pathway. Some Fellows ruled out a presidency, while others remained ambivalent but open to such a leadership role. Decisions following the FP involved considering what might be next. All Fellows incorporated higher-level leadership roles into their careers; five of eight moved to new institutions 2 to 4 years later to achieve this new role. Considerations that weighed into career decisions included needs of families, their values, a broader view of higher education, and a greater understanding of self. Reasons for pursuing the FP included testing the waters for a full-time and/or higher-level leadership role, preparing for general future opportunities or specific leadership roles, and being encouraged or tapped to participate. These considerations entered into the decision to participate in the FP as a way to consider incorporating further leadership roles into their careers.

In conclusion, occupational plots and micronarratives elucidated participants' career decisions and considerations. The data gathered and analyzed for this study provided explanations beyond simply looking at paths. They provided insight into the

decisions Fellows made about their careers, including the reasons they entered higher education, tried on an administrative role, sought a greater leadership role, and then advanced themselves as leaders.

Subquestion 3: Incorporation of Leadership Considerations into Careers

The third subquestion asked: How have ACE FP alumni incorporated leadership considerations into their careers? Foundational to this question is the underlying assumption detailed in chapter 1 about leadership being a personal value that may be enacted as part of a person's work life. Chapter 2 noted the lack of connection of the constructs of leadership and careers as a gap in the literature.

To connect leadership and work life through CCT, the researcher employed the character arc from CCT as the element that might best explain how a person integrates leadership into a career. Character arc is the "aspect of a theme that portrays where an individual started, is now, and wants to end up on some essential internal issue—his or her transformations as part of this process" (Savickas, 2011, p. 151). To operationalize this element in coding these narratives, the researcher coded the texts for values, interests, influences, identifications, and epiphanies as elements of CCT that elaborate character arc. Finally, the researcher aggregated the analysis of these codes and themes into the character arc to explain the development or transformation that occurs in integrating leadership as part of the self.

Values

From the coding on values, 16 themes emerged from these participants' narratives, which are listed in Table 5.13. The number of distinct values alludes to the

highly individualized nature of this element. Among the 16 values that emerged from the coding, two cut across all participants: impact and family.

Table 5.13
Character Arc: Values

Value	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Affinity with higher-level leaders					X			
Collaboration	X			X				
Connections				X	X			
Developing others	X	X				X		X
Empowering others	X	X				X		X
Family	X	X	X	X	X	X	X	X
Fit		X				X		
Impact/influence	X	X	X	X	X	X	X	X
Improve human condition	X							X
Increase URM participation in STEM industries			X					
Interdisciplinary	X							
Persistence/perseverance		X				X		
Religion/faith			X				X	
Research						X		
Social justice					X			
Work	X							

Note. URM indicates underrepresented minorities; STEM, science, technology, engineering, and mathematics.

Impact. First, Fellows expressed having an impact or influence as important. Diana, Julie, Rick, LeRoy, Lucia, and Vivian all spoke about empowering and developing others as values that were critical to their lives. Impact and influence were exemplified in comments from Lucia:

> I think that there is a connection between leadership and change, and maybe the connection is if you do have aspirations to go higher up in leadership, not just for the sake of new titles or bigger titles, but because of your desire to help influence more broadly, that's probably one of the direct connects for me.

LeRoy put it this way:

> So that's really been the driving passion for me—the enjoyment of teaching students in the classroom as well as the outreach programs, facilitating

> conferences, sending students overseas and just really helping them to advance in STEM, both here at the university or in church.

Diana expressed it in this manner:

> Where I'm from is a very philanthropic, very religious, very service-oriented culture. As an academician and a faculty member, again, I thought whatever we should do, should improve the human condition in some sense. So I had a larger picture of what a university is all about, what it should be doing, rather than just a disciplinary perspective.

Vivian invoked a philosophical view in her explanation:

> I like to help people achieve what they want to achieve, and leadership allows you to do that because you control resources that you can use to help people. There's a saying in the *Tao*, "We did it ourselves," and I take on that role. I try to make things possible for other people to take on that role to do it themselves—the sense of empowerment.

Exerting a positive influence or impact as a leader, then, was the first cross-cutting value that emerged.

Family. Fellows also expressed family as a central value in their lives. As discussed in detail in Subquestions 1 and 2, maintaining a quality family life was articulated by the Fellows and was a common consideration in career decisions. For these Fellows, this value was often enacted by not moving frequently for new positions to provide stability for their children and spouses. Although Diana related that work served as her personal driving passion, her family, including extended members, was important, and she considered a move that accommodated her husband's situation. Likewise, Lucia made a professional move to support a personal relationship. Robert expressed the value of family in this way:

> I've seen enough people who have struggled in the family area. Succeeding in the career area, for me, that's a price that I'm not willing to pay. I've been fortunate and it's been a blessing I've been able to do both. I think for our kids, I look at

> what I want for them, and to be in a nice position, career-wise, where we live. They've had a benefit of what we've done, where we've been.

Rick spoke about family in terms of his thinking about a presidency as a future possibility.

> It's more about the fit, whether it's something my family would be interested in doing. . . . I don't want to hurt my family in all of that either. Because I have small children, that's something I have to take into account.

Family, then, was a stated value among these Fellows and impacted the incorporation of leadership into their careers.

Hence, among the 16 values that emerged from the coding, personal impact or influence and family were common among the participants, as all of them spoke about the importance of having a positive effect on programs, institutions, and people as well as holding family considerations equal to or more important than career considerations.

Interests

Interests are defined as a "psychosocial tensional state between an individual's needs and social opportunities to attain goals and satisfy those needs" (Savickas, 2011, p. 152). Six interests emerged and are listed in Table 5.14.

Table 5.14
Character Arc: Interests

Interest	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Budget/finance		X		X	X	X		
Research			X			X		
Senior higher education leadership	X	X	X	X	X	X	X	X
Strategic planning								X
Students		X	X					
Teaching	X		X	X		X	X	X

As might be expected, achieving a senior leadership position in higher education was an interest all participants expressed. A representative comment is Robert's:

> In doing the interim deanship, I was working at a level where I began to think about some other possibilities that maybe I hadn't really thought about. I began to think about what else I might be interested in, career-wise. I think the provost's thought was to have me try this role and then kind of be thinking about how I might be interested in that type of role in the future.

All the other participants expressed similar interests in serving as a senior leader at a college or university.

Other interests as related to their careers were highly individualized. These interests included budget/finance, research, strategic planning, students, and teaching. Lucia spoke about learning about and respecting the financial aspects of running a university. Vivian was highly interested in conducting and implementing strategic planning for a higher education organization. Rick and LeRoy discussed the challenges of balancing administration and research as senior-level leaders. Julie was interested in maintaining students as the heart of the mission, even as her scope was primarily information technology. Other Fellows spoke about the importance of teaching as an interest and working to support that endeavor even if they were no longer in the classroom. Fellows, then, expressed a variety of interests related to their careers in higher education.

Influences

The definition of influences used in this coding was the "form of internalization in which introjected guides are taken in whole and stored in the mind as precepts" (Savickas, 2011, p. 152). As shown in Table 5.15, analysis of career influences revealed five key types of guides whom these participants internalized as integral to their career

development. Highly individualized, the guides were described as (a) mentors, (b) advisors in academic programs, (c) parents, (d) presidents met through the FP, and (e) supervisors.

Table 5.15
Character Arc: Influences

Influences	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Mentors (general sense)		X	X					
Advisors in discipline			X	X		X	X	X
Parents	X			X		X		X
Presidents met through FP	X	X	X	X	X	X	X	X
Supervisors	X		X			X	X	

Mentors in a general sense. Participants spoke generally about the influence of mentors throughout their careers. For instance, Julie related:

> I have certain people who mentor me in being more courageous and bold . . . and . . . other people who mentor me in being more aware of my risks. . . . I call different ones depending on what the occasion requires.

René stated:

> I was quite deliberative and had mentors who helped me early on think about the opportunities you should think about to take advantage to position yourself for that next level. It was done very subtlety, and it was only after a few years that I realized I was being mentored in spite of myself where people saw things in me that I wasn't aware of that were there, and then when I took advantage of some of these professional development opportunities. For example, I never would have thought about managing the endowments or the treasury.

All participants related similar notions about mentoring as an important occurrence in their careers in a general way.

Disciplinary advisors. Five of the participants discussed how advisors in their disciplines influenced their careers as students. As an example, mentors encouraged the pursuit of doctoral programs. As Robert indicated, "As I was going through my program,

one of my mentors was really encouraging me to pursue a doctorate through them."

Vivian's advisor nominated her for graduate school funding:

> When I was a senior, however, my advisor recommended me for a National Defense Education Act fellowship for graduate school. I just walked in one day, and he said, "Here it is, if you want it" . . . and I said "Okay." He asked, "Well, what do you want to do?" I had no idea because I hadn't been thinking along those lines, and so I knew I loved animals and I wanted to study animal behavior. He sent me to see a faculty member who was in animal behavior. I liked him and he said, "Come join my lab." And, that was what I did.

LeRoy's advisor prescribed serving as a mentor himself, which ultimately led to him directing the program in which he served as a graduate student advisor.

> He said, "LeRoy, you don't really have a choice. I want you to do this and plus you're going to have an opportunity to mentor African-American kids." I agreed and went ahead and did it. Well, it turned out to be the South Carolina Alliance for Minority Participation (SCAMP), the very program I'm the director of today.

Particularly for the faculty in the study, advisors in their disciplines played an important role in their early careers.

Parents. Parents were also influential as guides. Diana noted, "I was highly influenced by my mother, who was a woman in a male-dominated field of chemistry." She related how her mother sent her articles about women in science, technology, engineering, and mathematics (STEM) as one way to mentor Diana in her own male-dominated field. Rick also spoke about his father's influence on his work ethic: "My father is a very hard worker. He's now—he'll be 93, but he worked until the age of 89. He loves to work and that's instilled into me as well, . . . that work ethic." Parents were mentioned by multiple Fellows as influences.

Presidents. Additionally, Fellows discussed the influence of the presidents and provosts they met through the FP. René described her presidential mentorship as

transformative. Julie related the value of these mentors from outside her own campus as a way to broaden her perspective. She explained the critical nature of interacting with presidents over the session dinners and how she could see them as people, just like herself. Julie noted that in no other program can a person phone a president on an issue and receive an immediate response, demonstrating the strong connections between the Fellows and the presidential mentors. Diana underscored the critical nature of the mentoring relationship, saying "the mentoring by my host mentor—that was all very, very crucial." Rick spoke at length about all that he learned from not only the president of his host institution, but from the provost as well. All Fellows in this study related similar sentiments. Interacting with presidents through their placements and didactic activities was a critical influence.

Supervisors. Finally, supervisors at their sponsoring institutions were a source of influence. An exemplary comment is Robert's: "I think the provost's thought was to have me try this role and then kind of be thinking about how I might be interested in that type of role in the future." His provost encouraged his leadership development. LeRoy also related, "Since my administrative responsibilities were increasing, one of my mentors here who was an ACE Fellow back in the early 1970s suggested that I apply to the program." This mentor was the department chair who initially hired LeRoy for his position at Chicago State. Diana spoke of a supervisor who was a reluctant mentor, "He would not like to call himself a mentor, but in many ways he is." While this person did not identify himself as a mentor, she incorporated him as such. Whether reluctant or willing, supervisors often were influential as mentors.

Thus, advisors in academic disciplines, presidential mentoring as part of the ACE FP experience, parents, and supervisors in leadership positions all served as guides by which these participants internalized influences in their careers.

Identifications

The final code comprising character arc is identifications, defined as "a form of internalization in which incorporated characteristics of role models are taken on and stored in the mind as concepts" (Savickas, 2011, p. 152). This code was applied whenever participants discussed others who provided examples of leadership that they wanted to or did emulate in their professional lives. As shown in Table 5.16, Fellows mentioned a variety of role models, including specific people who served as role models to them as well as role models in general terms. All participants mentioned presidents and other leaders met through the FP as role models.

Table 5.16
Character Arc: Identifications

Identifications	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Role models (general sense)					X			
FP cohort					X			
Parents	X					X		
Presidents and other leaders met through FP	X	X	X	X	X	X	X	X
Supervisors	X					X	X	

General role models. Fellows discussed the general notion of role models through their careers. As an example of this, René discussed her time as Wellesley:

> I had role models and received mentorship there, not just from great women but from men who made sure I had opportunities to participate and lead board committees and do a lot of professional education in terms of endowment planning.

Other Fellows expressed similar sentiments of role models being general important influences.

Specific role models. Fellows also mentioned specific people who served as role models for their careers. Rick specifically noted a provost he worked under as a role model who eventually tapped him for the FP. Diana expressed viewing her parents as an example to hold up and saw herself as a scholar because of their emphasis and example of pursuing higher education when a college degree was not as common. Likewise, other Fellows discussed particular people who were role models during their careers.

FP presidential role models. All eight participants emphasized the important nature of the role models they encountered as Fellows. For example, LeRoy and Vivian identified the presidents for their ACE FP placements as role models.

> I had the opportunity to shadow the president, be in board meetings, go to the trustee board meetings, and have the liberty to talk with all the administrators, who were very open with me. The experience really did a lot for me and made me realize that the individuals were no different than I. (LeRoy)

> The two presidents' leadership styles were similar in many ways. Both were alumni of their respective institutions. . . . These were very different kinds of approaches, and I learned a lot about approaches, how those men approached those roles in the institution, and their similarities and their differences. (Vivian)

Thus, the Fellows internalized role modeling in general, and the role modeling of specific people such as presidents, parents, and supervisors. Presidents met through the FP were especially important role models for these participants.

Epiphanies

The research texts were also reviewed for epiphanies, defined as special events in an individual's life that represent turning points, either positive or negative (Creswell, 2007). While epiphanies are not a part of CCT (Savickas, 2011), the researcher included

them based on their usefulness in other qualitative studies (Creswell, 2007). Table 5.17 charts the insight these participants related.

Table 5.17
Character Arc: Epiphanies

Epiphanies	Diana	Julie	LeRoy	Lucia	René	Rick	Robert
Ability to envision a leadership role for self			X				X
Ability to reach out to deans		X					
Ability to see self in a different way	X	X	X	X	X	X	X
Broader view of higher education	X	X	X	X	X	X	X
Meaning of leadership	X						
Nonlinear nature of careers					X		
Not seek presidency	X			X	X		
Underrepresentation of UMRs in STEM industries			X				

Note. UMRs indicates underrepresented minorities; STEM, science, technology, engineering, and mathematics.

Epiphanies ranged from seeing a different way in which to work with others to not pursuing a presidency. Julie came to understand an ability to work with people in a different way as an epiphany. LeRoy expressed the realization of the underrepresentation of minorities in STEM as an early turning point in his career that led to pursuing a university position. Robert's epiphanies centered on considering senior-level roles and changing institutions:

> In doing the interim deanship, I was working at a level where I began to think about some other possibilities that maybe I hadn't really thought about. I began to think about what else I might be interested in, career-wise. I think the provost's thought was to have me try this role and then kind of be thinking about how I might be interested in that type of role in the future. . . . Part of feeling that disorientation was the reason for doing the FP and then also having enjoyed doing something separate from New Mexico State begged the question of: Is this university where I want to be?

A turning point for Lucia was her decision not to pursue a presidency even after the benefit of attending several leadership development programs. The ability to see

themselves in a different way and a broader view of higher education emerged as cross-cutting realizations for all participants.

Different view of self. All Fellows expressed seeing themselves in a different way with the ability to envision themselves in leadership roles, even if not a presidency. As an example, LeRoy came to an understanding that the individuals who served as presidents were no different than he was as a way to view himself differently. Rick and Robert were tentatively able to see themselves as potentially presidents in the future. Vivian realized that she did not enjoy the outwardly facing role of leadership and did not see herself in the role of a dean, provost, or president, instead preferring to lead in a strategic planning and implementation role. Reflecting on the meaning of leadership was Diana's turning point. Diana related:

> During the FP, I really started thinking about what it means to be a leader for the first time in my career. What are the skills? Why is the cultivation of leadership skills important? The FP experience really opened my eyes to the different kinds of leadership opportunities available in higher education.

Broader view of higher education. A second realization was a broader view of higher education. René related changing her view of herself and leadership.

> Sort of 9 months into the fellowship, you're asked to go back and look at your original philosophy and really think about if that accurately describes where you are, who you are, and for me it was very, very different. . . . What I began to realize was that ambiguity became my friend in the sense that I had a great deal of influence and credibility by work on committees, task forces, by deep knowledge of each of the colleges and their leadership.

Through his FP experience, LeRoy developed a broader view of a university and the connection or lack of connection of faculty. Like LeRoy, Rick also expressed gaining a broader view of the university as a turning point.

Fellows, then, experienced a variety of turning points, or epiphanies, about their careers, some of which occurred as part of the FP and some of which came outside the program from other life experiences. A broader view of the university and of oneself were cross-cutting realizations.

Summary of Findings for Subquestion 3

Character arc is the "aspect of a theme that portrays where an individual started, is now, and wants to end up on some essential internal issue—his or her transformations as part of this process" (Savickas, 2011, p. 151). Coding for values, interests, identifications, influences, and epiphanies revealed the essential issues and the transformation involved in building character arc in this study. As a group, these participants' essential issue was the transformation of viewing themselves as a senior-level leader in higher education, which was a common epiphany. Participants had lower-level leadership roles, such as department chair, director of general education, and associate chief information officer, and used the FP to test the waters for a higher-level role. A second transcendent epiphany among these Fellows was the broadening of their perspectives on higher education. All the participants related seeing higher education in a bigger way—that is, the FP supported them understanding not only their department or institution, but other institutions, national issues and policies, and even a global perspective of higher education. These leaders held the similar values of developing and empowering others, desiring to have an impact and influence in an organization, and maintaining family as important. They expressed a common interest in leading at the senior level, and their view of themselves as leaders expanded. The influence of a mentor and identification with role models, both as part of the FP and before and after, supported this necessary paradigm shift of seeing

oneself in a different way. University and college presidents were critical mentors and role models.

As demonstrated by the epiphanies they revealed, the influences and identifications they expressed as important, and the interests and values they enacted as part of their careers, these ACE Fellows incorporated leadership considerations into their careers as a transformative process. These elements, as denoted in CCT (Savickas, 2011), were examined for each person as well as across all participants. Incorporating leadership into their identities and acting on this identity through their work lives was a character arc—the personal issue or transformation that the individual wished to resolve (Savickas, 2011). Central to this incorporation was choosing an administrative or faculty career at a college or university, taking on an initial leadership role, seeing or having mentors reflect their potential for an even greater role, and undergoing the transformation as gaining a broader view of self and higher education through the FP to achieve this. Along the way, epiphanies occurred as the Fellows' views of themselves and higher education expanded.

So, then, each Fellow began with a common value of leadership and a more narrow perspective than when they finished the FP. Through their experience in the FP, they gained a broader view of higher education and an internalization of influences and identifications that supported the insight, or epiphany, of seeing themselves as potential senior leaders at a college or university. Although several Fellows decided against pursuing a presidency, and others remained ambivalent about this career step, all saw themselves as leaders who could not return to their prior identities or roles. Thus, the arc reflected this incorporation as a transformation into a senior leader.

Subquestion 4: Future Considerations About Their Careers

The fourth subquestion asked, "How do ACE FP alumni consider the future of their careers?" To answer this question, the codes for occupational plot-future were examined for themes. Table A.28 in Appendix M provides a summary of this coding for each participant.

The Fellows expressed a range of certainty and ambiguity about their careers, with none definitely or actively considering a presidency at the time of the study. The deliberations Fellows made about the future of their careers were highly individualized, ranging from a high degree of uncertainty about the future to more assurance about next steps.

First, three Fellows, Vivian, LeRoy, and Lucia, expressed uncertainty about next positions or even remaining in higher education. Although she knew that she enjoyed strategic planning, Vivian was concerned about the availability of those positions, weighing into her pursuit of one as a future position. She noted that with 18 months remaining in her current contract, the future looked unsure. LeRoy was also uncertain about his path. He was at a crossroads with a choice to stay in higher education and advance as far as he could or pursue the pastorate, which was also an integral part of his life. Lucia was entertaining considerations about a potential provost position, with the caveat that it would have to be at an institution that fit her, and was unsure about moving geographically at this point in her life. These Fellows seemed the most uncertain about their next steps.

Other Fellows, though, had more definitive plans. Diana had achieved a deanship, which she perceived as the capstone to her career:

> I like my current job very much. I just want to do the best I can. I'll be having my 62nd birthday very soon. I don't really see myself having two more moves. I just want to enjoy my present job as much as possible, do the best I can for the college I'm entrusted with, and make the university where I am now as strong as possible.

Also expressing more assurance with her direction, René saw a chief financial officer or chief of staff position as a potential final move.

> I made a considered choice that that [chief financial officer position] was where I wanted to be—that or a president's chief of staff. Depending on the institution and fit with a leader, that would be a very, very interesting cap-off to my career, where I'd bring my experience as a CFO and strategic planner to that role.

Julie, Rick, and Robert had all moved into new senior-level positions at new institutions, securing next steps, yet they expressed ambivalence about a presidency as part of their future career path. As a career administrator without a terminal degree, Julie made this observation about herself, "Do I have any plans to be a president or provost today? Not specifically. . . . I don't have a Ph.D. today, . . . but then again, it wouldn't shock me if I went back and pursued that." Rick and Robert, as Ph.D. faculty who were advancing through the leadership ranks, were also uncertain about a presidency. Robert questioned his congruence with the scope of a presidency, observing, "I could see potentially serving in the role of president, but I don't really aspire to do that, and I don't really know if I am well suited for that role."

Additionally, Fellows expressed how the FP was a structured way in which to test the waters for a higher-level administrative role and to learn about the role and responsibilities of a president as the highest administrator in a university or college. It gave them a way to try on these roles prior to incorporating this level of leadership into their careers. This act of trying on allowed them to see if the scope of the role was congruent with their identity as a leader and if it fit with their other life roles. After trying

on these roles, none of the participants definitely or actively considered a presidency at the time of the study. At one end of the spectrum of presidential considerations were René and Vivian, who ruled out a presidency through their FP experience; LeRoy, who was considering both higher education and ministerial paths; and Diana, who saw a deanship as her final position. Robert and Rick were on the other end, considering a presidency as a potential career move, but tentative about that career path. Rick playfully said this:

> I don't see myself being in the same position for the rest of my career. More than likely, I'll do something else in my career—what that is, I don't know. It could be a provost, maybe a presidency, maybe I'll become a professional bass fisherman, which I would enjoy.

Thus, none of the participants in this study, even those in cabinet-level positions, have committed to the pursuit of a presidency.

Summary of Findings for Subquestion 4

In sum, all the Fellows viewed themselves as senior leaders and acted upon this identity by securing new positions and roles that were congruent. In the current culture of academia, leadership roles are to be eschewed, nor it is not acceptable to state the presidency as a future aspiration (Palm, 2006; Ekman, 2010; Stripling, 2011). Thus, it is difficult to untangle the extent to which these participant have not yet committed, the extent that they are all fairly new in their current positions to be thinking deeply about next steps, and the extent that the culture would dictate that they should not articulate a presidential aspiration. For most of these Fellows, their long-term futures seem open to the possibilities of additional higher-level leadership roles, even if not presidencies.

Subquestion 5: Interpretations to Assist Others with Similar Considerations

The final research subquestion asked: What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development? Coding for life themes and advice in the research texts supported the analysis of this question.

Life Themes

According to Savickas, life themes that emerge from career stories are "the limitations, disruptive events, and personal deficiencies that an individual intends to overcome and transcend" (2011, p. 32). Table A.29 in Appendix M summarizes participants' expressions of these life themes. The participants shared limitations, disruptions, and deficiencies related to their careers and the incorporation of leadership roles. Limitations are those events or experiences that occurred and restricted their careers in some way (Savickas, 2011). Disruptions are events or experiences that caused inner turmoil or impeded progress (Savickas, 2011). Personal deficiencies are those experiences or events where one realizes a deficit that must be overcome to move forward (Savickas, 2011). Limitations, disruptions, and deficiencies are obstacles that can occur as part of a person's career.

Limitations. Limitations among these participants included hitting a ceiling for advancement, confronting a change of place, considering education level, overcoming background, and the impact of family (Table 5.18).

Table 5.18
Career Limitations Expressed by Participants

ACE Fellow name/ pseudonym	Ceiling for advancement	Change of place	Education level	Background	Impact of family
Diana					X
Julie	X		X	X	X
LeRoy				X	X
Lucia	X	X			
René	X	X	X		X
Rick		X		X	X
Robert		X			X
Vivian				X	

Ceiling for advancement. Three participants mentioned hitting a ceiling as a limitation that had to be overcome. Julie noted how there was no room for her to move due to the career paths of people ahead of her. Lucia described an end to her advancement as a professor prior to moving to another institution and essentially starting her career over. René also expressed frustration with a lack of ability to climb a ladder and later expressed a realization that careers do not always have to take a hierarchical shape to show advancement. Thus, these participants felt they had reached a point in their career where they could not advance any further without some sort of drastic measure.

Change of place. Four Fellows expressed the role of relocating geographically as a limitation with which to deal. René spoke of the change of place in the context of family and commitment to place. She had made the decision not to move until the timing was right for her family, which played into the frustration she expressed in hitting a ceiling for advancement. Rick's context for considering place was a limitation of a town they lived in with few employment opportunities for his spouse, which was important to him to resolve. To overcome this limitation, he sought new positions, whereby he became a department chair at an institution in a new location. Robert had to transcend an abiding

comfort with where he and his family lived to consider becoming a provost. Making this move was a change he confronted upon returning from the FP. At the time of the study, Lucia expressed currently confronting if and when she wanted to move at this point in her life and career. Lucia observed that leaders may have greater propensity for change themselves in their own lives, but that people move based on their age and career stage, and this consideration is very individual.

Education level. The two administrators in the study disclosed how the lack of a doctorate was an impediment. Part of René's decision not to pursue a presidential path was the type of institution she enjoyed and how a Ph.D. was necessary to have credibility with the faculty. René expressed uncertainty about pursuing a Ph.D. at this point in her life and career. Not possessing that credential and experience weighed heavily into her considerations about future positions and institution types. Julie also acknowledged the limitations of not having a terminal degree; however, she had not ruled out pursuing a doctorate at some point.

Overcoming background. Four Fellows discussed overcoming the socioeconomic status of their backgrounds as part of completing college and making initial career considerations. LeRoy shared that he grew up lower middle class and wanted to raise his social class as a means by which to do better for his family. Julie talked about attending community college and a state university and working full-time while in school. Rick also worked his way through school and played sports to cover tuition. Vivian related how she was a first-generation student and had to overcome dissonance with her parents on the choice of a major as well as her identity as a first-generation student that still invaded her confidence 40 years later.

Impact of family. Family impacted the Fellows' careers as a limiting factor. LeRoy expressed this as the importance of stability to his family.

> After the ACE FP and before taking on an administrative role at Chicago State University, my wife and I agreed that we would allow them [their three children] to all get out of high school before we made any future moves. That's one of the big reasons that I really have not moved from Chicago State. Being patient gives me ample time to build and establish the Center [for STEM Education], which looks good on my CV. It's a win-win for me and my family.

René was planning a career on a Wall Street when she became pregnant right after getting married. She shifted the course of her career to accommodate a baby and then young children as her family grew. She also spoke of the right time to make career transitions based on the ages and stages of her children. It was not always easy:

> I think a lot had to do with obviously the supportive work environments I was in, but I also had to fight for some of that in terms of on-site day care, flexible hours, and pioneering flex time or telecommuting with some of my employees.

She also related that higher education helped her balance her personal mission and professional career.

Julie invoked a sense of balance when she and her husband had their children that impacted her approach to the Fellowship, where she brought her family in at the end of the FP weekends.

> Career/work life and home life are so integrated now, which is why I think that I broke that rule [of families not being allowed] because I think that people can see that it can be done the right way.

Robert spoke of the impact of family on how he imposed balance in his life: "I've tried to balance between church and family obligations, so that career didn't just take precedence." Rick also expressed making career choices based on the needs of his family and spouse, which led him to cast a smaller net for department chair or dean positions,

choosing places that met requirements for his family's quality of life. Securing a position for her husband as part of her move to a deanship was important for Diana. Therefore, the impact of family emerged as a robust life theme related to limitations.

Limitations, initially defined as factors that were restrictive to careers in some way, then, emerged as a ceiling for advancement, change of place, education level, overcoming background, and family impact. Restricting careers inherently carries a negative overtone. To these participants, limitations were not, however, always negative. Instead, some of the limitations reflected a value that was important to these participants and one that they were willing to invoke in a restrictive fashion because of its importance in their lives.

Disruptions. Different from limitations, disruptions were those events or experiences that caused personal dissonance or impeded progress in some way (Savickas, 2011). Participants revealed disruptions that included a change in interest or opportunities, the return to their institution from the FP, and the impact of work and family (Table 5.19).

Table 5.19
Career Disruptions Expressed by Participants

ACE Fellow name/ pseudonym	Change in interest or opportunities	Return from the FP	Impact of work and family
Diana		X	
LeRoy	X	X	
Lucia			X
René	X		X
Rick		X	
Robert	X	X	
Vivian	X		

Change in interest/opportunities. Four Fellows demonstrated how a change in interests or opportunities presented themselves and had to be dealt with. At the outset of

her career, René spoke about how her interests changed and evolved. She began doctoral work in psychology and while in her program developed an interest in a different but related field, mental health policy. Compelled by this interest, she left her program for studies at the Kennedy School of Government at Harvard. There, her interests changed to higher education finance and policy. Although upon completing this master's degree she planned to begin work in education finance on Wall Street, life intervened, and she shifted course, going into campaign finance:

> At the time Michael Dukakis was running for president. He was a lecturer at the Kennedy School and was looking for staff for his Boston headquarters, and so I was one of three deputy budget directors for his presidential campaign based in Boston.

This move ultimately set the stage for her career in higher education.

Other Fellows also expressed how opportunities changed the course they set for their careers. Vivian was about to graduate with an undergraduate degree and become a teacher when her advisor recommended her for a National Defense Education Act fellowship that would take her to graduate school. LeRoy also spoke about a change in interest. After entering industry from his postdoctoral work, he realized that there was a lack of minorities in the STEM fields:

> I never really noticed that there weren't a lot of people who looked like me in STEM along the way in the educational process. It didn't hit me until I went to industry and I was it. At that point I started to think about how I could increase the pipeline and increase the number of underrepresented minorities going into STEM and the industry pipeline.

His interest shifted to how he could affect the STEM pipeline and how he would need to change his career to enact that value. Robert also spoke about how an interim position while he was chair of a department disrupted his career, but supported his efforts to try

out a higher-level leadership role. Thus, these four Fellows dealt with changing interests and opportunities that served as disruptions in their career.

Return to sponsoring institution. Returning to their home institution from the Fellowship year presented difficulties, and several Fellows spoke at length about these various challenges. Three challenges stemmed from organizational restructuring or leadership changes that occurred while they were in Fellowship, and one challenge was the balance of roles.

Upon return, Diana faced a loss of her position:

> I came back and my job was gone. They had reorganized, and my office had been moved to the medical school. I returned to my department, and said, "Hi, I'm back." And they say, "Oh, were you gone? What were you doing? What was your research project on your sabbatical?" "Well, it wasn't a sabbatical. I was shadowing a provost and president." "Why? Why would you do that?" Your faculty colleagues have no appreciation for what you've been through or don't know why anyone would want to do that. . . . Sometimes people come back to their old job and do that better and maybe advance through that institution, but in my case, they didn't really have a job for me.

She was in an interim associate deanship for 2 years before she ultimately moved to a new institution.

Rick and Robert confronted changes in leadership while they were away. Rick related having to get to know a new provost and change his ACE project to accommodate what was taking place at his home institution. Robert went through a more difficult time, as both the president and provost who sponsored his Fellowship left the institution. As the former were grooming him for new opportunities at his sponsoring institution through his placement in the FP, the new leaders did not know him at all and assembled their leadership team while he was away. Robert expressed his return as disorienting:

> I came back to New Mexico State a little bit disoriented in the sense that I had no idea that I would be anywhere else but New Mexico State; we'd been there almost 17 years at that point, . . . probably 15 or 16 years, and were very settled. Our kids were settled, but I really didn't see myself being able to have some of the same experiences I had at Pepperdine there. I wasn't quite sure what that meant and what to think about as far as next career steps.

Like Diana, he was in limbo.

LeRoy, however, confronted the balance of faculty and administrative expectations. "After I returned from the ACE Fellowship, they made me an associate dean. I tried to maintain both administrative work and my research for a while, but it got to a point where it was really too much." Thus, LeRoy decided to leave his research agenda and other faculty responsibilities for full-time administrative work. These ACE Fellows had to transcend changes in their own scope, within their organizations, and in transitions of executive leaders as part of their re-entry, which were disruptive events in their careers.

Impact of family. For two Fellows, disruptions in careers were related to family considerations. Lucia met someone professionally who became a personal relationship and she left her professorship to relocate for this relationship and had to begin the promotion and tenure process again, along with taking a substantial pay cut. René was on the verge of taking a new position when her spouse took a new position in another state and they uprooted their lives for this move. Thus, these two participants' careers were impacted by their own or a family member's career decision and geographic move as a disruption.

Deficiencies. Participants related risks and failures, struggles of leadership, and view of self as a leader as those experiences or events where one realizes a deficit that

must be overcome to move forward (Savickas, 2011). These experiences are listed in Table 5.20.

Table 5.20
Career Deficiencies Expressed by Participants

ACE Fellow name/pseudonym	Risks and failures	Struggles of leadership	View of self as a leader
Diana		X	X
Julie		X	X
LeRoy			
Lucia		X	X
René			
Rick	X		X
Robert	X	X	X
Vivian	X		

Risks and failures. Rick spoke at length about failing at things and learning from those experiences throughout his career. He acknowledged overcoming failure and being open to risk-taking as an important consideration in his career: "I've experienced so much failure throughout my career that in some ways maybe that's developed into that strength that I'm not afraid to take risks because that's just a part of life and a part of any career trajectory."

Struggles of leadership. Both Diana and Lucia spoke about transcending the challenges of leadership from different contexts. Diana related how being in an institution with a pervasive orientation to research over any other mission was a struggle when her passion for leadership was not rewarded in the traditional structure or values of this type of university. She said, "At a Research I university in those days, and it's still very much the case, you hire faculty to excel at teaching and research. You don't hire them to become leaders or associate deans or deans." This was a struggle for Diana when she realized that her passion was leadership:

> I don't regret what I did [prioritizing leadership over research activities], but very frankly it was quite painful. The people involved in governance or community engagement are not as high status as the top-notch researchers, which isn't to say people can't be both . . . a top-notch researcher who is a leader in their field and a change agent for the good.

Lucia spoke about dealing with differences in other leaders as a struggle:

> As you go up in leadership positions, you have your own preferences in accomplishing goals. How do you maintain your own integrity, your own self-respect during these personality and leadership style differences, particularly when some people think that they can do your job better than you can, or people don't respect how you operate and indeed denigrate that and try to tear you down? How do you fight against that?

Julie advised not to obsess over mistakes made, but to learn from them as lessons of leadership and move forward. Thus, even if an institution values leadership, participants expressed interpersonal challenges with other leaders and overcoming mistakes as struggles of leadership that deserve attention.

View of self as a leader. Several Fellows discussed coming to terms with shifts in identity and perspective at various points in their careers. As her career progressed, Julie had to overcome limitations set by others' perceptions of her as a potential leader:

> Every leader I talked to in higher education, there were people who said, "You can't be a leader because . . ." I was told I couldn't be an IT leader because I had a degree in accounting, yet here I am. I was told I couldn't be a leader because there weren't female leaders, and here I am. So, I don't carry the burdens of what other people say I can't do. I don't even listen to that.

Diana related her shift in terms of moving to the Dark Side of administration that resulted in a positive view of herself:

> Returning to your sponsoring institution from the Fellowship is very difficult because you've sort of had this experience on the Dark Side that nobody else can appreciate. It's a fork in the road; . . . it's the end of a certain way of living. For most people, I think, it's very painful to go back because you have new knowledge, a new identity, and a new view of yourself without a way to put it to

> use. . . . No one thinks of you as transformed into this new type of leader. You just can't go back to being just a faculty member, unless you really want to, if you've fallen in love with the idea of being a change agent at a higher level than in your classroom. It can be very stifling to go back and teach the courses you've taught.

Lucia spoke about the struggle of returning from a transformative experience to confronting less than desirable behaviors in other leaders as an issue to overcome even as she viewed herself differently.

> That has been *the* biggest challenge in my entire career since I've come back from the Fellowship. In Fellowship, they talk an awful lot about the difficulties of re-entry. When you come back from those deeper transformative leadership experiences and you're dealing with the day-to-day issues in front of you and you have other leaders behaving negatively, the struggles of leadership deserve more conversation.

Part of seeing oneself as a leader also included impact and level of work for Rick. He related how feeling underutilized and bored became a difficulty, and overcoming this feeling meant finding happiness at work.

> Even though I was having fun as associate dean, there were times when I would get bored doing the same things over and over again. I wanted to be in a position where I could have more of an impact and do more things.

Thus, for Rick, making an impact was important to viewing himself as a leader and being satisfied with a position of leadership.

Robert spoke of the shift involved from being oriented to one's discipline to being oriented to a bigger picture as part of seeing oneself as a leader.

> As a leader, you've got to be able to shift gears or take a wider lens or else limit your opportunities because that same individual, myopic approach starts to break down if you're trying to serve other roles, and that is just not effective. I see faculty having a hard time making that shift. We're not trained to think that way and it's counterintuitive.

Participants spoke about seeing themselves as leaders as a transcendent experience.

Thus, risks and failures, struggles of leadership, and views of self as a leader all emerged as themes related to personal deficiencies, that is, those experiences or events that must be overcome. Limitations, disruptions, and deficiencies were all revealed in these career narratives to comprise the life theme element from CCT.

Advice

The advice generated from the narrative interviews was also analyzed to answer this subquestion. Table A.30 in Appendix M documents the career advice each Fellow offered. While the quotes and paraphrases in the table reflect one person's idea, if another Fellow spoke on the theme there is a notation in the table. Advice offered individually and from multiple Fellows supported answering this final subquestion.

Fellows offered singular pieces of advice. Julie recommended taking an instinctual approach about one's career, saying, "If everything in your body is telling you it's time to move on, you should do that." Also, from her own experience she shared that there were nay-sayers along the way who told her that she could not do certain jobs, especially as a woman in IT, which is a male-dominated field. Julie set out to prove them wrong and advised, "Don't let anyone tell you that you can't take on a certain role." Also from an administrative viewpoint, René advised going out on the market to conduct informational interviews as a way to stay relevant in a field. From a faculty perspective, Lucia noted the importance of the department chair role as a determining factor in academic leadership. Robert also offered that doing one's best as a faculty member and pursuing that to the fullest extent possible would set up opportunities for leadership positions. In contrast, Vivian saw how career planning was important, admonishing, "Start early and really plan and think about where you want to go . . . and why."

Advice offered by multiple Fellows included pursuing a promotion to full professor prior to deciding about leadership roles as conventional advice given to faculty (Diana, LeRoy, and Lucia); being open to leadership roles even if the timing is not perfect (Lucia, Robert, and Vivian); and seeking professional development both at one's institution and outside, including the ACE FP (Julie, Lucia, and Rick); and finding personal congruence with the institutional culture and mission (Julie, René, Rick, and Vivian). It is notable that Julie, Lucia, and Rick volunteered during their interviews that they participated in various leadership development programs including HERS, the ACE program on department chairs, and institutional programs. They related the importance of these programs to their careers during their interviews. Fellows also expressed the importance of finding a fit with their values and the culture and mission of an institution as an important consideration to their careers as a piece of advice to offer.

Additionally, five Fellows expressed how career decisions were important not only to the individual ("You have to decide what works for you"), but also to their families ("If you have a family, you really have to weigh not just your own career options, but theirs"). They took into account the ages and stages of their children and related needs as well as their spouse's career needs and advised others to do the same (Julie, LeRoy, René, Rick, Robert). All of these Fellows were married and had school-aged and/or college-aged children; René and LeRoy also had grown children.

Finally, a singular, cross-cutting theme among all participants was the recommendation of understanding one's motivation to be a leader and aligning it to benefit others and the institution, not just one's own selfish needs. This advice expressed a key value mentioned in the character arc previously discussed in this chapter.

Summary of Findings for Subquestion 5

Analyzing the life themes and advice revealed four interpretations to support the career development of other leaders. The first interpretation is the reason for leading. A career in higher education was an important aspect of each person's identity, and as these participants progressed through their careers, they incorporated a view of themselves as a leader. In these participants' views, the right reason to become a leader is to bring change that will benefit the larger mission and not just to enact a personal agenda of self-gain. Although ambition plays a part in leadership decisions, these participants had a common belief that changes for the greater good are easier to facilitate if there is positional power. Having the opportunity to undertake leadership with the mindfulness required to arrive at the "right reason" of facilitating change for a mission bigger than the individual was a key interpretation from these narratives that serves other aspirants. Participants expressed that for individuals considering a leadership role, introspection is necessary to determine that they are pursuing this role for the "right reason."

Second, leadership is challenging, and risks, failures, and limitations all present obstacles that must be transcended to incorporate leading as part of one's career. Each person faced myriad challenges in their careers, as revealed through the life themes analysis of career limitations, disruptions, and deficiencies. Some Fellows had resolved these issues, while others still grappled with these challenges. As an example, Julie overcame the negative perceptions of those who discouraged her as a woman leader in her male-dominated field. Diana expressed coming to terms with a new identity and finding a lack of support for this view of self as a leader, which she transcended by seeking a position at a different university. Lucia pointed out that the struggles of

leadership deserved more attention and at the time of the study was still confronting the difficulties she expressed. Although some Fellows resolved challenges, there were always struggles to confront.

Third, the context of leadership is an important consideration in incorporating this construct into a career path. The ease of assimilating this new view of self often depended on the organizational context in which the person was enacting this identity and the level of the investment of the institution offered each person. If there is an unsupportive context, a change of place may be necessary to maintain this identity of self as a leader and to achieve greater levels of positional leadership. Diana's lesson for faculty of achieving full professor prior to undertaking leadership roles is supported in the literature (Cohen & March, 1974; Moore et al., 1983; Wessel & Keim, 1994). She managed to overcome the incongruence of her aspirations and her lack of credential by participating in the FP to advance her skills, learning how to 'sell' herself to a different type of university that would value her administrative and leadership skills more than the professorial rank, and then making a move that supported her aspirations. Diana also spoke about taking on the identity of a leader later in her work life and how her career might have been different if she had seen herself in this way earlier. Overcoming obstacles to leadership is not just an individual endeavor, but involves balancing life roles and family affected by career decisions. The context of leadership, therefore, is an important consideration in incorporating this construct into a career path.

Fourth, the influence of family on considerations and decisions was a critical factor in these participants' careers, which emerged in both the advice Fellows gave and in their life themes. Family was held as a value among all the Fellows, and this value was

enacted in different ways. Making geographic moves for new positions was a primary familial consideration among these Fellows. René expressed not wanting to deliberate a move until her youngest child was at a particular age and stage in school where he would handle a move well. Similarly, Julie was willing to consider a move before her daughters were of a certain age because she did not want to uproot them during high school. Likewise, LeRoy did not want to consider a change of place until his children were finished with high school, as his oldest went through a number of transitions early on in her life that he felt may have not been ideal. In a different place in her life, Diana expressed contemplating a move because the university that was recruiting her was willing to employ her husband, also a professor. All the participants discussed how they made decisions to change or not change institutions based on what was best for their spouses, partners, and children. Overall, these participants were not career centric, instead seeking a balance with family as a primary priority.

In sum, the challenges and lessons learned from the ACE Fellows also allow for interpretations by other aspiring leaders. Common pieces of advice included (a) pursuing a professorship prior to taking on leadership roles (for faculty members); (b) considering leadership roles even if the timing is not perfect or a change of place is necessary, but unplanned; (c) seeking internal and external professional development opportunities; and (d) leading for the benefit of all, not just a personal agenda. Participants revealed these pieces of advice as they related the challenges they had faced and overcome or with which they were still dealing. Considering these Fellows' situations allows readers to apply what might be similar or different to their own circumstance and draw upon what the Fellows learned from the decisions they made based on these considerations.

Synthesis of Subquestions for Overarching Question

Synthesizing the findings for the subquestions supported answering the overarching question that guided the study: How do alumni of the ACE FP, as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives? For the Fellows in this study, incorporating the proposition of advanced leadership roles into their careers was articulated as a transformative experience that involved seeing themselves and higher education in a different way. This transformative experience came only after choosing higher education, which was not everyone's initial choice, as a setting for their career. Incorporating leadership into their identities and work lives became the essential, internal issue that participants had to resolve. Central to this incorporation was choosing an administrative or faculty career at a college or university, taking on an initial leadership role, maintaining their family, identifying with mentors and role models, and gaining a broader view of self and higher education through the FP. The resolution was viewing oneself as a senior leader and then finding a way in which to enact this identity.

Whether a faculty or administrator, each participant made a decision to enter higher education, which occurred at different points for each participant, as also seen in the analysis of the position listings. Regarding advancement for the professors, the decision centered on whether to pursue promotion and tenure to the level of full professor. For the administrators, advancement involved putting a series of positions together with increased scope and responsibility to make a lateral or upward move. Once there was advancement through tenure or administrative lines, participants incorporated leadership roles into their career. Family was an important value as a consideration for

the various positions they encountered or sought both before and after the FP. The timing of leadership roles was individually driven based on other events in their careers and personal lives, as participants sought congruence with other life roles. The position listings, maps, and metaphors revealed the individual and multiple ways in which these participants incorporated leadership as part of their careers. Only one participant's career resembled the traditional ladder of a hierarchy of positions. Advancement was different for everyone, as evidenced by the various metaphors that emerged for these participants' careers. Metaphorically, then, their careers took different shapes that reflected the opportunities they encountered or sought.

The FP was a critical time for participants to explore incorporating a senior-level leadership role into their careers. Interacting with presidents and provosts as part of this experience was crucial to participants' viewing themselves as a senior leader, as was gaining a broader perspective of higher education. Participating in the FP was a structured way in which to test the waters for a greater administrative role and to learn about the presidency as the pinnacle of leadership in a university or college. Part of this experience involved making intentional considerations about pursuing this role or other leadership roles in their future careers.

This study explored the connection of participating in a national leadership development program and the considerations and decisions as part of that experience. Through their participation in the FP, participants made informed and deliberate decisions about the types of senior-level leadership roles in higher education that they wanted to pursue as part of their future trajectories. Although they did not always have a specific plan for how to achieve these roles, they had a direction for their careers,

confirmed their identity as leaders, and developed additional skills through participating in this program.

Fellows expressed a range of certainty and ambiguity about their careers, with none of the participants definitely or actively considering a presidency at the time of the study, even though they all viewed themselves as senior leaders. Thus, arriving to this view of oneself as a leader was explained as a transformative process by all individuals, and careers were highly individualized.

Additional Findings

In addition to answering the research questions for this study, other findings emerged that merit special emphasis and discussion. These included (a) leader identity development and (b) the impact of family.

Leader Identity Development

Based on the participants' narratives, which elaborated a transformative process of arriving at a conception of self as a leader, an unanticipated finding was this identity transformation of a leader. Part of this transformation was seeing oneself with the capacity to lead and then incorporating occupational roles that supported this identity as leader. For example, Lucia related coming to leadership through her participation in a professional association. She then transferred the skills and interests that arose from initial leadership roles in this context to leading in the context of higher education and seeking roles based on the value of having an impact and seeing leadership as the way in which to accomplish that value. All the Fellows had similar stories of transformation, as detailed in the analysis and findings for Subquestion 3. Chapter 6 sketches out the process that these participants underwent as they became leaders and then advanced to

senior leadership roles in higher education, incorporating selected related articles that were found upon consulting the literature based on this finding.

Impact of Family

Family emerged as an important life theme that greatly influenced decisions participants made about their careers in three ways. First, five participants expressed that the ability to remain at an institution during critical child-rearing years was a primary factor in the long tenure that they held at their institutions. The impact of family emerged through the analysis on career limitations as Fellows considered certain positions at certain times based on what they felt was best for their families. Second, the ability to impose a balance of work and personal time to support the various relationships in their lives was expressed by seven of the participants. They felt it was important to be able to be a successful faculty member or administrator and at the same time attend to the needs of their spouses, partners, and children. Third, for the five who changed institutions, all of them spoke about the timing of making an out-of-state move based on the education needs of their children and/or employment needs of their spouses. They made careful decisions about where to move and when, as certain ages of children precluded a job search or as the need to provide a partner or spouse with greater employment opportunities launched a job search. Thus, the expressed needs of their families were critical considerations in the timing of acceptance of leadership roles.

Chapter Summary

This chapter presented the data collected and analyzed to understand the career considerations and decisions of emerging senior leaders in higher education who undertook the ACE FP as a professional development endeavor. The demographic

characteristics of the participants were outlined, the research questions were recapitulated, and the data were analyzed across participants to answer each research subquestion. The findings for the subquestions were synthesized to answer the overarching question for the study. The narratives and CVs provided rich data that revealed multifarious findings about the ways in which faculty and career administrators incorporated advanced leadership roles into their careers. The next and final chapter discusses implications and conclusions based upon these data and findings.

CHAPTER 6:

INTERPRETATIONS, CONCLUSIONS, AND IMPLICATIONS

This chapter presents the interpretations, conclusions, and implications for this study, which aimed to examine how potential senior leaders incorporated the proposition of advanced leadership roles into their personal career narratives. Grounded in constructivism, this study of emerging senior leaders in higher education employed Savickas' career construction theory (CCT) to examine their career decisions and considerations as the theoretical framework.

This study profiled the career paths of eight emerging senior leaders and their considerations related to incorporating leadership roles into their careers. The findings of this study provide rich descriptive detail particularly about these considerations and paths, which were lacking in the literature on presidential pathways. The career metaphor literature was instructive in understanding these careers both visually through career mapping and narratively through interviewing. This study provides insight into how these senior leaders integrated these roles as part of an identity transformation related in their stories.

Following a summary of findings, this final chapter presents the interpretations for each research question, including the findings' relation to the literature on presidential pathways, metaphors, and leadership development, along with challenges, refutations, or extensions of the literature. Then, the researcher presents conclusions based on the findings and related interpretations. Implications for theory and practice are discussed, and the chapter concludes with a critique, suggestions for future research, and a final summary of the study.

Summary of Findings

This study was guided by the following overarching research question: How do alumni of the ACE FP, as a source for senior-level leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives? This question was operationalized through five subquestions:

1. What do the careers of ACE Fellows look like before, during, and after leaving the program, as conveyed through their curriculum vitae (CV) and stories in light of presidential pathway models and the career metaphor literature?
2. What career decisions were made by ACE Fellows before, during, and after their Fellowship? What considerations went into making these decisions?
3. How have ACE FP alumni incorporated leadership considerations into their careers?
4. How do ACE FP alumni consider the future of their careers?
5. What interpretations can be made from the narratives of ACE FP alumni that can assist other leaders in their career development?

This section offers a brief summary of findings for each subquestion.

Subquestion 1: Examination of Fellows' Careers Before, During, and After the Fellowship

The analysis of the careers of ACE Fellows before, during, and after leaving the program, as conveyed through their CVs and stories, yielded highly individualized paths. These paths were elaborated by multiple metaphors. Before attending the ACE FP, participants had an average of 23 years' experience as either a faculty member who took on administrative responsibilities or as a career administrator in higher education. The FP

occurred at various points in their careers. Some had as little as 13 years' experience prior to the Fellowship, while others had 25 to 36 years in higher education prior to being a Fellow. After the fellowship, these participants had all incorporated greater leadership roles as part of their current or new positions, and most had changed institutional settings.

Common across the faculty participants were achieving tenure and being promoted to full professor prior to assuming leadership roles. The paths the administrators took were highly unique to their personal and professional circumstances. Fellows stayed at a single institution a number of years, not making frequent moves to achieve promotions. Following the Fellowship year, however, a move to another institution type was a common career change.

The metaphors reflected these unique experiences as well, with no one metaphor predominating in the analysis. Metaphors that mapped to participants' careers based on the position charting and research texts included the ladder, lattice, rainbow, labyrinth, and journey. (See Table 5.10 for a summary.) These metaphors largely depicted careers that were nonlinear in nature and highly individualized. In sum, while there were commonalities in the initial determination of the metaphors based on the CV reviews, the various final metaphors alluded to unique experiences and decisions about incorporating leadership into one's career that were revealed through the narratives.

Subquestion 2: Career Decisions and Considerations Before, During, and After the Fellowship

Fellows made decisions about entering higher education as a setting for their careers, about advancement through either administrative or faculty line positions, and about incorporating initial leadership roles prior to the FP. They then made a decision to

pursue the FP. Considerations about participating in the FP related to the desire to explore either a general or specific future leadership role as a key reason to participate. For some Fellows, the consideration was about ruling the potential of a presidency in or out of their careers; for others, the consideration was about how to enact another type of senior leadership role that was not a presidency.

Subquestion 3: Incorporation of Leadership Considerations into Careers

Fellows incorporated the concept of self as leader into their identities at various points based on their career and life experiences, which eventually led them to consider career roles that supported this identity. Central to this incorporation was choosing an administrative or faculty career at a college or university, taking on an initial leadership role, seeing or having mentors reflect their potential for an even greater role, and undergoing the transformation of gaining a broader view of self and higher education through the FP to achieve this.

Subquestion 4: Future Considerations about their Careers

Fellows expressed a range of certainty about the future of their careers. None of the participants had a definite aspiration of a college or university presidency. All the Fellows viewed themselves as senior leaders, however, and acted upon this identity by securing new positions and roles congruent with this view. For most of these Fellows, their long-term futures seem open to possibilities of additional leadership roles, even if not presidencies. Career metaphors offered an extension of CCT as an additional way to analyze and interpret the participants' career narratives, including future considerations.

Subquestion 5: Interpretations to Assist Others with Similar Considerations

Aspiring senior leaders may read this study and draw similar or different discernments for their own situation. This researcher interpreted these senior leaders' narratives and found that the values of a career in higher education and family factored into the considerations and decisions participants made about the positions they took and the geographic moves they made to enact these values. Underlying these values was also the identity of self as leader and the need to enact this identity role. Their career stories offered lessons learned as they sought salience among the family and work roles they valued.

Overarching Question

Synthesizing these questions reveals that the alumni of the ACE FP incorporated the proposition of advanced leadership roles in highly individualized ways. First, regardless of whether they were faculty members or administrators, the Fellows all made decisions about their advancement. Advancement was different for everyone, as evidenced by the various metaphors that emerged for these participants' careers. Family was an important value as a consideration for the various positions they encountered or sought both before and after the FP. The FP was a critical time to explore incorporating a senior-level leadership role into their career. The Fellows explained that coming to this view of themselves was a transformative process, whereby they arrived at a new view of themselves as leaders. Interacting with presidents and provosts as part of the FP experience was crucial to arriving at the view of themselves as senior leaders. Additionally, gaining a broader perspective of higher education was another critical experience that all participants identified as contributing to seeing themselves as senior

leaders. Finally, even though they all viewed themselves as senior leaders at the time of the interview, Fellows expressed a range of both certainty and ambiguity about their careers. No one related considering a presidency at the time of the study as a definite plan.

Findings in Relation to the Literature

This section relates the findings of this study to the extant literature on presidential pathways and career metaphors drawn upon to provide an initial framework for this study. Additionally, as the study unfolded, literature on leadership identity and identity was consulted and integrated to enhance the understanding of these findings.

Comparison of Positions to Presidential Pathways Literature

To understand the application of the existing study to the presidential pathways literature, interpretations were made to determine how this study challenged or applied and extended the presidential pathways studies: namely, those of Cohen and March (1974), Moore et al. (1983), Wessel and Keim (1994), Birnbaum and Umbach (2001), and the ACE Pathways Studies (King & Gomez, 2008; Kim & Cook, 2013). Each section includes a summary checklist that indicates whether this study confirmed individual elements in the presidential pathway study being discussed.

Cohen and March (1974). Cohen and March (1974) outlined a basic model of presidential pathways as a hierarchy of positions. They observed that, first, most presidents began their careers as college teachers and assumed administrative duties upon a supervisor's request. Also, they noted that faculty members were promoted through the logic of hierarchy, a six-rung ladder of student, professor, chair of a department, dean, provost, and president. Cohen and March noticed, however, variations in hierarchy,

where some rungs were skipped on the way to a presidency. Academics with earned doctorates in education, humanities, and social sciences were the most common presidents noted by Cohen and March at the time of their study.

In this study, only two participants began their careers as college instructors, and only two of the eight participants reflected Cohen and March's logic of hierarchy. While none of the participants in this study had moved into a presidency, three of the participants skipped positions as they took on greater leadership roles. Six held doctoral degrees (5 Ph.D.'s, 1 Ed.D.), and the other two held other terminal degrees (M.B.A. and M.P.P. [Master of Public Policy]). Fields of the doctorates included education (2), humanities, and the sciences (3). In sum, the participants in this study were highly credentialed and in fields similar to those documented by Cohen and March.

Cohen and March (1974) also discussed the following qualities about the presidential ladder: (a) presidents in their study held positions at more than one institution, but did not plan a presidency; (b) a presidency was not a guaranteed career event to which all faculty aspired; and (c) some administrators served in leadership roles and then returned to the faculty, not becoming chairs, deans, or provosts at the point where they might have pursued these roles. In this study, all but one participant (Vivian) had employment experiences at more than one institution. Based on the interview data, René, Lucia, and Vivian had ruled out presidential aspirations, and of the remaining, none had clear presidential aspirations, although they might consider such a leadership role in the future. All eight participants held a mid-level or senior-level position in their organizations at the time of the study. The position charting, then, upheld Cohen and

March's first two qualities, but the participants in this study expressed a desire to hold greater roles once they held leadership positions, refuting their third finding.

Cohen and March's (1974) study also denoted three restrictions that occur in promotion up the presidential ladder: specialization, parochialism, and status order. The participants in this study reflected these restrictions in the following ways.

First, the restriction of specialization is where "there is very little movement into or out of the class of church-related schools" (Cohen & March, 1974, p. 21). Only two participants in this study demonstrated being tied to a certain school type. The other six participants moved across school types. The six who moved across types moved from small privates to large publics, from medium-sized publics to similar-sized privates either with or without religious affiliations, and from large publics with a high research designation to master's or doctoral institutions (see Table A.15 in Appendix M). These leaders, then, demonstrated that this restriction was not maintained in their careers. That this restriction was not found seems to reflect a greater mobility.

Three reasons could explain this movement between institution types. First, at least one Fellow commented on the training the FP provided to make the case during a job search for the transferrable skills and knowledge that cut across institution types. Moreover, the world of work is more fluid in general, and the ability to defy the restriction of specialization is a concrete example of how this fluidity plays out for an individual.

Second, with parochialism, colleges and universities launch national searches for presidents yet end up with someone geographically close, pointing to a parochialism in presidential selections. Cohen and March (1974) observed that "the American college

president is distinctly 'local'" (p. 22). In this cohort, only one participant remained at a single institution for the duration of her career thus far. The other seven participants had moved at least once, with two moving up to four times. All the participants changed their state of residence, and most moved from one region of the country to another. (See Tables A.15 and A.16.) Parochialism did not hold true for these participants. As was the case when the restriction of specialization was defied, the lack of parochialism reflects the general fluidity of careers in modern-day work. Careers are increasingly boundary-less.

Finally, in the restriction of status order, horizontal movement on the presidential ladder usually denoted some sort of status order, where taking a similar position at a larger or more prestigious institution was perceived as a promotion, rather than a lateral move (Cohen & March, 1974). "Movement down the pecking order normally requires a compensating vertical promotion" (Cohen & March, 1974, p. 22). In this study, the status order restriction was maintained. With the exception of Vivian, who remained at a single institution, the other participants made the types of status order moves Cohen and March described. René moved from a small private institution to large institutions with very high research designations. The remaining participants moved from research universities with high or very high designations to master's and doctoral institutions as they have taken advanced leadership roles, exemplifying the vertical compensation about which Cohen and March wrote.

Challenges. The data in this study challenge Cohen and March (1974) in several ways. First, Cohen and March delineated the lifetime academic, which they presented as a person who began his or her career as a student and then followed the ladder up the

rungs of the traditional faculty hierarchy. In this study, only two participants (Diana and Vivian) began their faculty careers directly out of graduate school, and one participant (Julie) entered an administrative role directly after her graduation from an undergraduate program. The other participants entered industry, school teaching and counseling, fellowships, and political finance positions as initial entry-level career roles. Second, participants also defied Cohen and March's logic of hierarchy. The career of only one of the eight participants reflected the traditional ladder career metaphor that Cohen and March found. Third, the participants in this study defied the restrictions of specialization and parochialism, with six of eight of them moving across institution types and geography to secure leadership roles. Fourth, this study challenges Cohen and March's point that some administrators serve in leadership roles and then return to the faculty, not becoming chairs, deans, or provosts at the point where they might have pursued those roles. In this study, all eight faculty and professional administrators sought and secured advanced leadership roles. None of those from the faculty line expressed a desire to return to a faculty role. Finally, Cohen and March (1974) observed that while the route to the presidency was not random, assuming this leadership role was a post factum career event. These participants demonstrated elements of deliberation about future leadership roles, with some thoughtfully discarding a presidential aspiration, but not leadership. This deliberation goes against Cohen and March's serendipitous, after-the-fact view of the obtainment of a presidency.

Application and extension. The work of Cohen and March (1974) applies in several ways to this study. First, as in their study, this study captured variations in hierarchy, where some rungs were skipped on the way to senior roles. Three of the

participants skipped positions as they took on greater leadership roles. Second, Cohen and March noted that earned doctorates in education, humanities, and social sciences are the most common fields for the backgrounds of presidents. Although two participants did not have earned doctorates, the other six held terminal degrees, one in education, one in school counseling, one in humanities, and three in various science fields. The participants in this study upheld the doctoral degree as the necessary presidential credential found in the Cohen and March study, although the disciplines differed slightly from their findings. Third, participants' careers reflected the restriction of status order, where they changed institution types to pursue greater leadership roles at less research-intensive universities or moved to larger schools with lateral titles. Fourth, this study underscores Cohen and March's points that a presidency is unplanned and is not a guaranteed career event to which all faculty aspire. None of the Fellows planned a presidency, yet some of the Fellows in this study had ruled out a presidency. In sum, four elements of the Cohen and March (1974) study applied to these eight participants. Table 6.1 summarizes the points of comparison.

Table 6.1
Summary of Comparison to Cohen and March (1974)

Study elements	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Began as college teachers and assumed administrative duties upon a supervisor's request	X							X
Promoted through a six-rung ladder: student, professor, department chair, dean, provost, president						X (Currently in a dean role)	X (Currently in a provost role)	
Skipped positions/ variations in hierarchy	X		X	X			X	
Earned doctorate/ field	X/ Humanities		X/ Science	X/ Education		X/ Science	X/ School counseling	X/ Science
Held positions at more than one institution	X	X	X	X	X	X	X	
Served in leadership roles and then returned to the faculty								
Specialization: tied to a particular type of school			X					X
Parochialism: remained geographically close in changing institutions	Moved out of state and out of region once	Moved out of state, within region once	Moved out of state and out of region once after postdoc	Moved out of state and out of region	Moved out of state and out of region twice	Moved out of state four times across two regions	Moved out of state once across two regions	Remained at one institution
Status order: taking a similar position at a larger or more prestigious institution perceived as a promotion, rather than a lateral move					X			

Moore, Salimbene, Marlier, and Bragg (1983). Building upon the work of Cohen and March (1974), Moore et al. (1983) outlined a sequence of jobs with a high likelihood of moving upward into more complex and higher levels of work and responsibility that could lead to a presidency. Their analysis demonstrated that the normative path to the presidency did not accurately describe the pathways of the presidents. Moore et al. observed that there was not one definitive path to a presidency; however, in their analysis, a faculty position was a critical step for moving into a top-level administrative position. They found that a provost position rather than a deanship most predicted a presidency.

Challenges. The data from these participants did not challenge the findings of Moore et al., and instead supported variations of paths.

***Application and extension*.** In applying their major findings to this study, all eight of the participants held a sequence of jobs with a high likelihood of moving upward into more complex and higher levels of work and responsibility. Also, six of the participants came from the faculty line, which in Moore et al.'s view was a critical step toward a presidency. Finally, their study purported that a provost position most predicts a presidency. One person in this study held a provost position at the time of the study, but three indicated an interest or a potential goal to become a provost. Thus, the findings of the Moore et al. study generally apply to the participants in this study. The findings from this study further support the findings of Moore et al., including the variations in pathways they found. A summary of the comparison appears in Table 6.2.

Table 6.2
Summary of Comparison to Moore, Salimbene, Marlier, and Bragg (1983)

Study elements	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Sequence of jobs with high likelihood of moving upward into more complex and higher levels of work and responsibility	X	X	X	X	X	X	X	X
Faculty position as a critical step for moving into a top-level administrative position	X		X	X		X	X	X
Holds a provost position, which most predicts a presidency							X	

Wessel and Keim (1994). Wessel and Keim offered three major points about presidential pathways to which these participants' pathways related in various ways. First, among all institution types, most (58%) of the presidents in the Wessel and Keim study entered their first position in higher education directly from being a student. Among the participants in this study, only two entered their first faculty position from a student role. Other entry points included school teacher, school psychologist, scientist, postdoctoral fellow, and campaign staffer. Second, previous positions to the presidency were reported as academic vice president (23%), a position outside higher education (19%), president/chancellor (15%), nonacademic vice president (12%), executive vice president/assistant to the president (9%), dean (7%), and faculty member (6%) (Wessel & Keim, 1994). Based on their positions at the time of the study, one participant held a provost/academic vice president role, three held nonacademic vice president positions, two held deanships, and two others were faculty with other levels of leadership roles. Third, based on their examination of pathways, Wessel and Keim determined that the academic career pattern with variations prevailed, but that an administrative career

pattern, where a person held extensive administrative positions but had little faculty experience, also existed. The administrative career pattern with a separate ladder of seven variations could lead to senior-level leadership roles, including a presidency of an institution.

Challenges. This study challenged Wessel and Keim's (1994) conclusion that presidents generally entered higher education as students. Only three participants entered their careers in higher education directly from student roles. Vivian and Diana took faculty positions directly from their doctoral programs, and Julie graduated from her undergraduate program and began her career as a university auditor. The other five participants in this study did not enter directly into higher education from a student role. Other pathways included school teacher, school psychologist, industry, postdoctoral work, and public service as prior fields to entering a college or university setting. Participants in this study demonstrated a variety of entry points for careers in higher education. The implication is that individuals can launch a career in higher education from a nontraditional entry point and still become a senior leader even though they are not taking the traditional pathway.

Application and extension. The careers of these eight participants supported the two pathways delineated by Wessel and Keim (1994): the academic career pattern and the administrative career pattern. The metaphors extended the ladders delineated in these pathways to demonstrate the nonlinear nature of participants' careers in both academic and administrative lines. Table 6.3 summarizes this study's relation to Wessel and Keim's (1994) findings.

Table 6.3
Summary of Comparison to Wessel and Keim (1994)

Study Elements	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Entered first position in higher education directly from being a student	X	X						X
Previous positions to the presidency:								
• Academic vice presidents							X	
• A position outside higher education								
• Nonacademic vice president		X		X	X			
• Executive vice president/assistant to the president								
• Dean	X		X (with directorship)			X		X (associate dean)
• Faculty member								
Academic career pattern	X		X	X		X	X	X
Administrative career pattern		X			X			

Birnbaum and Umbach (2001). In their analysis of ACE data on presidents, Birnbaum and Umbach offered four descriptive types of pathways to a presidency: Scholar, Steward, Spanner, and Stranger. Scholar and Steward denoted a traditional experience in higher education as either a faculty member or administrator, while the Spanner and Stranger types comprised the nontraditional pathways. Presidents following the Spanner and Stranger trajectories typically came from outside higher education. Spanners worked both inside and outside academe; Strangers came to the presidency directly from an organization outside higher education and had never taught. The most common path to a presidency was the Scholar who held a Ph.D. Birnbaum and Umbach

recommended understanding more about candidates' backgrounds as a way to support women and minorities moving into presidencies.

Although none of the participants in this study have moved into presidencies, the Scholar type with its traditional experience in higher education as a faculty member with a terminal degree fit six of the participants' current paths (Diana, LeRoy, Lucia, Rick, Robert, and Vivan). One of the six had an Ed.D., rather than a Ph.D. (Lucia). The Steward type fit two of the participants (Julie and René), who had traditional experience in higher education as administrators, but who did not have earned doctorates. One of the Stewards and four of the Scholars who also entered higher education from outside academe could fit the Spanner type for that characteristic; however, the other characteristics of a nontraditional pathway in a baccalaureate institution did not apply to their paths. None of the participants in this study espoused the qualities of the Stranger type. Thus, two of the types in Birnbaum and Umbach's study fit these participants. The implication here is that the sample of this study did not include individuals who fit the other types. This could be simply due to the nature of the sample or could reflect the type of emerging senior leader the ACE FP draws. This program traditionally has had a focus on developing leaders from the faculty lines. Stranger and Spanners could possibly be found in other leadership development programs or go directly to presidencies, skipping these programs altogether.

Challenges. The data in this study did not support the Spanner and Stranger types in Birnbaum and Umbach's typology of presidents. Spanners and Strangers were presidents who came from outside higher education to a presidency. Although some of

the participants in this study began their work lives outside higher education, they would not be coming to a presidency from outside higher education if they obtained such a role.

Applications and extensions. Scholar and Steward denote a traditional experience in higher education wherein either a faculty member or administrator advance into presidencies. This was reflected in the participants' careers in this study. This study extends Birnbaum and Umbach by elaborating on the backgrounds of those who might aspire to a presidential role, as they recommended. Table 6.4 outlines how study participants fit into the four pathways outlined by Birnbaum and Umbach (2001).

Table 6.4
Summary of Comparison to Birnbaum and Umbach (2001)

Study Elements	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Scholar	X		X	X		X	X	X
Traditional experience in higher education as a faculty member	X		X	X		X	X	X
Holds a Ph.D.	X		X	X		X	X	X
Steward		X			X			
Traditional experience in higher education as an administrator		X			X			
More likely to have earned education doctorates				X				
Spanner								
Nontraditional pathway								
Worked both inside and outside academe			X	X	X		X	
Most found in baccalaureate institutions								
Stranger								
Nontraditional pathway								
Directly from an organization outside higher education			X					
Never taught		X			X			
More frequently presidents at specialized institutions								
Hold bachelor's, master's, or professional degrees		X			X			

American Council on Education 2008 pathways study. In collaboration with the College and University Professional Association for Human Resources (CUPA-HR), ACE began researching the pathways to the presidency with a series of iterative studies released in 2008 and 2013 called *On the Pathway to the Presidency: Characteristics of Higher Education's Senior Leadership.* The 2008 survey (King & Gomez, 2008) built upon the work in the ACE 20-year study of the academic presidency, where it was noted that for first-time presidents, five positions typically preceded a presidency—provost/ chief academic officer (40%), other academic officer (dean) (16%), nonacademic officer (23%), chair/faculty (5%), and outside higher education (17%)—with a faculty appointment as the entry point to a presidential pathway (ACE, 2007). The average time in office for this cohort of senior leaders ranged from 5 to 7.5 years, and that of chief academic officers, 5.2 years. The 2008 *Pathways* study (King & Gomez, 2008) also reported that there is a younger cohort poised for presidencies. According to this work, higher education has a pipeline of women to boost the gender diversity of presidents. Additionally, racial/ethnic diversity yielded a more challenging situation for higher education in creating racial diversity in presidents. Moreover, senior administrators were promoted from within as frequently as they were hired externally.

Applying the 2008 *Pathways* to this project (see Table 6.5), the study participants included one provost, two deans, three nonacademic officers, and two faculty members with other positional leadership roles as part of their appointments. As for the average time in office, seven of the leaders had just begun their roles within the past 2 years, which was typically 2 years after finishing their ACE FP experiences. One of the Fellows alumni began her transition to her current role within her institution during the

Fellowship. Thus, it was too early to determine if the average tenure in a senior role applied, since most were just moving into these roles.

Applying the age, gender, and racial observations of the *Pathways* study is difficult because of the construction of the sample for this study. More women (5) than men (3) came forward to participate, even though equal numbers of men and women were sought initially. Similarly, this sample sought diversity, but there were six White participants and two African-American/Black participants. Also, the participants' ages ranged from 45 to 68, representing those in their mid to late careers. Finally, examining the rates of internal and external promotions of these senior administrators yielded a division of five external promotions and three internal promotions.

Table 6.5
Summary of Comparison to ACE Pathways 2008 Study

Study elements	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Typical positions that precede a presidency:								
• Provost/chief academic officer							X	
• Other academic officer (dean)	X					X		
• Nonacademic officer		X		X	X			
• Chair/faculty			X					X
• Outside higher education								
There is a younger cohort poised for presidencies.		X	X		X	X	X	
Pipeline of women to boost the gender diversity of presidents.	X	X		X	X			X
Racial/ethnic diversity yielded a more challenging situation for higher education in creating racial diversity in presidents.			X		X			
The average time in office for this cohort of senior leaders ranged from 5 to 7.5 years.								
Senior administrators were promoted from within as frequently as they were hired externally.*	E	E	I	I	E	E	E	I

*E indicates external; I, internal.

Challenges. The rate of internal and external promotions found in this study was not aligned with the ACE data. Five out of eight participants took external promotions, which was the majority, and which was likely based on the small number of participants needed for this study. It was also difficult to map participant demographics to the *Pathways* study because of the small number of participants this study needed.

Applications and extensions. This study extends the *Pathways* studies through its elaboration of considerations and decision points, offering narrative to support further understanding of the *Pathways* data.

American Council on Education 2013 pathways study. There were seven major findings from the 2013 *Pathways* study (Kim & Cook, 2013). First, women were more likely at these institutions to be senior leaders (43%) than presidents (22%). Second, while the overall number of women in senior roles increased, there was quite a range based on the type of position. Third, senior leaders (average age 55) were younger than the presidents (average age 61). Fourth, with the exception of chief diversity officers (89% of whom were people of color), most (86.3%) of senior leaders were White. Fifth, half were hired externally and half internally. Sixth, the number of senior leaders older than 61 increased by 5%. Finally, stability in the racial/ethnic makeup of leaders existed, although the number of African American chief academic officers declined.

Challenges. The data in this study did not support the ACE finding that senior administrators were promoted from within as frequently as they were hired externally. Five participants were hired externally and three were hired internally into new positions. Also, as mentioned above, it was difficult to support the Pathways studies' assertions about age, gender, and race. Among the eight participants in this study, the average time

in higher education was 27 years, with an age range of 45 to 68. Although there were five participants under the age of 61, which was the age of presidents in the *Pathways* studies, there was a lack of evidence that the younger cohort was poised for presidencies. Fellows in this study spoke about finding their affinity for leadership too late in their careers to incorporate presidential aspirations. While there were five women in this study, none had presidential aspirations.

Applications and extensions. In applying the findings from the 2013 *Pathways* study to the current project, four of the five participants who were women were in senior roles, which ranged in title from dean of an academic college to nonacademic vice presidents for student success, information technology, and budget and finance. Five of the leaders in this study were younger than 61 years old (the age of presidents in the *Pathways* studies), and six of the eight were White. Again, the rates of internal and external promotions yielded a division of five external promotions and three internal promotions. Three of the leaders in this study were in their 60s. Mapping the stability in the racial/ethnic makeup of leaders was not an appropriate metric because this finding was based on a comparison of trends between the two Pathways studies, and there were only eight participants in this study. However, among the eight, there were six White participants and two African-American/Black participants in this study. Thus, the *Pathways* studies apply to these participants in limited ways.

As it did with the 2008 *Pathways* study, this study extends the 2013 *Pathways* study through its elaboration of considerations and decision points. This examination of careers provided narrative to help further understand the 2013 *Pathways* data. Second, the number of women in this study filling senior roles supports the assertion about how

women fill senior roles more than presidencies. The reasons they elaborated for the career choices they have made extend the *Pathways* studies, which did not delineate considerations. Table 6.6 highlights how this study fit with the findings.

Table 6.6
Summary of Comparison to ACE Pathways 2013 Study

Study Elements	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Chief academic officers, executive vice presidents, chiefs of staff, and deans, were positions filled through internal promotions most frequently.			X	X				X
Women at 4-year institutions were more likely to be senior leaders (43%) than presidents (22%).	X	X		X	X			
Senior leaders (average age 55) were younger than the presidents (average age 61).		X	X		X	X	X	
With the exception of chief diversity officers (89% of whom were people of color), 86.3% of senior leaders were White.	X	X		X		X	X	X
Half were hired externally and half internally.*	E	E	I	I	E	E	E	I
While the overall number of women in senior role increased, there was quite a range based on the type of position.								
Senior leaders older than 61 increased by 5%.	X			X				X

Note. E indicates external; I, internal.

Overall connections with the presidential pathways literature. The overarching theme of more than 40 years of various studies on pathways to the presidency was that there are particular and favored pathways for an individual to follow through an organizational hierarchy to arrive at a presidency. According to these studies, and to use the language of career metaphor, the path of a faculty member rising to a

presidency predominantly takes the form of a ladder. The advancement through several administrative leadership roles, progressing in scope and responsibilities, was the dominant route to a university presidency, no matter how many rungs on the ladder individuals hit or missed along the way. A less traveled (and less studied) road is that of the professional administrator who served in a nonfaculty capacity and moved through a different hierarchy of positions to the presidency. An even more infrequent occurrence is the president selected from outside either of these two trajectories.

Despite its limitations, the presidential pathways literature demonstrates career progression in higher education through successively more senior leadership roles, regardless of whether the person's progress ends up in a presidency. No other literature was found that could offer a similar framework for understanding emerging senior leader careers. Thus, even with their limitations, these studies informed the data analysis of the leaders' pathways in this project through the foundation they provided. This study provided findings that supported each study and extended the literature in two ways. The metaphors extended the academic career pattern and the administrative career pattern (Wessel & Keim, 1994), demonstrating the nonlinear nature of participants' careers in both academic and administrative lines. This study elaborated the backgrounds of those who might aspire to a presidential role, as Birnbaum and Umbach (2001) recommended, and extended the *Pathways* studies (King & Gomez, 2008; Kim & Cook, 2013) through its elaboration of considerations and decision points. This study challenged Cohen and March's (1974) lifetime academic, which they presented as a person whose career began as a student and then followed the ladder up the rungs of the traditional faculty hierarchy. Their restrictions of specialization and parochialism, and their point that some

administrators served in leadership roles and then returned to the faculty, not taking on leadership roles and the presidency, were also challenged by the findings in this study. This study also challenged Wessel and Keim's (1994) conclusion that presidents generally entered higher education as students. The data in this study did not support the Spanner and Stranger types in Birnbaum and Umbach's (2001) typology of presidents. Further, this study challenged the ACE *Pathways* studies (King & Gomez, 2008; Kim & Cook, 2013) on the points of rates of internal and external promotions and the notion of a younger-aged cohort poised for presidencies.

The presidential pathways literature and this study connect in four ways: (a) understanding career progression and future considerations; (b) elaborating the range of certainty about the future of careers; (c) examining the use of metaphorical language in considering presidential trajectories; and (d) articulating considerations and decisions.

First, this literature outlines various models of career progression that provide a framework for understanding the objective career, that set of occupational roles that a person assembles as part of his or her career and that is frequently demonstrated in a CV (Savickas, 2011). As the literature on careers in higher education is limited, the pathways literature served as a launching point for understanding the participants' careers, including future considerations. Also, future considerations were not part of previous studies, and so understanding these considerations contributes to the literature. The critical nature of allowing an individual to try on an advanced leadership role to crystallize aspirations was a key finding that provides additional understanding about future considerations.

Second, understanding the range of certainty extends this literature. Knowing that there are people who have definitely ruled out a presidency yet have developed advanced leadership skills allows for a pool of leaders who can advance institutions even without serving as presidents.

Third, the presidential pathways literature's use of the ladder as a predominant career metaphor provided a beginning place for considering other metaphors that could be explanatory in understanding leaders' careers. Through the readings, the researcher realized there were many other metaphors to explain careers that had not been considered as part of the presidential pathways literature and that this lack of breadth in career metaphor application may have limited the lenses that these studies used to look at presidential pathways. The various metaphors that were revealed in this study indicate that there is room for considering other ways of putting together a career that could potentially lead to a university presidency.

Fourth, the gap of not articulating considerations and decisions in the presidential pathways literature provided an opportunity to delve into the progression of senior leadership and the personal deliberations and determinations of leaders. Thus, the literature was extended simply by articulating and analyzing these considerations. This study connects to the presidential literature by examining potential presidents and their considerations, decisions, and progression and applying the knowledge to the concepts in the pathways literature.

In summary, after examining the careers of the emerging leaders in this study, it appeared that their careers mapped to pieces of each of the major presidential studies in the literature review in limited ways. However, no study was wholly satisfying in

supporting the understanding of these emerging senior leaders' career paths. This confirmed the assertion in the literature review that while presidents have been studied, the careers of emerging senior leaders, including those who do not ascend to presidencies, are understood to a lesser extent. The insight that these leaders' narratives offers extended the current literature by providing the considerations they are making as part of their decisions about pursuing presidencies or other senior leadership roles.

Comparison to Career Metaphor Literature

From the position chartings and the research texts, the researcher analyzed the Fellows' careers in terms of the metaphors found in the literature. In order to examine the careers of ACE Fellows in light of the career metaphor literature, the participants' CV and research texts were reviewed. The analysis for individuals and across participants appears in chapter 5.

The analysis yielded multiple metaphors to visually depict and explain the participants' careers. First, ladder, as a final metaphor, emerged only once, as Rick seemed to be the sole participant on a straight and upward path with a presidency as a possibility. Other metaphors that were more explanatory included the lattice, labyrinth, journey, and rainbow, which all depict the nonlinear nature of participants' careers. The careers of four participants, Julie, LeRoy, Lucia, and René, resembled lattices in that their careers had movement across and up and down as each position built upon the other in some way, even if it not through a traditional upward promotion. Labyrinth best described Diana's career as a series of turns and obstacles with choices made based on her passion as an individual, which resulted in movement toward an uncertain middle that she eventually resolved. The ACE FP was her way out of the labyrinth. A journey best

described Robert's path in higher education, as he had various guides providing different directions that he could take and then he went down those roads, facing obstacles and roadblocks at times. Rainbow described Vivian's career, as her positions waxed and waned over the course of her time at a single institution with hope for what might be in her future. Thus, the participants' careers were able to be mapped and compared to the career metaphor literature, with particular metaphors selected as a way to further interpret their career narratives.

These findings connect with the literature on career metaphors in several ways. First, the metaphors selected for each study participant not only captured the previous career but also portrayed each individual's future considerations. For example, Rick had the most traditional faculty ladder that alluded to a presidency. He had undertaken a dean role that would set him up for a chief academic officer position and had heard others reflect to him that he should be president, which supports his ladder. He could climb several more rungs in the future and achieve a presidency. Another example is Diana, whose career metaphor is represented with a labyrinth. She used a deanship to resolve the inner conflict of seeing herself as a faculty leader without meeting the requirement of a tenured professorship. Without a traditional faculty ladder, her career looked different than the presidential pathways literature represents, and so she made her future considerations based on resolving this dissonance in her identity and opportunities.

Challenges. As these participants had not yet obtained presidencies or had not definitively discarded presidential aspirations, it was difficult to know if the traditional hierarchy of positions represented by the ladder metaphor was fully supported or extended in this study. Only one participant's career (Rick) resembled the traditional

ladder outlined by Cohen and March (1974). Birnbaum and Umbach's (2001) metaphors of Scholar and Steward did hold true for this study. However, positions participants had fashioned into their careers held meaning for them, and they made decisions to pursue a high level of leadership, even if not a presidency. It was difficult to discern if they discarded this aspiration because they were not on a traditional ladder or if their path precluded a presidency. Thus, there was a lack of evidence to connect the metaphors of the participants' careers to the metaphors in the presidential pathways literature.

Applications and extensions. Career metaphors provided a visual way to depict and describe the participants' careers as highly individual. As expected, career metaphors supported additional understanding of these participants' careers. Not all metaphors found in the literature were used in comparing these participants' careers. The variety presented in the literature review could have been useful in explaining other individuals' careers had different individuals participated in this study.

Career metaphors also extended CCT. Metaphors occur in everyday language. In the course of storytelling, individuals invoke metaphors to provide meaning to their stories. Incorporating this narrative device as part of this study, additional interpretations were obtained about the participants' subjective and objective careers. Through the metaphors participants employed in the telling of their career narratives, the meaning of the subjective career was extended via the interpretation of these metaphors. Career mapping offered a visual way to interpret career metaphors based on participants' objective careers, or chronicle of positions.

Summary of relation of career metaphor literature to findings. The literature on career metaphors elaborated the participants' narratives in a helpful way and

supported extending the presidential pathways by demonstrating the nonlinear nature of careers. The researcher came to question the ladder as the predominant metaphor in presidential and higher education careers, since this study found various other metaphors that illuminated aspects of the higher education leadership career literature that have not yet been fully explored by research.

Leadership Identity Development

The concept of identity exists outside the pertinent literature on presidential pathways and career metaphors, and it emerged as an important construct in how these individuals incorporated leadership into their careers. Examining the extant literature on leadership identity, effectiveness, and skill development (Lord & Hall, 2005; van Knippenberg, van Knippenberg, De Cremer, & Hogg, 2005) contributes to a deeper understanding of the findings in this study.

Identity and skill development. Lord and Hall (2005) proposed a theory of leadership skill development where an individual moves from novice to intermediate to expert in his or her performance as a leader. Novice leaders are focused on developing basic leadership knowledge and behaviors and their own identity as a leader. Intermediate-level leaders are more oriented to learning and applying situational use of leadership behaviors and fine-tuning their understanding of contexts. Expert leaders possess domain-specific knowledge based in various contexts with a grounding in abstract principles that are learned along the way (Lord & Hall, 2005). Lord and Hall (2005) purported that as these cognitive and emotional structures deepen with this expertise, formal learning becomes more beneficial, because as knowledge and skills are gained, the identity of self as a leader is deepened.

Skills, therefore, emerged as the other way in which these leaders incorporated leadership into their careers. During this progression of skill-building, a person's identity is a critical factor in moving toward development of this expertise (Lord & Hall, 2005). Lord and Hall (2005) asserted that to advance leadership skills, an individual has to identify with the role and see himself or herself as capable of building these skills. As a novice leader, this provisional identity occurs as this new life role is tried on (Lord & Hall, 2005). If the individual accepts the role of leader and the social context of this new role is supported, the role becomes a part of the person's identity, particularly as an intermediate-level leader becomes motivated to attempt new leadership activities that support this identity. "Thus, increasing one's repertoire of leadership skills requires a concomitant change in developing identities and an increased willingness to voluntarily assume a specific social role" (Lord & Hall, 2005, p. 594). As leaders develop, they shift from focusing on themselves as an individual identity to focusing on a collective identity wherein the organization and teams become more central (Lord & Hall, 2005). An expert leader acquires an identity that is grounded in values and abstract principles and is intrinsically oriented (Lord & Hall, 2005). "The nature of this process suggests that over extended periods of time, we may see greater leader development in those individuals who are more open, exploratory, and flexible about adopting provisional identities and learning from them" (Lord & Hall, 2005, p. 599).

An essential issue that emerged for these participants was incorporating leadership into their identities and life roles. Central to this incorporation was choosing an administrative or faculty career at a college or university, taking on an initial leadership role, maintaining their family, identifying with mentors and role models, and

gaining a broader view of self and higher education through the FP. The resolution was viewing oneself as a senior leader and finding a work role that supported this identity. The transformations in identity that these participants expressed relate to the developmental theory that Lord and Hall (2005) put forth. The participants noted that they attempted an initial role, found success with it, and began to envision themselves as leaders. As they moved through the positions in their various trajectories, they built the intermediate skills that Lord and Hall (2005) mentioned, moving from self to others. Through the ACE FP, many of them arrived at a bigger picture of higher education and society as the context for their advanced leadership skills. They mentioned practicing leadership more thoughtfully and with a deeper understanding of themselves, the university, higher education, and society. Diana related:

> During the FP, I really started thinking about what it means to be a leader for the first time in my career. What are the skills? Why is the cultivation of leadership skills important? The FP experience really opened my eyes to the different kinds of leadership opportunities available in higher education. I became informed about the national issues, how they translate to the state level. When that happens, you start thinking about issues on a regional basis and a national basis. . . . You really start thinking about the effects of a college and university experience and what the issues are in making that as good as it can be.

Julie mentioned:

> The Fellowship was absolutely a transformative experience. I think up until that point, it felt that I could be a good administrative leader, and I had success doing that. I probably could have ended my career with more and more administrative success. But what the FP did for me was help me to see I could be more of an institution-wide leader, more of a community leader, a collaborative partner in that I could reach out to deans because I had an idea. I realized that deans could listen to me, and that I could listen to deans in a different way, that my impact didn't have to be necessarily just in IT.

The Fellows also moved into the expert practice of leadership and were ready for an advanced role. As Rick explained, the FP supported making advanced leadership skills intuitive:

> Everyone complained during the course of the year, including me, about some of the workshops we did and the projects we did. They seemed to be busywork, and I couldn't see how they were going to help me in the future. In retrospect, they really do build a foundational knowledge level of the higher education landscape and areas and the important things you have to consider. . . . You can't stop in the middle of a conflict resolution and ask, "What do I do now?" and have to go back and look at this paper. It has to be natural. You have to do things in an appropriate and professional way without even thinking about it. And that requires practice and role playing and discussion with others who are interested in the same topics and going through the same situations.

LeRoy talked about how the FP provided a deeper set of skills and knowledge:

> The Fellowship has helped me with the center because there is a different level of respect from the administrators in knowing that I was an ACE Fellow. They know I have certain training and skill sets and a deeper knowledge of how the university works.

Diana discussed skills in terms of feeling ready and confident for the next level of leadership at a college or university and what was important to her in utilizing these advanced skills:

> It also absolutely made me feel confident, . . . even more confident that I could do the job at the next level. It also helped me understand, however, that putting my hat in the ring for a position wasn't going to be about the job in general; . . . it was going to be for me about a good fit in terms of a type of good institution.

Moreover, their identities as leaders crystallized with the skill-building to the point of encountering personal dissonance if their role did not feel congruent with their identity. Diana related this experience as part of her return from the FP:

> Returning to your sponsoring institution from the Fellowship is very difficult because you've sort of had this experience on the Dark Side that nobody else can appreciate. It's a fork in the road; it's the end of a certain way of living. For most

> people, I think, it's very painful to go back because you have new knowledge, a new identity, and a new view of yourself without a way to put it to use. Especially if you have been at your institution for a number of years, no one thinks of you as transformed into this new type of leader. You just can't go back to being just a faculty member, unless you really want to, if you've fallen in love with the idea of being a change agent at a higher level than in your classroom. It can be very stifling to go back and teach the courses you've taught.

LeRoy explained a new commitment to a leadership role and mitigating the dissonance of incorporating that new identity through discussions with his colleagues in his academic department.

> The Fellowship supported my decision to pursue the administrative route. I was going to give it a try. When I came back, I spoke with the dean of the College of Arts and Sciences at the time and told her what I desired. She asked me if I wanted to replace the retiring associate dean. I told her yes and assumed the position after the FP. She told me that I'd have to let the teaching and maybe even the research go. She asked if I was prepared to do that. It took some thought; I had to talk with different faculty members in the department to properly navigate the politics. I had a very active research group, and I was mentoring a lot of students in my lab. I didn't want to be frowned upon by my colleagues and be seen as going to the Dark Side. I had to convince them that what I was doing would benefit students not only in the department, but in the college overall.

Their Fellowship experiences supported both the principled, intrinsic skill-building as well as the identity formation as leaders discussed by Lord and Hall (2005). Table 6.7 documents these transformations.

Table 6.7
Leadership Transformations

Name	Participants' transformations
Diana	For most people, I think, it's very painful to go back because you have new knowledge, a new identity, and a new view of yourself and not a way to put it to use. Especially if you have been at your institution for a number of years, no one thinks of you as transformed into this new type of leader.
Julie	The Fellowship was absolutely a transformative experience. I think up until that point, it felt that I could be a good administrative leader, and I had success doing that. I probably could have ended my career with more and more administrative success. But what the FP did for me was help me to see I could be more of an institution-wide leader.
LeRoy	I used the ACE experience to learn more about higher education to see if I could eliminate the higher education administration line. Boy, once I got into it, it was a great experience, and I learned so much! What I really carried away from the program was that because you are really siloed in your department or college as a faculty member, you really don't understand how the university and its pieces work in higher education. What the ACE gave me was a bird's-eye view of how a university works and how all the pieces fit together in order to carry out its mission and vision and how senior administrators are really the people that guide the process.
Lucia	In Fellowship, they talk an awful lot about the difficulties of re-entry. When you come back from those deeper transformative leadership experiences and you're dealing with the day-to-day issues in front of you and you have other leaders behaving negatively, the struggles of leadership deserve more conversation.
René	That [Fellowship] was an intense year. It was transformative for me where I was mentored by the president of NYU [New York University] as well as the vice provost for multicultural and global engagement. I wanted to take the knowledge I gained back to MSU [Michigan State University], but also use it more broadly within higher education to really begin to help an institution rethink what it meant to be an educated citizen in the 21st century and how the infrastructure as well as the assumptions about higher education and how we delivered it had to change.
Rick	It was a wonderful experience. It was very eye-opening. I learned so much about how an institution runs and how decisions are made and how to make good decisions and be transparent and inclusive and work with faculty. It was a tremendous experience overall. . . . Anyone interested in higher education administration should absolutely become an ACE Fellow because the program is really transformational, and that's what you're looking for.
Robert	The FP had a dramatic impact on my career goals in the combination of both the actual program and the connections that result. I really went into the FP looking more at a dean's role, having done it on an interim basis. I really wanted to get a little more breadth of experience, a little broader university look. I guess I might have thought ultimately if I served in a dean's role for a while, and maybe look into a provost position, but it was something that I saw on the horizon. I really was thinking more about the ACE program preparing me for a dean's position, plus the broader institutional view you get through the Fellowship. But, I was really thinking of it as more of an investment than something that might pay such a quick dividend.
Vivian	I wouldn't do the Fellowship like I did it again [i.e., spending half the time at the sponsoring institution], but the opportunity to do the strategic planning here was really very exciting to me, and I don't think I would have been put in that role of leading the strategic planning process had I gone away for the year because it was moving forward quickly. I learned a lot more about strategic planning. . . . I guess the other thing that I really enjoyed about the ACE experience is because I'd been at Small Southern College for so long, . . . just learning about all of the other areas in higher education and the other types of institutions and going to visit other institutions, . . . that was really quite interesting, talking to leaders at those institutions and thinking about their philosophies, . . . how they approached their role for their institution.

Applications and extensions. This study extends the extant literature in several ways. First, it supports the Lord and Hall (2005) study by relating individuals' leadership transformations that reinforce the elements put forth in their theory. The stories these leaders told exemplify the novice to intermediate to expert leader development in Lord and Hall (2005). Second, incorporating the element of skills into CCT allows further elaboration of the construction of these leaders' careers. CCT conceives identity as the way in which a person considers himself or herself relative to social roles (Savickas, 2011). "Relative to the work role, declaring an occupational choice states what an individual wants to mean to other people" (Savickas, 2011, p. 19). Savickas (2011) explained that selecting an occupational role crystallizes vocational identity, offers a framework for further decision making, and enhances a sense of agency (p. 19). Seeking employment in higher education first allowed these participants to enact an important personal value. As an example, in LeRoy's case the value was the ability to contribute to the pipeline of minorities in the sciences and technical fields. For Diana, it was a love of her discipline and knowing that the university work was the primary employment setting for it. Table 6.8 outlines the values and reasons the Fellows expressed for selecting higher education as the setting in which to enact their values.

Table 6.8
Personal Values Related to Selecting Higher Education

Name	Selection of higher education	Value enacted
Diana	As an undergraduate, I went to a small liberal arts college. While there, I was very much a scholar, . . . a really studious person. I majored in math, physics, and philosophy. With physics, math, and philosophy, I was trying to figure out how to integrate them—I was always very interdisciplinary my whole life. It just seemed very natural—how can I integrate science and humanities? So, I made peace with my undergraduate interests. Naturally, I wanted to continue on in my academic discipline and went on to my Ph.D. with the idea of getting a faculty position.	• Life of a scholar • Interdisciplinary orientation
Julie	I graduated with an accounting degree, and they really push you with this degree to go into public accounting. I was interviewing, and I just felt that there was something missing from the values alignment perspective. I was very eager to start work, and in Rochester the biggest employer is the university. Basically, I saw an ad in the newspaper, and my mother had worked at the university, so I knew it was a good employer. I went in and found what was missing in my public accounting interviews—the values alignment of people trying to help people. It drew me into working at the academy and using the skills that I had developed from my education. So, it just seemed like everything fit in the academy, and that's what first drew me in.	• Helping people • Using skills from undergraduate
LeRoy	In my case, higher education wasn't my initial choice. I grew up lower middle class and desired to raise my social class so as to do a little bit better for my family. Being an African-American male and growing up in an African-American community, the only way I saw a way out was to be a medical doctor. So, when I went to Bradley University and they asked me what I wanted to major in, I told them medicine. I was later turned on to research after an internship at the U.S. Department of Agriculture, which changed my career path. Instead of going after an M.D., I decided to pursue a Ph.D. and to go into industry. I did a 5-year degree at the University of South Carolina, earning a Ph.D. in organic chemistry followed by a postdoc in organometallic chemistry at Caltech. After leaving Caltech, I went to work for Amoco Research Center in Naperville, IL. Since I was very focused during my educational pursuits, I never really noticed that there weren't a lot of people who looked like me in STEM along the way in the educational process. It didn't hit me until I went to industry, and I was it. At that point, I started to think about how I could increase the pipeline and increase the number of underrepresented minorities going into STEM and the industry pipeline. When I was at Amoco, DePaul had a satellite site sitting right outside the gate. Since it was so close, I went there and spoke with a couple of people about serving as an advisor. I advised one or two students, which rekindled the academe fire and solidified my decision to return to the academy.	• Social mobility • Orientation to research • Increasing minorities in STEM fields
Lucia	I have been in education since I graduated undergraduate school. I am a movement sciences person by discipline and graduated in 1974 from the University of Northern State with a teaching degree in health and physical education. I came up through those K-12 ranks—teaching, coaching, and doing some community college teaching in the evenings.	• Teaching

Name	Selection of higher education	Value enacted
	. . . That was between 1974 and 1981. From 1981 to 1983, then, I committed to full-time master's work at Mid-Atlantic State, and I had been awarded a graduate teaching assistantship in the Department of Movement Sciences at that point in time and got my first taste of full-blown, 4-year institution teaching and really loved it. It really was the master's experience that solidified that I really wanted to stay in higher education.	
René	I was recruited for a 16-week internship to go to the school to help them develop a capital financing and sustainable budget plan on behalf of Morgan Stanley as part of their pro bono work in the community. So I did that for 4 months and really found a way to make a difference in a community using a perspective and a skill set that I had never thought about, which was taking a look at how the finances of educational organizations really could play a role in their stability and their ability to make a difference in their community. When I finished that internship, my intention after graduation was to go to Wall Street and work in . . . higher education policy practice. . . . Despite being a planner at heart, my husband and I ended up being pregnant 6 weeks after we got married. A career on Wall Street was not something I wanted to do with an infant, and so my career path changed, where I really did not want to go to New York; I wanted something less intense. At the time, Michael Dukakis was running for president. He was a lecturer at the Kennedy School and was looking for staff for his Boston headquarters, and so I was one of three deputy budget directors for his presidential campaign based in Boston. That was a whirlwind experience. . . . At that point, I was thinking of a career in government with that path. Then, of course, he lost the election, and we, the headquarters staff, were left to do the breakdown of things, and I was thinking about the next steps. My boss's family was very well connected. His father and grandfather had been on the board of Wellesley College, and as we were getting our records and documents together for the Federal Election Commission, this opportunity at Wellesley came up for director of budget and financial planning. I looked at it and didn't really think about it, but he said, "I think you've got a lot of the interpersonal skills and the credentials, and it may be a great fit for you because you have a passion for women's education, you know finance. Why don't you think about it?" So, I decided to throw my hat in the ring and apply.	• Family • Education finance • Making a difference in a community
Rick	I sort of fell into the life of an academic. It wasn't something I said I was going to be when I was 15 and 16 and started to think about what I wanted to be when I grow up. It was something that I think was a combination of multiple things. When I graduated from college in 1984, the job market was very difficult. Unemployment was quite high; . . . it was a time when interest rates were extremely high and the economy was not in good shape. I actually went to graduate school because I couldn't find a job. It was something that I could pursue, and in the sciences you actually get paid to go to graduate school. There's a stipend, research stipend money, which isn't a lot of money, but it's enough to survive. At the time, I thought, "Well, this is about the only job I can get and maybe in a couple of years the economy will improve, and I'll be able to get a position." I went into a master's program, and as I pursued my master's degree, I learned more about what a professor	• Practicality

Name	Selection of higher education	Value enacted
	actually does with regards to research. In talking with my advisor at the time, who was Larry Thompson at the University of Minnesota-Duluth, . . . that's when I first started thinking about wanting to become a professor doing my own research and being able to teach. . . . But that probably wasn't until the end of my first year as a graduate student that I really started to consider the life of a professor.	
Robert	I went into school psychology as an area of training, where I was in an educational specialist (an Ed.S.) program. My desire was to graduate and work in the K-12 school system. I enjoyed the aspects of the school of psychology because you could really practice child psychology with the population that at many times couldn't afford or access services. At that time, working with diverse learners and working with those who were culturally and linguistically underserved was really an emerging area. I was wanting to serve underserved groups, and so I got into graduate school with that in mind. Then, as I was going through my program, one of my mentors was really encouraging me to pursue a doctorate through them. Really with an eye towards training, you can certainly magnify your impact by working in a more broad-based approach, rather than constraining that to just one school or school system at that time. I went into a Ph.D. program and then ultimately took a position at New Mexico State. The state of New Mexico did not have a school psychology training program, and New Mexico State University was starting one. So they hired me and one other individual to codirect the program there.	• Providing counseling services to underserved children • Broader impact • Growing a program with a purpose
Vivian	I grew up on a farm in central Pennsylvania. I'm the first generation in my family to go to college. My parents wanted me to become a nurse because that was what you did back in those days, . . . either become a nurse or a teacher. I had gone to journalism camp when I was in high school and found that I really loved that and wanted to go into journalism. My parents said absolutely not. I've always had an interest in animals, though, so we compromised on biology/zoology as a major. I had decided that I would teach in high school. When I was a senior, however, my advisor recommended me for a National Defense Education Act fellowship for graduate school. I just walked in one day, and he said, "Here it is, if you want it" . . . and so, I said "Okay." He asked, "Well, what do you want to do?" I had no idea because I hadn't been thinking along those lines, and so I knew I loved animals, and I wanted to study animal behavior. He sent me to see a faculty member who was in animal behavior. I liked him and he said, "Come join my lab." And, that was what I did. I had earned my degree, actually all my degrees, B.S., M.S., and Ph.D., from a single institution in the Northeast, then I came to Small Southern College after I'd finished my Ph.D. in zoology, and I've been here ever since. I was hired and started August 1 and actually graduated in December, . . . so, I started out as instructor and then just moved up the ranks.	• Teaching • Research

As the Fellows' careers progressed, they attempted leadership roles and integrated self as leader into their identities. Since identity is contextual, it is a lifelong process as people integrate their various experiences into their narratives (Savickas, 2011). As these leaders progressed through their careers, they incorporated various types of leadership roles. For Julie, as she moved across three administrative functional areas, her goal was to seek positions that helped her aspire to making greater contributions in her organization. Moving to a chair position allowed Rick to attempt a leadership role that led to a desire to contribute to a bigger picture. This position also allowed Rick to make a move geographically that met family needs, which was a critical value he expressed as a consideration for his career. A primary finding from this study, then, was that incorporating leadership roles into one's career was a transformative process in which one had to arrive at a different conception of oneself and then choose to enact this new identity of a leader as part of one's career. For the participants in this study, this transformation led to aspirations to senior-level leadership, but not necessarily a university presidency. As they progress through these advanced leadership roles, their identity will continue to develop. Skills, then, became part of the leadership career tapestry as CCT and leadership development were integrated.

Summary of leadership identity. Integrating leadership into individual identity emerged as Fellows incorporated leadership into their careers. Bringing in the limited literature on leadership identity supported understanding the incorporation of leadership for the individuals in this study. Additional research through a psychosocial lens would support the development of this concept.

General Conclusions

Considering the world of work as the milieu for careers and positional leadership roles in higher education organizations provides the larger context to understand the incorporation of self as leader into one's career. The world of work is changing in substantive ways. Careers are now more fluid as people move through organizations and even change occupations multiple times in the course of a life. The implication of this new configuration of the world of work is that "rather than living a narrative conferred by a corporation, people must author their own stories as they navigate occupational transitions in the postmodern world" (Savickas, 2011, p. 11). In this era of fluctuating work lives, it is critical to understand how the individual operates in this revised world of work.

Higher education, as the setting for this study on careers and individuals' incorporation of leadership roles, provides a unique setting for examining the intersection of careers and leadership for individuals. Higher education is unique because of its traditions of academic freedom, tenure, and shared governance (O'Neil, 2004; Tierney, 2004). No other type of corporation has employees with the freedom to write, teach, and pursue research without fear of reprisal because of the risk that their views may be offensive (O'Neil, 2004). By the same token, faculty have the responsibilities of the daily educational enterprise (O'Neil, 2004). Tenure, lifetime employment that faculty may earn through a peer-review process, allows for a faculty member to be terminated only when there is just cause. Tenure supports academic freedom and is not found in other industries. In addition, universities are built upon the tenet of shared governance, whereby ideally administrators, faculty, students, staff, and trustees participate in the

management of the institution as stakeholders in the organization. These elements interplay to comprise a singular type of corporate entity with uncommon challenges and rewards for the leaders of colleges and universities. (See chapter 1 for a discussion of leadership rewards and challenges.)

Identity Transformation of ACE Fellows

A primary finding from this study was that incorporating leadership roles into one's career was a transformative process in which one had to arrive at a different conception of oneself and then choose to enact this new identity of a leader as part of one's career in higher education. Figure 6.1 demonstrates the intersection of career, leadership, and identity, where the unifying thread is the concept of self as leader. While leadership, career, and identity can stand alone, when they intersect, there is the transformation of envisioning self as leader and enacting that identity through an occupational role.

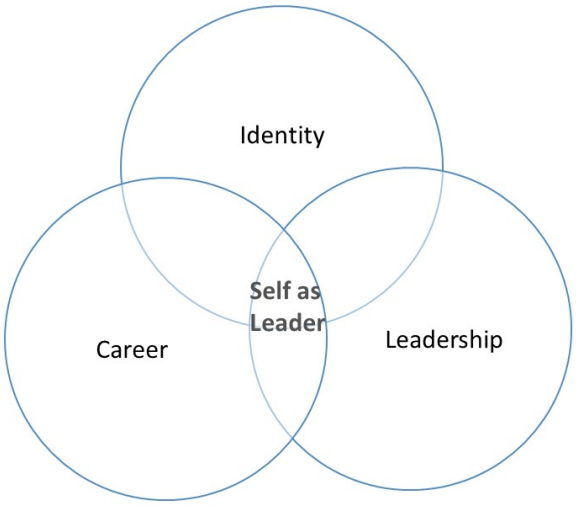

Figure 6.1. Intersection of leadership, career, and identity.

Savickas' (2011) career tapestry is a helpful device to understand the intersections among career, leadership, and identity. The career tapestry interweaves the subjective and objective careers. An objective career is represented in the various colored threads of the tapestry, while the subjective career comprises the golden threads of the career tapestry, or macronarrative, that represents a person's themes that make meaning for his or her life. The golden threads often represent personal values as the teller names the constitutive concerns that connect the person to a broader story. These concerns are the threads that "make the identity narrative an ethical and aesthetic project because they connect the individual to a broader reality or greater story" (p. 28). The thread pattern is not the moral of the story; rather, it is the thematic purpose in the occupational plot. As individuals incorporate experiences into their life stories, they weave golden threads through to understand their own plot. The incorporation of leadership into their identity emerged as the golden thread that transcended these participants' macronarratives about their careers.

Based on the participants' narratives, their incorporation of leadership positions into their careers happened intrinsically or extrinsically. That is, individuals arrived at leadership either with an aspiration they developed or through the action or reflection of another that influenced their envisioning themselves as a leader. At the core is either being seen as a leader or at least as one with the potential for leadership, or seeing oneself as a leader and seeking roles that support this identity. In higher education, a person's orientation often begins with wanting to enact a particular value or interest, and the person takes on a role such as department chair, division head, committee member, faculty senate member, or manager or director of an office or program. Once individuals in this study envisioned themselves as leaders, they sought occupational roles that were

congruent with this new identity, frequently moving into roles with a greater scope and higher level of responsibility in a university's hierarchy of positions. This became a golden thread in the participants' career tapestries.

Finally, even though they all viewed themselves as senior leaders, these Fellows expressed ranges of certainty and ambiguity about their careers. The FP was a critical time to explore incorporating a senior-level leadership role into their career. Interacting with presidents and provosts as part of this experience was crucial to viewing themselves as senior leaders, as was gaining a broader perspective of higher education. No one, however, related definite plans to pursue a presidency at the time of the study. Only two saw this as even a possibility for their careers. This finding was unexpected due to the track record of the FP supporting those with presidential aspirations. With the ACE FP training, essentially any of these participants could put themselves on a pathway to a presidency. The structure of participants' careers allows some inference about this finding, as only one participant had the traditional career ladder that leads to a presidency (Moore et al., 1983; Wessel & Keim, 1994). The seven others had put their careers together in other ways (lattices, journey, labyrinth, etc.). Indeed, they had used the FP to rule out the possibility of a presidency and envision their careers in a different way. The fundamental question remains: If these highly trained and developed senior leaders are not oriented to a presidency, who will serve as the next generation of presidents?

Framework for Understanding Emerging Senior Leaders in Higher Education

The presidential pathways literature demonstrates career progression in higher education through successively more senior and complex leadership roles, ultimately ending up in a presidency. No other literature was found that could offer a similar

framework for understanding emerging senior leader careers. While the routes to a presidency are known from this literature, the career considerations underpinning the pathways are not well articulated in these studies. They failed to take a systematic look at the decisions and considerations that individuals make as part of their career development, including participation in a leadership development program. Furthermore, presidents typically were studied after the fact, not as they were moving through these roles and deciding to take on the next leadership role or not to advance. Individuals every day are making these personal decisions about various leadership roles in building their work life, but the literature has not discussed the considerations and decisions underlying the pathways. This gap and subsequent research led to offering the following framework for understanding emerging senior leaders.

Figure 6.2 presents a general process based on these participants' experiences of incorporating leadership into their careers and the key considerations they made along the way. The initial selection was choosing to enter higher education as a setting for their careers. They had to begin their faculty or professional administrative appointments—and learn those job roles—and then they were drawn to an initial positional leadership role. If that fit their values, skills, and interests, they moved on to additional roles and, in the case of these individuals, participation in one or more leadership development programs. The ACE FP was used to test the waters for full-time, advanced-level administrative leadership roles in higher education. As these leaders considered their careers, they were thinking through next steps related to family and other personal considerations as well as fit with institutions and leadership positions. In the years since their participation in the

FP, these alumni have made career decisions to align their view of themselves as leaders with positions that allow them to enact that identity.

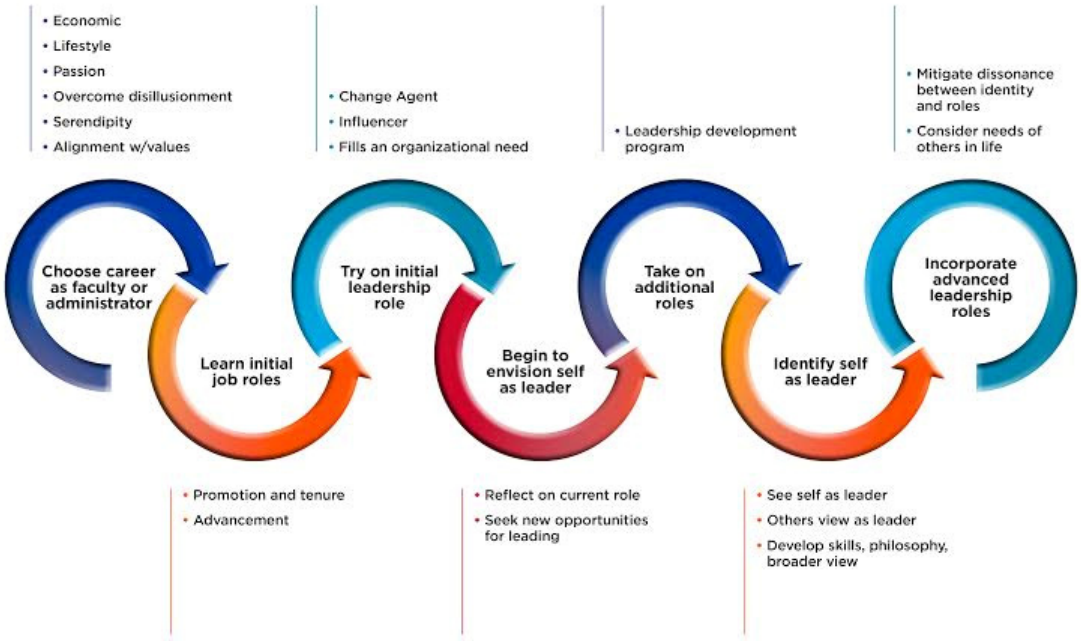

Figure 6.2. Leadership identity transformation.

Broader Conceptions of Presidential Pathways

The lack of a robust leadership pipeline, the changing role of presidencies, and the changing nature of careers call for a broader view of leaders as a critical element for the future of colleges and universities (Amey, 2006; Brown-Glaude, 2009; Betts et al., 2009; Fethke & Policano, 2012; Kezar, 2009; Rich, 2006; Savickas, 2011). Birnbaum and Umbach's (2001) four presidential career trajectories (Scholar, Steward, Spanner, Stranger) are helpful leadership metaphors with career overtones that when extended support considering this broader view of who might become a president. (Scholar and

Steward represent the traditional faculty and administrative pathways, while Spanner and Stranger demonstrate nontraditional pathways.)

Within the context of this study, Scholar and Steward become overarching career tracks at a college or university with various other metaphors supporting them. For instance, for the Scholar as the most traditional route to a presidency, the ladder likely prevails as the explanatory metaphor where individuals can either climb up each rung or skip positions along the way to a senior leadership role (Birnbaum & Umbach, 2001; Cohen & March, 1974; Wessel & Keim, 1994). Yet, in this study, only Rick's career most resembled the Scholar-ladder trajectory, and he had taken on a deanship, while Robert as a Scholar on a journey had arrived at the chief academic officer destination. Likewise, Lucia, LeRoy, and Diana had lattice careers within the Scholar line, moving over and up through various leadership positions. Vivian's career most resembled that of a rainbow within the Scholar line. The Scholar line, then, has room for other metaphors including labyrinth, lattice, journey, and rainbow for at least these participants.

Similarly for the Steward, as the other traditional route to a presidency, the ladder may take precedence as an individual travels up an administrative pathway, but there is room for the lattice, as demonstrated by the participants in this study. Julie, who moved across administrative operational areas, and René, who forsook a better title and a ladder climb for an opportunity at a larger university, demonstrate an administrative lattice within the Steward line. Although the lattice is most represented here, other metaphors could elaborate the Steward track. Table 6.9 outlines these tracks and metaphors.

Table 6.9
Connecting Leadership and Career Metaphors

ACE Fellow name/ pseudonym	Birnbaum & Umbach's Presidential Pathways and Career Metaphors	
	Scholar	Steward
Diana	Labyrinth	
Julie		Lattice
LeRoy	Lattice	
Lucia	Lattice	
René		Lattice
Rick	Ladder	
Robert	Journey	
Vivian	Rainbow	

Thus, a metaphorical approach to connecting leadership and career development supports a unique understanding of the emerging senior leaders in this study. For leaders in higher education, the typical metaphor has been the career ladder of a Scholar, whereby the person starts at as an instructor or assistant professor in a discipline and moves through a series of promotions and leadership roles to positions with greater and greater responsibility and scope (Birnbaum & Umbach, 2001). Other career tracks and metaphors, however, can also explain the careers of leaders, particularly as the self confronts a revision of the world of work.

Interestingly, none of these individuals articulated presidential aspirations. This study underscores that higher education will have to cultivate individuals from other trajectories to a greater extent and be open to the capabilities of leaders with career narratives that deviate from the traditional Scholar ladder.

Valuing the Decision Not to Pursue a Presidency

This study also highlights that for many leaders, the presidency is not the end goal. This phenomenon is not well understood or documented, and this study contributes to the presidential literature by exploring the road not taken. Reasons for ruling out presidential aspirations included viewing one's skills as a better fit with other positions,

being more interested in the scope of other leadership roles, disinterest in aspects of a presidency such as fundraising and state politics, and needs of family precluding the time to take on a presidency. The leaders in this study had a great deal of skills and knowledge to use in a senior role. Deciding not to put oneself on a presidential pathway, but still desiring to be a senior leader who contributes to higher education, should be an honorable decision. Institutions who support leadership development need to have systems in place to support those who undertake training to have new stretch roles following completion of a leadership development program.

Critical Nature of Leadership Development

Leadership development can be defined as "the acquisition of leadership skills by an individual, recognizing that those individual skills may at times include the capacity to elicit leadership from others or to develop effective teams" (Lord & Hall, 2005, p. 593). Various programs exist at a national level to support the training and development of faculty and professional administrators' advancement into leadership roles. Some of the programs are well established with 30- to 40-year histories, while others are newer. (See Appendix F for a listing and description of these programs in higher education.) Programs' audiences include certain affinity groups (women, student affairs, chief academic officers, etc.), disciplines, and both emerging and positional leaders. Some of these programs have a long-term, sustained ability to support participants' transitions into senior-level roles. Even as these national programs are offered, colleges and universities generally have not undertaken systematic efforts to train and advance leaders at the local level. While these programs, particularly the national programs, are described in the

literature, they are not well researched (Leon, 2005). A corollary gap is that the contribution of these programs to a leader's career path is not well understood either.

It has been noted that formal programs may be most effective for building the skills of advanced leaders who have been working on developmental tasks and identities moving from novice to intermediate to expert leaders (Lord & Hall, 2005). Although the programs are frequently described and a variety of competencies are discussed as critical to the development of executive-level leaders, a missing piece is scholarship relating their influence on career paths and experiences for individuals (Kezar, 2009; Kezar, et al., 2006, 2009; McDade, 1987; McDaniel, 2002).

Two studies specifically covered the ACE FP. McDaniel (2002) described a new outcomes-based approach that was implemented in the FP. It included four domains: leadership context, content, communication, and processes. The author concluded that the outcomes approach supported leadership development assessment and skill-building throughout a person's career (McDaniel, 2002). Turner and Kappes (2009) examined the experiences of women of color in the ACE FP to discern their perceptions of the program's strengths, challenges, and impact on careers. Using an e-mail questionnaire, they queried perceptions of the program and concluded that the ACE FP contributed positively to the advancement of women of color, despite the gaps in addressing their needs specifically. The concept of career development, however, was not included in their research.

This study supported the critical nature of leadership development through participation in a formal program. The Fellows alumni overwhelmingly spoke about how the technical and personal knowledge about leadership they gained, the network of

colleagues they developed, the deep reflection they performed, and the positive mentoring they experienced contributed to their identity as senior leaders. They also talked about making informed future considerations about their careers. The FP was an important experience and provided the structure and opportunity for learning about leadership. A leadership development program is an important factor in an emerging senior leader's experience, and higher education should more fully support participation to cultivate its pipeline of future senior leaders.

Connecting Leadership Development and Career Development

When career, leadership, and identity all intersect, the center becomes self as a leader within an organization. Promoting leadership development, then, involves supporting the incorporation of this identity and the accompanying career paths that allow for enacting self as leader. Career development has neglected incorporating the identity of leader into career planning, and leadership training has neglected careers as the frequent context for leading. The key is connecting career development with leadership development for individuals. There is more work to be done in fully understanding this phenomenon, but intentionally supporting this intersection will ultimately support the development of a more robust leadership pipeline.

Implications for Theory

The problem of research this study addressed was that although there is literature about leadership pathways in higher education, this literature did not relate an understanding of why individuals pursue leadership responsibilities and roles as part of a career trajectory. The literature review in chapter 2 outlined the presidential pathways in the higher education literature and noted that it had not arrived at a comprehensive theory

to explain how one arrives at a college presidency as a penultimate role. Although there was a body of literature on theories of leadership development, it was focused on skill-building and leader effectiveness. This literature was discussed in chapter 2. Additionally, career development has been widely written on and is also summarized in chapter 2. CCT existed as a current career development theory based in constructivism and espoused a narrative framework. There was a related body of literature on career metaphors, which had the potential to extend CCT and to illuminate the pathways literature with different metaphors. Leadership and career as constructs had not been connected by scholars as a primary gap noted in chapter 1.

The researcher conjectured that these separate constructs could be connected to support a greater understanding of the reasons for undertaking leadership roles and how individuals incorporate these roles as part of careers in higher education. The theoretical implication for this study is a conceptual model based on CCT that ties these elements together, offering a new way to understand leadership and careers in higher education.

Applying Savickas' Career Tapestry Concept

Savickas (2011) invoked the metaphor of a tapestry as part of CCT. The tapestry metaphor offers a means not only to conceptualize a person's career, but also to integrate leadership and other career metaphors. Taking the theorist's writings, this researcher modeled the tapestry metaphor and then applied and adapted it to arrive at a greater understanding about the integration of leadership and careers for these participants. This section summarizes CCT and its tapestry metaphor, presents a visual depiction of this model and its elements as related to this study, and critiques this conceptual model.

Summary of CCT and its tapestry metaphor. In describing CCT, Savickas (2011) invoked the metaphor of career as a tapestry. A tapestry is a textile in which both vertical and horizontal threads are interwoven on a loom to create an image. The image might portray a religious or mythical scene or story. The vertical threads are made of sturdy material, such as cotton or linen, and provide the structure for the horizontal threads that are woven through them. The horizontal threads could be wool or cotton and could also include silk, gold, or silver threads ("Tapestry," 2013). As identity is constructed, people amass micronarratives, or small stories, and weave them into tapestries of macronarratives, or large stories in the narrative processing of the careers. Similar to a tapestry on a wall, this resulting weaving of stories provides "a unified sense of individuality," or narrative identity (Savickas, 2011, p. 22).

Within a career tapestry, a person's objective career (sequence of roles) and subjective career (narrative about one's work life) can be found (Savickas, 2011). The objective career comprises those sturdy threads that provide the basis for the decorative threads. The subjective career comprises the "golden threads" of the career tapestry that represent themes, those ideas that recur and make a life whole (Savickas, 2011, p. 26). The golden threads often represent a person's values, those constitutive concerns that connect the person to a broader story and relate the meaning the person makes from his or her experiences (Savickas, 2011). The thread pattern is not the moral of the story; rather, it is the thematic purpose in the occupational plot (Savickas, 2011). As individuals incorporate experiences into their life stories, they weave golden threads through their subjective and objective plots as connecting themes.

Application to this study. Savickas' (2011) metaphor of a career as a tapestry allows leadership development and career development to be connected and visualized in a new way for these leaders in higher education. Through the analysis of the research texts in this study, the elements of epiphany emerged as an additional subjective element of these participants' careers. Epiphanies are those special events in an individual's life that represent turning points, either positive or negative (Creswell, 2007). A primary epiphany among these participants was coming to leadership. These participants not only discovered that they enjoyed being a leader, but they integrated leadership into their identities and leadership became a connector in their occupational careers and plots. The incorporation of leadership into one's identity emerged as the golden thread that transcended the macronarratives about their careers, as illustrated in Figure 6.3. This conceptual framework offers a new way to understand the incorporation of leadership into an emerging senior leader's career in higher education based on CCT (Savickas, 2011).

Critique of the conceptual framework. This conceptual framework has four strengths. First, in its favor is being based on a cutting-edge, postmodern view of the current world of work, which has changed over the last century, requiring innovative thinking about individuals' career development.

> Although organizations still provide financial capital, individuals must produce their own identity capital by knowing, liking, and using their own story. To assist in producing identity capital, 21st-century career interventions should help individuals construct and use their life stories to make choices and take actions with integrity of character. (Savickas, 2011, p. 12)

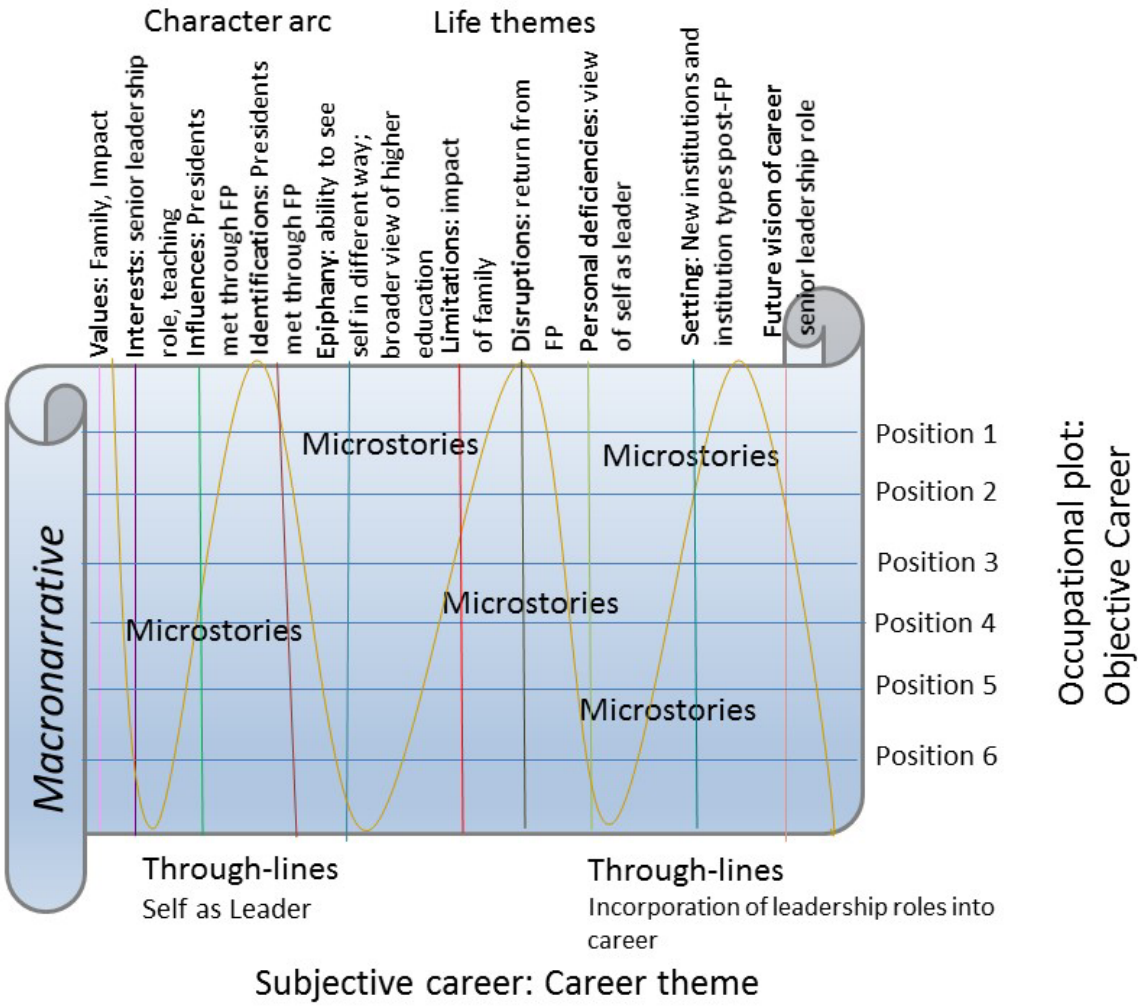

Figure 6.3. Career tapestry for higher education leadership.

Second, the career tapestry connects the constructs of leadership and career in a way that was not found in the literature previously. In addition, its flexibility allows for additional conceptual elements (golden threads) to be incorporated, in this case, the transformation in identity as leader and the epiphanies that accompany this identity shift. Finally, the tapestry model also provides a structure for programs and/or counselors to support the development of leaders. Its elements are specific enough for curricula and exercises to be developed to build on them and apply the model with individuals and

groups. Since CCT was designed as a counseling theory, those working with the model could integrate it into their practice with clients.

This conceptual framework has three major weaknesses. First, its adaptation is based on this initial study situated in higher education. It may not apply in the same way to leaders in other settings. Also, this study was one of the first to apply CCT and thus may be missing some elements; additional empirical study is necessary to further develop it. Finally, the limitations of this study provide context for this model and contribute any inherent weaknesses. For a complete discussion of the study limitations, see the critique later in this chapter.

Practical Implications

The problem of practice this study explored was the dearth of qualified leaders willing to pursue a college or university presidency. The findings from this study on emerging senior leaders inform the understanding of the scarcity of qualified leaders for individuals, for institutions, and for leadership development programs. The practical implications of this study, then, are threefold. First, the incorporation of leadership into a person's view of self as an aspect of identity is an important and transformative experience for individuals. The process of identity transformation that unfolded in this study could serve as a guide to build upon in supporting other individuals' realization of integrating leadership into their careers. Second, supporting the related decisions and considerations individuals make about their careers once they see themselves as leaders is critical to enacting this view of self in their careers. The ability to have or seek opportunities to enact this new identity is critical and discussed in the implications for institutions, as it is largely an organizational consideration. That means there is the

opportunity for institutions to do more to identify leaders with the potential for senior roles and presidencies. Lastly, developing tools based on the above theoretical implications to support individuals' career planning is a final practical implication of this study. Knowing the process of this aspect of identity development allows for programs and interventions to be developed to support development of leaders. These implications for individuals, institutions, and leadership development programs can help address the dearth of potential presidents in the current pipeline and are further elaborated in this section.

For Individuals in Higher Education

Practical implications for individuals in higher education include (a) trying on leadership early enough; (b) gaining a broader view; (c) adjusting one's career roles to accommodate self as a leader; and (d) utilizing a leadership development program to advance skills and opportunities.

Through the narratives these leaders related in this study, a cross-cutting, essential issue was incorporating leadership into their identities and work lives. After the initial decision was made to be employed as an administrator or faculty member at a college or university, advancement and the possibility of taking on an initial leadership role were next decisions. Once participants decided to try out an initial leadership role, they set their sights on next steps if they enjoyed such a role. Participants expressed this transformation, arriving to the point where it compelled them to act upon it with related career decisions. They used the FP as a way to test the waters for incorporating an advanced leadership role into their work lives.

As they progressed through these positions and the FP, the Fellows spoke about gaining a broader view of self and higher education through the FP and viewed this as a personal and professional experience that changed their lives. Vivian related:

> During the Fellowship, I was exploring the possibility of a dean's role or a provost role, seeing how it fits. I realized that it didn't fit, but I wasn't really thinking that's what I really wanted to do anyway. I learned a lot about myself as a leader, but also what I wanted to do.

LeRoy shared how obtaining that broader view of higher education was transformative.

> What the ACE gave me was a bird's-eye view of how a university works and how all the pieces fit together in order to carry out its mission and vision and how senior administrators are really the people that guide the process.

The issue to resolve was viewing themselves as senior leaders and not being able to return to their previous roles and view of themselves without great psychological dissonance. This dissonance served as an impetus to changing their employment situations to enact this new view of self. Robert explained it in terms of fitting in after a leadership transition occurred at his sponsoring institution while he was undertaking his Fellowship placement.

> I came back to New Mexico State a little bit disoriented in the sense that I had no idea that I would be anywhere else but New Mexico State; we'd been there almost 17 years at that point, . . . probably 15 or 16 years, and were very settled. Our kids were settled, but I really didn't see myself being able to have some of the same experiences I had at Pepperdine there. I wasn't quite sure what that meant and what to think about as far as next career steps.

He and his family moved out of state so that he could accept a new position as a provost, thus resolving this dissonance. This process offers an initial understanding of this personal transformation of incorporating advanced leadership as part of one's self-

identity and career story. (See Table 6.7, which documents participants' sentiments about this process of identity transformation.)

Some of the Fellows also spoke about not realizing their passion for leadership early enough in their careers to have the lead time to consider a presidency. As Diana explained:

> I had never really thought of myself as a leader or that this was something I might like to do until I became director of general education in 2003. By then I was already 51 or 52. I'm certainly one of the older people in my ACE Fellowship class. Faculty at a research university don't think about administration, don't think about leadership per se. They think about being the best teacher they can be or the best scholar they can be, and they're not really encouraged, at least at the institution where I was for 34 years, to aspire to administrative leadership. You have to give people the opportunity to discover a passion.

Participants noted several factors that contributed to this prolonged timeline. The long and intensive training involved in becoming a faculty member initially along with the time to go through the promotion and tenure process preclude the early identification of self as a leader. Also, the nature of the training oriented to that discipline and not involving the development of leadership skills was another factor they discussed. Fellows in the faculty lines remarked about how there are certain critical points for advancement, including achieving full professor, which was a stepping stone to initial leadership roles, particularly a department chair. These sentiments parallel the literature on faculty advancement in leadership roles (Gmelch et al., 2011). Thus, their sentiments echo the literature that discussed the limitation of faculty training and career development that prevents presidential considerations (Gmelch, 2004). If faculty arrive at the concept of leadership, it is often later in their careers than in other industries, which begin to develop individuals for leadership earlier. Seemingly, then, leadership is a construct that deserves

greater and earlier attention in the development of faculty (Kerr & Gade, 1986). Although this is not a new assertion, the findings in this study underscore this implication.

In sum, five pieces of practical advice gleaned from this study can support individuals in higher education in considering leadership roles. The first is trying on leadership early enough to know if it is a value that an individual desires to integrate in his or her career. Gaining a broader view outside one's discipline or functional area is also key to transforming oneself from a professor or staff member to a leader. Discerning how to adjust one's career roles to accommodate this view of self as a leader is critical to mitigating the dissonance between seeing oneself as a leader and not having an occupational role that supports this view. Utilizing a leadership development program to advance skills and opportunities for leadership is an important implication. Finally, there is a need to understand the critical nature of the ladder and steps to take if one's career metaphor is different and one desires to advance through positional roles.

For Institutions

Two important pragmatic suggestions for institutions arose from the experiences of participants. They include overcoming the negative perceptions of leadership and the importance of family as a consideration in taking on a leadership role.

First, this study affirmed the literature that discussed the negative perceptions faculty espouse of leadership. Once a person has come to the realization of being a leader and a capability for a senior role, supporting this new view of self and the ability to aspire to this role is important. In the interview process, without prompting, several Fellows from the faculty line described the notion of leadership as moving to the "Dark Side" from faculty to administration and having colleagues wonder about the reasons a person

would ever want to become a full-time administrator. Participants discussed how they had to overcome these views about leaders as obstacles in their careers. Part of integrating leadership, then, was coming to terms with this negative perception of academic leadership. Participants accomplished this part of their identity crisis in part through the networking that occurred during the FP with each other and with the other senior leaders they encountered. This supported their self-efficacy and ability to overcome this negative stereotype of moving to the Dark Side.

While this happened for the individuals in this study, the phenomenon pointed to a systemic issue in higher education that could be dealt with at the institutional level. The implication is that institutions of higher education need to find ways to overcome this perception of the Dark Side and support those who take on leadership roles, making becoming a leader a desired activity. Without institutional cultures that support leadership as a desired and encouraged activity, the perception of leadership as moving to the Dark Side will continue to be an obstacle to individuals' considerations of incorporating these roles into their careers and identities. By shifting the culture to promote leadership as a welcome and intentional career step, institutions could support the leadership pipeline.

Second, these participants all related that family was an important value as a consideration for the various positions they encountered or were sought for both before and after the FP. Part of developing individuals as leaders also involves supporting their value of family and understanding how that impacts their career decisions. Yet, at least for one Fellow, the approach of the FP toward families seemed old-fashioned to her and she challenged this perception during her time in the program. Another female Fellow spoke about having to work with institutions to change policies and approaches to women

with families as they grew into leadership roles. The three male Fellows spoke about balancing the needs of families with their career aspirations. All Fellows spoke about the impact of a spouse or partner on a career in both positive and negative ways. Clearly, family considerations are paramount concerns for this group of Fellows. Even so, higher education institutions are structured on an organizational model that was formed when women were less prevalent in the workforce. These Fellows' stories underscore the imperative to update the organizational structure to accommodate the new realities of the world of work, with women working outside the home and integrating this work with bearing and raising a family (Boushey, H., & O'Leary, A., (2009; Philipsen, 2008; Ward & Wolf-Wendel, 2012). Thus, the implication of the value of family for institutions is that the structure needs to better accommodate this new paradigm of work in order for individuals to consider taking on leadership roles as one more role to integrate into their lives (ACE, 2005; Boushey, H., & O'Leary, A., 2009).

For Leadership Development Programs

If the demise of the organizational career ladder as the linear path one follows presumably to some higher-level or top-rung position is true, then the person becomes the agent in charge of his or her own work life (Savickas, 2011). The implication for leadership development programs of this new view of the faculty or professional administrator is the critical nature of offering career planning as part of programs' curricula. The participants in this study all spoke positively about the FP as a formal way in which they could test the waters for a greater leadership role, including a presidency. The program offered a structured process by which Fellows could make intentional considerations about the future, build skills, and gain perspectives about leadership in

higher education. Even with its success of moving individuals into presidencies, interestingly, these fellows expressed a range of uncertainty and ambiguity about their careers, with none definitely or actively considering a presidency at the time of the study, although they all viewed themselves as senior leaders.

Across the interviews, the missing piece that emerged was a clear direction or plan at the end of the Fellowship created by the Fellows to project their next steps. Some of these Fellows had ruled out possibilities, which is helpful, but had not come up with a definite way to move forward. Since the Fellows are required to spend the year after Fellowship at their sponsoring institution, this seems like a critical time to reflect about the FP experience, including the transformation of self as leader and charting out next steps in one's career to support this new identity.

Following up with a mentor or trusted career advisor would also be a critical activity. The Council of Fellows, the alumni group of the FP, provides ongoing career planning and job searching education and support. Introduced to a wide range of leadership and career development programs during their Fellowship as part of the design of the program, many alumni continue their consideration of and preparation for senior leadership positions through participation in other programs, particularly those oriented to preparation for next-level positions and those relating to educating participants about how best to showcase their experiences and evolving leadership identities through the job search process (S. A. McDade, personal communication, September 21, 2014). Thus, this leadership development program could further support leaders' considerations of senior roles through more intensive career planning.

Intentionally connecting leadership and career development could be an instructive point for other leadership development programs as well. These participants fashioned their careers relying on intrinsic and extrinsic factors in their decisions without following a clear path or course—demonstrating the critical nature of formal career and leadership development for the higher education workforce. The need for development is particularly strong for leaders of colleges and universities, as these organizations have become more complex and difficult to navigate (Fethke & Policano, 2012).

As this study demonstrates, leadership was intertwined in these participants' careers. Leadership development programs could employ CCT as a theoretical framework in leadership in several ways. Savickas (2011) developed CCT as a career counseling theory and provided guidance on how to use it in a counseling setting. Counselors listen closely to the client's story and then take the micronarratives to construct a life portrait that is shared with the client. Revisions are made together and the client develops an identity statement and articulates intentions (Savickas, 2011). CCT could be used as an individual coaching and counseling model to clarify participants' career considerations and support their career planning to include leadership roles. Through clients' telling of their narrative, a career coach or advisor has the opportunity to help them shape the career story being told and incorporate leadership as part of their interest, skills, and values. Integrating career development and leadership in programs is a critical practical endeavor, which can be supported with CCT as a theoretical framework. Leadership development programs could apply this developmental process of the incorporation of leadership into one's career and build activities to support this transformation even further.

Various practical implications emerged from this study for individuals, institutions, and leadership development programs. They include identifying potential leaders for higher education early in their careers, facilitating their leadership aspirations, making leadership a desired aspect of a person's career, and providing leadership development that connects career planning and development and considers the structure and story of a person's career.

Critique of the Study

There were several strengths in this project that assisted in supporting its validity and reliability. Strengths included the paradigm of inquiry, theoretical framework, and methodology. Moreover, although this study outlined two anticipated limitations, two new limitations emerged during the research process with the research questions and study sample. Both the strengths and limitations are presented in this section, with a discussion of their impact on the validity and reliability of this project.

Strengths

The paradigm of inquiry, theoretical framework, and methodology employed were key strengths of this study. Constructivism as the paradigm of inquiry is an interpretive approach wherein the body of knowledge is particular to the participants in the study with the goal of understanding human experience at a subjective level (Merriam, 2009; Rodwell, 1998). As explained by Rodwell (1998), constructivists view individuals as deriving meaning from their lived experiences and make space for accommodating the multiple meanings that materialize in a study. In constructivism, differences are as interesting and valuable as similarities, since the approach values subjectivity over objectivity. A constructivist paradigm also is a collaborative approach

between the researcher and the participants. Through this collaboration, a new reality is arrived at that accounts for both perspectives. The ability to accommodate the various experiences and the accompanying different meanings made by the participants was a strength of this study. Moreover, constructivism allowed for narratives to be coconstructed and for these stories to be interpreted.

CCT. CCT was detailed in chapter 2 as a new, postmodern theoretical framework for understanding careers. Its central tenet is learning about and supporting individuals' careers through the narratives they relate. Grounded in constructivism, CCT is a career counseling theory that emphasizes the personal agency individuals bring to the meaning they make as they relate their career narratives. This storytelling supports their interpretation of their occupational decisions as part of their life roles and identity (Savickas, 2011). Individuals narrate a career story with a plot and theme, playing the main character in their own story. CCT espouses that individuals make sense of their careers with unique interpretations, using stories as the primary way to capture and support this sensemaking (Kvale & Brinkmann, 2009; Savickas, 2011; Squire, 2008a). Thus, CCT allowed for operationalizing constructivism by emphasizing the individual career stories and examining the career metaphors related in these participant narratives. It supported the subjective understanding that is a critical element in constructivism.

Metaphorical language. Additionally, metaphorical language is often invoked as part of stories in general and career stories in particular. Incorporating metaphorical elements through career mapping and interpreting the research texts provided additional detail and perspective on the participants' career narratives. Thus, spoken and interpreted

metaphors offered a means by which to visualize these careers and extend CCT, a complementary strength of this theoretical framework.

Narrative inquiry. Similarly, narrative inquiry is a methodology that embraces human stories in generating knowledge. Narrative inquiry collects an individual's story as data through conversations, offers a social context for the story, and evokes through collaboration the presence of the author in some sort of way (Creswell, 2007). Experience-centered narratives take a holistic view of the person and put the agency of the storytellers and the meaning they derive from their experiences at the forefront of the narrative (Squire, 2008a, 2008b). Since the purpose of this study was to understand the individual experiences of former Fellows as related to incorporating leadership into their career narratives, an experience-focused approach to narrative inquiry was well suited for this inquiry.

Synthesis of methodological elements. The paradigm of inquiry, theoretical framework, and methodology were assets in their own right; however, a primary strength of this dissertation was marrying constructivism, CCT, and narrative inquiry to examine the paths and considerations of individuals who were in the process of considering senior leadership roles in higher education. Constructivism and CCT are well aligned, and narrative inquiry supported operationalizing CCT. Thus, the paradigm of inquiry, theoretical framework, and methodology coalesced to support the reliability and validity of this project.

Limitations

Limitations in research always exist and must be addressed (Creswell, 2007). At the outset three primary limitations were anticipated with this study's theoretical

framework, methodology, and population: (a) individuals often lack reflection about their careers; (b) CCT, as primarily a counseling theory, has had limited usage in research; and (c) the study population includes participants from a single program. An additional limitation that was not expected arose in the imbalance of the demographics of participants as part of the sampling. Also, narrative inquiry has its own limitations that were noted in chapter 3 and must be considered in the research design. The researcher attempted to address these limitations and to restrict overgeneralizing about the results of this study because of these limitations. Each of these limitations is discussed below.

Ability to reflect. One anticipated limitation of the study was the potential for participants to lack reflection about their careers (Borges et al., 2010; Cohen & Mallon, 2001; Savickas, 2001, 2011). This limitation, however, was not born out. The participants offered rich and descriptive stories and willingly shared personal information. The leaders in this study, perhaps aided by the reflection components of the FP curriculum, had the ability to look at past events with the perspective of the present (Cohen & Mallon, 2001). The impact, then, was a positive one of robust data to analyze. It is likely, though, that those who were willing to disclose personal information were the Fellows who felt most comfortable participating in this type of study and so the study reflects this bias. The possible, and hopefully positive, impact of the study on the participants was the ability to share their stories to support other future leaders' understanding and insight about ways in which to structure their careers.

Use of CCT. Although CCT has been in development for the better part of two decades (Savickas, 1995, 2001, 2002, 2011), it culminated in a book that was only published in 2011. Even with all of the career development theories currently available to

career counselors and advisors, the critique was that although these theories explained careers and how people moved through them in various ways, they did not support the counselor/client perspective specifically (Savickas, 2011). Savickas developed an integrated theory that addressed this need for understanding and counseling in the postmodern world of work with all its changes and evolution (Hartung, 2013).

As a new theory, CCT has had limited usage in research. Only one published study was found that invoked CCT as a theoretical framework (Maree et al., 2010). Thus, the researcher drew on her work with career theories in her professional life to inform her use of CCT in this study, which were an inherent bias. A limitation of this approach was that other elements found in career development, such as self-efficiacy and career confidence, might have been more at play than brought out in this study. The other limitation of using CCT for this study was its orientation as a counseling framework for working with clients. This orientation actually supported the narrative interview method and interpretations well; however, consideration was required in how to use this theory in the analysis of research texts. CCT seemed to be an intuitively supportive way to examine careers, but this study is limited in that it is one of the first to use this theoretical framework. At the same time, this study contributes to the body of work emerging on CCT by using it as a framework for research on careers.

Moreover, any of the other career development theories outlined in Appendix C could have been as explanatory in the analysis of the research texts. For example. Social Cognitive Career Theory (SCCT) integrates three interrelated aspects of career development: (1) the development of academic and career interests, (2) the decisions about educational and career choices, and (3) the ability to obtain academic and career

success (Lent, Brown & Hackett, 2006). The theory incorporates a constellation of concepts (e.g., interests, abilities, values, environmental factors) that individuals incorporate in thinking about their careers. Self-efficacy beliefs, outcome expectations, and goals are three foundational elements of SCCT, which could all apply to the narratives presented in this study (Lent, Brown, & Hackett, 2006). As another example is the theory of Happenstance, which posits that unplanned events have substantial influence on the career decisions of individuals and that serendipity plays a part in the most planned out career (Krumboltz & Levin, 2004). Both SCCT and Happenstance support additional or different intepretations of the participants' career stories.

Population. Participants for this study were selected from the ACE FP because it filtered and provided access to a pool of high-potential, emerging leaders with characteristics of interest to this study. Other leadership development programs exist in higher education, which are detailed in the literature review and Appendix F (Kezar, 2009). Participants from these other programs were not part of the population for this study, although they met the other criteria for participation. Moreover, many other leaders have undertaken their roles without formal preparation, and their perspectives are likely different and were not captured as part of this project. To be manageable, however, the sample had to be delimited in some sort of way. Patton cautioned, "Keeping findings in context is a cardinal principle of qualitative analysis" (2002, p. 563). Therefore, the sample of ACE Fellows provided context for this study. The implication for this context is that the findings are limited to this sample (Patton, 2002). Another implication of this population is that the ACE FP emphasizes career exploration and reflection. The ability

to consider one's career deeply may be particular to this population and provided the powerful insights reflected in the narratives.

Sample. In addition to these anticipated limitations, other limitations arose with the sample. Despite following the sampling frame steps outlined in chapter 3, the sample was imbalanced in gender and ethnicity. Approaching two classes of ACE Fellows yielded eight participants who were willing to take part in the study, even with multiple attempts at reaching other potential participants who met the study criteria outlined in the sampling procedures. This sample, though, was not balanced between women and men and did not represent all the ethnicities found in the FP. The implication of this sample was its limit in perspectives that might have been mitigated with additional or different participants from the FP, particularly with nuances in race and gender that could contribute to different or more nuanced findings.

Special limitations of narrative inquiry. Like all methodologies, narrative inquiry has inherent limitations. This study espoused an experience-centered narrative inquiry, and the criticisms of that focus were emphasized in chapter 3's discussion. Those criticisms were (a) interpretation as prescription, (b) time as an issue, (c) coherence, (d) authorial subjectivity, (e) forgetting language, and (f) relativism. This section relates the steps the researcher took to address those criticisms in implementing this study (Squire, 2008a).

Interpretation as prescription. Making a strong, prescriptive assumption about the stories existing in the research is a criticism of narrative inquiry (Squire, 2008a). This is particularly the case because of the interpretive authority that the researcher purports, basing his or her interpretation on materials to which readers have little access with a

natural bias to seek the "good" story, which is judged "good" by the researcher (Squire, 2008a). The researcher addressed this through the strategies of member-checking and peer review. Member checking enabled the participants to coconstruct their stories, having access to it as it was written. Peer review supported keeping researcher bias toward good, prescriptive stories in check.

Time as an issue. Time presents a problem due to the requirement of experienced-centered narrative to cover the past, present, and future (Squire, 2008a). While lives are lived this way, they are not necessary narrated this way by the storyteller. Thus, the researcher has the challenge of translating time so that it is not reductive or misleading (Squire, 2008a). The researcher addressed the issue of time through the structure of the interview questions and the development of the research texts with the participants to be mindful of the past, present, and future. The interview questions were asked in present tense so that participants decided how to present time and the researcher used their sense of time in the write-ups of the interviews, which they read through the member-checking process. This allowed the study to be true to the past, present, and future time they presented.

Coherence. A third and related criticism of experience-focused narrative is coherence, where partial, fragmented, or contradictory stories are told and thus are unresolved for the researcher. Squire (2008a) argued that researchers cannot tell what or how stories should be told or not told and that researchers should accept the incongruence of stories. While this advice was heeded, where there was the ability to clarify the coherence with the participant in the member-checking process, the researcher did so.

Authorial subjectivity. Next, Squire (2008a) also explained that experience-centered narratives are grounded in a participant who is an individual and claims some unity and agency, "a self which has and describes experiences" (p. 41). This assumption can lead researchers to prescriptive interpretations or can isolate researchers from a more complicated approach to subjectivity. As a corollary, a primary premise of CCT is the need for a person's agency in developing his or her own career. CCT employs a multitude of elements in understanding how this agency is enacted, which supported rich and complicated interpretations of these career narratives. The theoretical framework supported addressing this criticism.

Forgetting language. In analyzing experience, there can also be a tendency to discard the importance of language, which can contribute to an experience-focused interpretation (Squire, 2008a). In re-storying the transcription into research texts, the researcher attended to language. In constructing the texts, she was careful to maintain the participants' own words and phrasing and chose to write the profiles using first-person pronouns. When the chair of this dissertation, knowing participants, read the profiles, she mentioned how much they sounded like the Fellows she knew during her time working with the program (Sharon A. McDade, personal communication, June 2, 2014). This served as confirmation of remembering language. In the analysis of the research texts, the peer review process attended to addressing this criticism by discussing linguistic aspects of the analysis and resolving any issues the peer reviewer noted.

Relativism. Finally, Squire (2008a) cautioned about the unending hermeneutic circles of experience-centered narratives. Applying CCT to the analysis and interpretation of these career narratives provided the necessary places for the researcher to end

interpretation. Even though the researcher made a concerted effort to find an ending for the sake of finishing this study and CCT allowed for a reasonable way to accomplish this, the strength of narrative work is that readers will make their own interpretations against what is presented in this chapter (Squire, 2008a, 2008b). The research addressed the criticism of relativism in this way. Attending to these criticisms, as limitations, strengthened this study.

In sum, this study contained several major limitations. The first limitation was the limited use of CCT as a new counseling theory in a research context. The second limitation was the potential lack of reflection by participants. This anticipated limitation in the ability of participants to be reflective was ultimately discarded. Third, utilizing leaders from one program to form the sample must be held as a caution in the interpretation of the results. Fourth, the imbalanced sample that emerged during the data collection process became another limitation. Finally, six criticisms of researching experience-centered narratives were addressed through the study design. Ultimately, the researcher was able to gather robust and detailed perspectives even with the imbalanced gender and racial limitations. Maintaining mindfulness about the limits of the sample and not overgeneralizing the results were critical in conducting the analysis and developing the findings. To the greatest extent feasible, the strengths were invoked and the limitations mitigated to present the most credible study possible.

Future Research

Although this dissertation addressed the stated gaps to the extent possible in this study, additional research in the areas previously outlined would build upon the foundation laid here for further understanding the incorporation of leadership into higher

education careers. Some specific questions to be addressed are listed in Table 6.10. The opportunities to build on this study's findings and their implications relate to four themes: (a) leader identity development, (b) connection of career and leadership development, (c) impact of family, and (d) other leadership development programs, and (e) greater metaphorical understandings of senior leaders' careers. Finally, employing elements of other theories, such as self-efficacy, to interpret these narratives would provide additional information about emerging senior leaders' careers and propensity toward a presidency.

Table 6.10
Additional Questions Related to How Individuals Incorporate the Identity of Self as Leader

Question	Theme
• What further details about the process of incorporating leadership into one's career and then identity can be revealed through additional research?	Leader identity development Connection of career and leadership development
• How can higher education better support the incorporation of leadership into careers within this sector and the individual's conception of her or himself as a leader?	Leader identity development Connection of career and leadership development
• If higher education has a strong value of the Scholar trajectory, how can faculty be encouraged to try on leadership roles? If there is congruence, how can they be better developed for the administrative ladder? How can organizations support incorporating positional leadership roles into faculty careers as a more desirable golden thread of a person's career tapestry?	Leader identity development
• How can nonfaculty leaders ensure that they understand the life of a faculty member as part of positioning themselves as someone who has come to leadership with a different background than the Scholar ladder?	Leader identity development
• How can learning the way in which one's discipline, whether it's chemistry or academic financial operations, fits in the broader view of higher education help to bring faculty and professional administrative worlds together through the golden threads that are part of a faculty or administrator's career tapestry?	Connection of career and leadership development
• How can organizations be more open to these various pathways in developing leaders—both college and universities and associations that work in this space?	Connection of career and leadership development

Question	Theme
• How do leaders incorporate a presidency as part of their identity and as part of their subjective and objective careers?	Connection of career and leadership development Leader identity development
• How can and do leadership development programs (the FP and others) facilitate this conception of identity?	Leader identity development Connection of career and leadership development
• How is the identity of a senior leader who does not pursue this type of training conceived?	Leader identity development Connection of career and leadership development
• What is the impact of family on incorporating leadership roles into individuals' careers, particularly if they participate in a senior leadership development program?	Impact of family
• What considerations of family and leadership aspirations impact leadership identity development and careers?	Impact of family
• What considerations and decisions do individuals who participate in other leadership development programs make? How do they incorporate self as leader? What do their career paths look like?	Other leadership development programs
• What considerations and decisions do individuals who have achieved high levels of leadership without the support of leadership development training make? How do they incorporate self as leader? What do their career paths look like?	Other leadership development programs
• How can metaphorical understandings of individuals' careers support the work of leadership development programs? • What other metaphors are explanatory for senior leader careers in higher education? • How can an individual who is not on a ladder or lattice incorporate senior leadership roles into their career tapestry?	Connection of career and leadership development Greater metaphorical understandings

Leader Identity Development

The first major area for future research relates to the identity of oneself as a leader. Although this study sketched out a process these participants underwent as they became leaders and then advanced to senior leaders in higher education, more research into the particulars of this identity development is needed that builds on extant work. Additional research could support understanding the nuances of race and gender in this identity process, identifying potential leaders earlier on, and finding ways to support the

development of leaders as they undergo this transformation. This transformation could include the ways in which a leader incorporates a presidency as part of his or her identity and then as part of his or her subjective and objective career.

The Connection of Career and Leadership Development

If the constructs of career and leadership are formally connected through the curricula of leadership development programs, this connection would benefit from further study. It would be important to evaluate and better understand the efficacy of intertwining these two concepts. Also, if and how this strategy works as a facilitative factor in developing college and university presidents is another critical point in addressing the presidential pipeline and merits additional research. Finally, coming to a more detailed understanding of how leadership development programs facilitate this conception of identity and career merits research.

Impact of Family

All participants related family as an important consideration as they incorporated leadership roles into their careers. Family has been examined extensively in the context of an academic (Conley, 2005; Ghodsee & Connelly, 2011; Mason, Wolfinger, & Goulden, 2013; Philipsen, 2008; Tower & Alkadry, 2008). Turner and Kappes (2009) found that family considerations were a gap in the ACE FP. Yet, little other scholarship exists on the impact of family on incorporating leadership roles into individuals' careers, particularly if they participate in a leadership development program that encourages presidential and/or cabinet-level aspirations. This warrants a line of inquiry to reveal how the considerations of family and leadership aspirations impact leadership identity development and careers.

Leaders from Other Development Programs

The scope of this study was delineated by the sampling frame of ACE Fellows. Research on individuals who participate in other leadership development programs could provide additional insight into the ways in which people incorporate leadership into their career and identities. Moreover, individuals who have achieved high levels of leadership without the support of this type of training were also not part of the sample, and their experiences are likely different. Thus, examining the stories of other leaders would support building out the conceptual model of the leadership tapestry.

Greater Metaphorical Understanding of Senior Leaders' Careers

An aspect of this study was extending CCT through attending to career metaphors in an intentional manner. Additional examination of metaphors in as part of the future research on the careers of senior leaders who undertake other leadership development programs or no programs at all would further enlighten the metaphorical understanding of these leaders' careers. Moreover, arriving to a greater understanding of individuals who have achieved high levels of leadership who have not been on the traditional ladder or even the newer lattice conception of advancement would further elaborate leadership in higher education.

Chapter and Study Conclusion

Foundational to this study was the need for future senior leaders in higher education, a unique industry with many challenges that dissuade the incorporation of leadership into individuals' careers. The literature consulted for this study did not relate an understanding of the reasons individuals pursue leadership responsibilities and roles as part of a career trajectory. This study addressed this gap by connecting two separate

constructs, leadership development and career development, to reveal the overlapping elements that allowed a CCT to be applied and adapted to support explaining how a person incorporates leadership.

This study analyzed decisions and considerations individuals made on the way to senior-level positions. The eight emerging senior leaders in this study had each undertaken greater leadership roles following their participation in the ACE FP. Central to this career progression was the incorporation of a view of themselves as leaders. This occurred through the fusion of their values, skills, interests, experiences, and perspectives from interacting with role models and mentors to arrive at a new, additional identity as a leader in higher education. An element important in this new identity was seeing the bigger picture of higher education in contrast to a previous view of a functional area or academic discipline.

Fellows then took steps to incorporate this identity into their careers. Part of their experiences involved overcoming myriad obstacles and tackling the continuous challenges of leadership. Most experienced some sort of dissonance where their view of themselves did not fit with their place in an organization and so they worked to mitigate this dissonance through obtaining new positions. Making a move geographically was part of considering this resolution, as was addressing the considerations of spouses, partners, and families.

At the time of the study, none of these participants had a trajectory mapped out that included a presidency as an ultimate aspiration, although the ACE FP has a track record of alumni becoming presidents. The lack of presidential aspirations may be reflected in the metaphors of these Fellows' careers. While the ladder is the predominant

metaphor for a scholar-president, only one participant had a clear ladder metaphor. The variety of metaphors that described the other Fellows' careers in this study reflected more circuitous paths in higher education, leading the researcher back to the ladder as preferential to explaining presidential pathways, particularly since these participants' were not particularly oriented to a presidency. Thus, the question remains: Who will serve as the future leaders of American universities and colleges? And, can someone who is not on an administrative or scholarly ladder achieve this ultimate goal, with the appropriate skills, knowledge, and experience? With the lack of a robust leadership pipeline, higher education will need to be open to different ways individuals have incorporated leadership into their careers.

The study found that the incorporation of leadership into an individual's career involves the transformation and integration of an identity as a leader into one's conception of self. An initial framework was laid out as a potential conceptual model for connecting leadership development and career development for leaders in higher education. Moreover, this study provided practical considerations for individuals, institutions, and leadership development programs that include providing leadership development that connects career planning and development and considers the structure and story of individuals' careers to attend to their considerations in an intentional way.

Much more work on the incorporation of the identity of leader as part of the subjective and objective components of career remains and could enlighten the development of leaders for higher education. This study provides a foundation for a future line of inquiry on the intersection of career, leadership, and identity within the context of senior leadership at colleges and universities.

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APPENDIX A:

MAJOR THEORIES OF LEADERSHIP

Just as there are a wide variety of ways to define leadership, many theories and views of leaders have evolved and continue to evolve (Kezar et al., 2006). There are theories that attempt to explain leadership success through traits, skills, and interpersonal approaches of individual leaders. Leadership theories also have been developed to explain organizational and team effectiveness. A summary of the major theories, along with their primary strengths and criticisms, is offered in Table A.1.

Table A.1
Summary of Leadership Theories

Theory/approach	Focus	Strengths	Criticisms
Trait approach	Abilities and characteristics of great leaders are universal and can be identified as specific traits.	• People have a need to see leaders as special; the trait approach fills this need. • A wide breadth and depth of studies support various personality traits of leadership. • Assessments built upon the trait approach can be used to help develop leaders.	• The research offers a long list of leader traits that is far from definitive. • The approach does not account for situations, leadership outcomes, and teams. • A person's traits are difficult to change.
Skills approach	Knowledge and skills are necessary for effective leadership, and they can be developed.	• Describing leadership in terms of skills makes it available to everyone since skills can be learned. • Skills capture the multi-factorial nature of leadership. • Skills provide a structure for curricula.	• Because of the number of skills identified with effective leadership, the approach becomes too general to be a precise model for explaining leader performance. • Skills may not be generalizable from one field to the next.
Style approach	Leaders' task and relationship behaviors and actions comprise the core of leadership.	• The approach is supported by research. • It offers a way for leaders to learn about themselves and to change or adjust their style.	• The styles have not been adequately linked with performance. • A universal or effective style of leadership has not been identified.

Theory/approach	Focus	Strengths	Criticisms
Situational approach	Different situations require different types of leadership, and leaders must match their style to the needs of followers.	• The approach is practical and easy to understand and implement. • It is prescriptive, rather than merely descriptive. • It emphasizes leadership flexibility.	• How to assess followers' developmental stages is ambiguous. • The approach does not account for certain characteristics of followers (age, education, gender) that might influence the leadership situation.
Path-goal theory	The motivation of followers in reaching organizational goals is a key aspect of leadership.	• The approach considers followers and how to motivate them. • It emphasizes the leader's role in removing obstacles.	• The approach is not well researched. • The link between leadership behavior and employee motivation is not well developed. • It places large amounts of responsibility on the leader, resulting in dependency.
Leader-member exchange theory	Leaders need to address the one-to-one relationships they have with followers, instead of viewing them as a collective entity.	• High-quality exchanges between leader and follower produce better outcomes. • Leaders should attempt to develop these exchanges with all subordinates.	• The approach does not explain what goes into high-quality exchange. • Even-handedness is difficult to maintain.
Transformational	Empowering and nurturing others to change in order to accomplish a vision is a leader's goal.	• The approach is widely researched. • It incorporates followers' and leaders' needs, emphasizing followers' needs, values, and morals.	• The parameters are unclear. • The approach can be seen as autocratic, with too much focus on the leader. • Determining the value of the vision is ambiguous.
Authentic	Genuine interpersonal and develop-mental aspects of leadership are a central aspect.	• There is a valid instrument to measure it. • The approach espouses an explicit moral dimension. • Broad guidelines are able to be learned and developed.	• The approach is still formative and not well researched. • The moral component is not fully elaborated. • The relationship with organizational outcomes is not fully explained.

Theory/approach	Focus	Strengths	Criticisms
Team	The leader's job is to monitor the team and provide ways for it to become more effective.	• The approach addresses the complexities of leadership in a practical manner. • It accounts for changing roles in leaders and followers; anyone can assess and address the functioning of the team.	• The approach is not completely supported or tested. • Complexity may make it difficult to use. • It assumes interpersonal skills. • An extensive list of other skills may be difficult to teach all members.
Psychodynamic approach	Awareness of personality types for leader-follower relationships is key to effective leadership.	• Self-awareness discourages manipulative techniques.	• Personality instruments have their own limitations. • The rational approach does not account for the role of emotions in the relationship dynamics.

Note. Compiled from *Leadership: Theory and Practice,* 5th ed., by P. G. Northouse, 2010, Thousand Oaks, CA, Sage. Copyright 2010 by Sage.

APPENDIX B:

DISSERTATION LITERATURE

ON LEADERSHIP PATHWAYS IN HIGHER EDUCATION

Search Strategy

To establish the key words and appropriate databases that would be relevant to the issue of leadership pathways in higher education, the researcher consulted with a research librarian at Gelman Library at The George Washington University on June 15, 2012, to establish a search appropriate to the topic. Key words for the search strategy included higher education, careers, leaders, administration, president, chief academic officer, dean, and department chair. In searching for additional literature on leadership career paths for higher education, a key word search in ProQuest Dissertations and Theses on the terms "higher education and careers" yielded a massive number of dissertations (n = 137,281). Adding the terms "leaders" and "administration" as key words distilled the number of dissertation hits to 83,049 and 64,345, respectively. Using "higher education," "career, leader," and "administration" as subject terms in subsequent searches narrowed the results considerably into a manageable number (n = 83). Reading through the abstracts allowed for 52 to be eliminated due to irrelevance (not higher education or career focused). The remaining 31 are summarized in chart form at the end of this appendix, noting title, author, publishing information, focus, method, and framework, if available from the abstract. Searches on the additional key words of "president," "CAO," "dean," and "department chair" yielded 20 studies that were not captured in the first group of 31. Four additional titles were added from a previous key word search for a total of 55. The search strategy is summarized in Table A.2.

Table A.2
Search Results from ProQuest

Terms	Search type	Hits
"Higher education and careers"	Key word	137,281
"Higher education and careers" + "leaders"	Key word	83,049
"Higher education and careers" + "leaders" + "administration"	Key word	64,345
"Higher education and careers" + "leaders" + "administration"	Key word +	83
"Higher education" + "career" + "leader" + "administration"	Subject terms	
"President" + "chief academic officer" + "dean" + "department chair"	Key word	20

Overview of Dissertations

Due to the impracticality of reading even 4% of the dissertations found, the researcher engaged in a high-level review to discern the following observations about this body of literature. Studies frequently covered specific populations, with women comprising 33 (60%) of the dissertation topics and studies on community college presidents numbering 21 (38%). Dissertations frequently evoked a cultural perspective, examining the careers of Hispanic, Mexican, African American, or Asian American presidents in 16 (29%) studies. Methods seemed to fall into two major categories, either quantitative surveys or qualitative interviews, with the sample sizes ranging from 1 in the smallest qualitative study to 1,200 in the largest quantitative study. There has been a large amount of qualitative work, as 38 out of the 55 (69%) dissertations espoused this type of research. The remaining were either quantitative surveys or mixed methods.

Paradigms and theoretical/conceptual frameworks varied greatly. Thirteen (23%) of the dissertations were not explicit in stating either a paradigm or a framework, while the others delineated at least one or the other. Constructivism and phenomenology were common paradigms, and feminist and critical theories also emerged as frameworks. Two dissertations used theories from adult development, and two others employed labor market/human resource theories from business literature.

The foci of topics included career mobility and ascension, career paths, nontraditional routes to leadership, profiles and workforce characteristics, local leadership development programs, and inquiries into the essence of experiences as leaders where career paths emerged. These topics were reflected in the researchers' purpose statements along with other elements such as exploring factors that facilitated or hampered a person's mobility and advancement. Exploring leadership experiences was another stated purpose, including styles, traits, skills, characteristics, and work/life balance. In addition to breaking studies out by cultural groups and women, several purpose statements included other levels of administration as part of their study. Table A.3 summarizes the elements revealed in the examination of relevant dissertations.

Realizing that all of the various topics, paradigms, methods, and sample sizes would be difficult to compare, the findings were examined for themes. As one might expect, there were often conflicting findings. For example, one study found that women had overcome obstacles to leadership, while another stated women were still dealing with barriers. Another interesting conflict was that some studies found that women and men had similar paths, yet other studies found they had different paths to leadership. Three common themes emerged and included a prolonged journey to executive-level leadership positions for women, the phenomenon of the accidental administrator, and the need for developing leaders intentionally.

Table A.3
Summary of Doctoral Dissertations on Leadership Careers in Higher Education

Elements of dissertations	Descriptors	Count
Types of president studied*	Women	33
	Community college	21
	Races/ethnicity designated	16
Other administrators studied	Deans	4
	Chief academic officers	2
	Chief information officers	1
Methods	Quantitative surveys	10
	Qualitative interviews	38
	Mixed methods	7
Range of sample sizes	Quantitative surveys	28-1,200
	Qualitative	
	Interviews	1-20
	Case studies	2-12
	Mixed methods	
	Survey	22-725
	Interviews	10-22
Paradigms*	Unspecified	14
	Other	9
	Constructivism	6
	Feminism	5
	Critical theories	5
	Adult development theories	5
	Labor market/human resources/organizational theories	5
	Phenomenology	4
	Leadership theories	5
	Presidential pathways literature	4
	Grounded theory	2
	Life history	2
	Sociological career theory	1
Topics/purposes*	Leadership experiences (including styles, traits, skills, characteristics, and work/life balance)	22
	Career paths, including trajectories and nontraditional routes to leadership	20
	Career mobility and ascension	6
	Profiles and workforce characteristics	4
	Local leadership development programs	2
	Succession planning	3
	Decisions and aspirations	2

**Note.* Totals for these elements may be greater than the total number of dissertations in this chart (55) due to single studies ascribing multiple categories within each element.

Summary

To summarize this body of work, then, except for the prevalence of qualitative methodologies in general, it was difficult to find commonalities in specific theories, frameworks, worldviews, and methods. While some similar purposes were stated for the research, the findings varied greatly, likely due to the variations in approaches and skills of the researchers. Three high-level themes were discerned from reviewing the findings, as stated in the abstracts. A limitation in this review is the variation in quality and content of the abstracts and the impracticability of reading more than 50 full dissertations. Thus, the discussion summarized here is a broad overview of this body of work. Table A.4 provides details on the 55 dissertations that were reviewed.

Table A.4
Higher Education Leadership Dissertations

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
1.	The journey: A study of the career paths of female leaders in a Hispanic serving institution	Whisler, L. Ruth	Capella University, 2012	Hispanic women; Hispanic-serving institutions; career paths	Qualitative/ interviews	14	Constructivist
2.	Impact of selection practices on career advancement of African American women in community college administration	Yancy-Tooks, Barbara J.	University of Phoenix, 2012	African American women; community colleges; advancement	Qualitative/ ethnographic interviews	9	Organizational theory, systems theory, and critical theory
3.	From the border to the boardroom: The journey to the community college presidency for Mexican-American women	Avalos, Yesenia Noreeka	National-Louis University, 2011	Professional pathways; women Mexican-Americans; community college presidents	Qualitative/ cross-case analysis	3	Feminist theory
4.	Leaders in demand: A study of the turnover of presidents and provosts in institutions that are members of the American Association of State Colleges and Universities (AASCU)	Boyles, Elinda Craft	Ohio University, 2011	Presidents and provosts; turnover	Quantitative/ survey	862	Not explicitly stated
5.	A case analysis of a model program for the leadership development of women faculty and staff seeking to advance their careers in higher education	Calizo, Lee Scherer Hawthorne	University of Maryland, College Park, 2011	Campus-based faculty and staff leadership program; women	Qualitative/ case study	2 programs	Constructivist/ self-efficacy

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
6.	Traditionally untraditional: The career trajectory navigation of California community college women of color administrators	Fong-Batkin, LeAnn Gayle	University of California, Davis, 2011	Women of color senior administrators; community colleges; career trajectories	Qualitative/ interviews	13	Feminism/ womanism; Critical race theory/career development
7.	Next in line: Women chief academic officers, their experiences and career aspirations	Kelly, Mary Lee	University of Pennsylvania, 2011	Women; CAOs; advancement	Qualitative/ interviews	12	Phenomenology
8.	Leadership characteristics of workforce development administrators in community colleges	Lebesch, Anna Marie	University of Florida, 2011	Leadership characteristics; community college administrators	Quantitative/ leadership inventory	186	AACC's competencies for community college leaders
9.	Alternative ladders through the glass ceiling: Female college presidents who pursued administrative career paths	Nabasny, Nichole Pichel	University of San Francisco, 2011	Women; presidents; administrative paths	Qualitative/ semistructured interviews	9	Not explicitly stated
10.	To jump or not to jump: Community college faculty perceptions of administrative positions as a career path	Wojcik, Alketa	University of California, San Diego, 2011	Community college faculty; administrative career paths	Mixed methods	347 surveys	Leadership strataplex framework
11.	Historically Black college and university presidents: Personal and professional challenges, career paths, and leadership characteristics	Herring, Paquita M.	Fayetteville State University, 2010	President and chancellor career paths; HBCUs	Mixed methods/ survey, interviews	22 surveys, 19 inter-views	Bolman and Deal's (1984) four-frame model of leadership
12.	Deans of career and technical education: Charting the course to senior administration	Levin, Shelley Zarovsky	National-Louis University, 2010	Community college deans leader experiences; succession planning	Qualitative/ case study	3	Presidential pathway literature

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
13.	Career paths, barriers, and professional experiences: A comparison study of African American community college presidents and White community college presidents	Bradley, Cedric Andreas	Mississippi State University, 2009	Career paths, barriers, and professional experiences of African American community college presidents and White community college presidents	Qualitative/ survey	105	Human resource theory, network exchange theory, labor market theory
14.	Knocking on the doors of opportunity: A phenomenological study of how African American males have experienced their journey to the community college presidency	Bugg, Elmer A., Jr.	Colorado State University, 2009	Community college presidency; African American males	Qualitative/ semistructured	5	Tillman's framework for culturally sensitive research
15.	Those who just said "no!": Career-life decisions of middle management women in student affairs administration	Collins, Kathy M.	Bowling Green State University, 2009	Experiences of female middle managers in student affairs who turned down positions of vice president of student affairs	Qualitative/ in-depth interviews	6	Constructivist
16.	A phenomenological exploration of Black female executive-level leaders of historically Black colleges and universities	Green, Nadia Yvette	University of Phoenix, 2009	Perceptions and experiences of Black women; executive-level leadership positions; HBCUs	Qualitative/ Phenomeno-logical interview	11	Feminist theory
17.	An empirical study investigating the key success factors amongst women in higher education	Glover, Susan Kay	Lawrence Technolog-ical University, 2009	Women; advancement	Quantitative/ survey	341	Not explicitly stated

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
18.	Sisters at the helm . . . A qualitative inquiry of the impact of mentoring on the career paths of five African-American female urban community college presidents	Gooch, Cynthia K.	University of Nebraska, Lincoln, 2009	Mentoring; career paths; African American women presidents	Qualitative/ case study	5	Not explicitly stated
19.	Moving up in California community college administration: The perspectives of Asian American deans and vice presidents	Kobayashi, Hironobu Frank	University of California, Davis, 2009	Career experiences of Asian American deans and vice presidents at California community colleges	Qualitative/ collective case study	11	Critical race theory
20.	Leadership development and mentoring that matters: Insights from the career trajectories of women community college presidents and chief academic officers	Krause, Ann Marie	University of Wisconsin, Madison, 2009	Community colleges; women presidents and CAOs; career trajectories	Qualitative	10	Theory of action
21.	A multi-case study of primary circumstances and life experiences contributing to the careers of female presidents in higher education settings in New England	Marthe, Leigh C.	Capella University, 2009	Factors and conditions; life and career experience; presidency achievement	Qualitative/ interviews	5	Servant leadership, constructivist paradigm
22.	A study of community college presidential qualifications and career paths	Weltsch, Michael Duane	Kansas State University, 2009	Differences in educational qualifications, pre-presidential experience, and presidential career paths; first-time community college presidents by era	Quantitative/ survey	387	Not explicitly stated

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
23.	Career barriers experienced by midlevel women administrators at Maryland community colleges: A phenomenological study	Fisher, Jennifer A.	University of Phoenix, 2008	Community colleges; women administrators	Qualitative/ interviews	20	Phenomenology
24.	Does balance matter? The relationship between work-life balance and success for women college presidents	Mangels, Susan Elizabeth	University of Illinois, Chicago, 2008	Work-life balance; presidential success; women presidents	Qualitative/ survey	247	Conceptual framework derived from the literature
25.	An examination of community college chief academic officers and oncoming presidential vacancies	Mizak, Pat	State University of New York, Buffalo, 2008	Demographics and skills of CAOs	Quantitative/ survey	336	Organizational framework, isomorphism, presidential pathways
26.	Leadership preparation and career pathways of community college presidents	Schmitz, Gregory R.	Iowa State University, 2008	Community college presidency; preparation for career paths	Quantitative/ survey	1,200	Competencies for community college leaders
27.	The role of mentoring, family support and networking in the career trajectory of female senior leaders in health care and higher education	Watson, Kimberly Ann	Bowling Green State University, 2008	Career trajectories; women senior leaders	Qualitative/ life history	6	Levinson's adult development stages
28.	Perceptions and reactions to career barriers among women in executive leadership roles at community colleges	Back, Diann Parker	University of North Carolina, Greensboro, 2007	Women leaders; career barriers; community colleges	Mixed methods/ interviews and survey	22 inter-views, 85 surveys	Fels' work with the role of recognition in fulfilling ambition

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
29.	Succession planning: Identifying and preparing future leaders in the Colorado Community College System	Binard Carlson, Kristina Skees	University of Colorado, Denver, 2007	Community college leadership; succession planning	Mixed methods	725 surveys, 12 inter-views	Not stated
30.	The experiences of Asian American females seeking vice president and president positions in community colleges: A view of the barriers and facilitators	Somer, Marcia G.	Oregon State University, 2007	Experiences and perspectives of five Asian American women who have sought presidencies and/or vice presidencies in community colleges	Qualitative/ narrative inquiry	5	Critical race theory
31.	Voices of three African American female college presidents: A qualitative study of their journeys	Williams, Maria Teresa Alves	University of Nevada, Las Vegas, 2007	African American women presidents; history, educational preparation, career paths, and experiences	Qualitative/ observations, interviews, document collection	3	Black feminist theory
32.	Journey to leadership: Women administrators in architecture	Woosnam, Margaret Dale	Clemson University, 2007	Women; architecture school deans	Qualitative/ collective case study	10	Feminist theories
33.	The leadership path of R. Jan LeCroy	Blanken-baker, Zarina A.	University of North Texas, 2006	Community college president	Qualitative/ biography	1	Gronn's career model of leadership, Vaughan's study of the career paths of presidents, and Sullivan's study of four distinct generations of community college leaders

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
34.	Non-traditional paths to presidencies of higher education institutions in Michigan	Delabbio, Daryl Joseph	Western Michigan University, 2006	Current and former presidents; nontraditional career paths	Qualitative/ interviews	16	Phenomenology
35.	Learning leadership: Women presidents of colleges and universities	Kampala, Donne G.	New York University, 2006	Career paths as part of learning to be a leader	Qualitative/ interviews	12	Phenomenology
36.	The perceptions of women community college presidents on the impact of children on their career decisions	Persyn, Mary Lynn	University of Texas, Austin, 2006	Work/family balance; women community college presidents	Mixed method/ online survey, individual interviews	275 16	Not explicitly stated
37.	Career paths of female presidents in the California Community Colleges	Rodriguez, Stephanie J.	Pepperdine University, 2006	Career paths, personal characteristics, essential leadership skills, and prior professional development activities; current female presidents; community colleges	Quantitative/ survey	28	Not explicitly stated
38.	Career path influences and identification of college and university presidents: A study of the presidents of the member institutions of the Virginia Foundation for Independent Colleges	Whittier, Carolyn Elizabeth	Virginia Common-wealth University, 2006	Presidential aspirations and steps	Qualitative/ case study	12	Wessel's career paths; adult career development theory
39.	Career and transfer program leadership in the community college	Craig, Clarissa M.	University of Nebraska, Lincoln, 2005	Community college; chair; meanings of leadership experiences	Qualitative/ case study	12	Not explicitly stated

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
40.	Asian American women educators: Narrations of their career paths to leadership	Salleh-Barone, Normah	State University of New York, Buffalo, 2004	Asian American women; career paths; leadership	Qualitative/ in-depth interviews	12	Life history
41.	An analysis of the impact of leadership development dimensions on career progressions for graduates of the Wisconsin Leadership Development Institute	Barr, Karen J.	Capella University, 2004	Leadership development program elements	Qualitative/ case study	8	Not explicitly stated
42.	Developmental job experiences for women on community college campuses	Prigge, Penne Longhibler	University of North Carolina, Greensboro, 2004	Community colleges; succession planning; women's leadership development	Mixed methods	233 surveys 11 inter-views	Critical theory/ interpretive lens
43.	A multi-case analysis of perceived circumstances and life experiences contributing to the presidential ascent of Mississippi female college and university presidents	Smith, Karyn Aletha	University of Mississippi, 2004	Factors and conditions; life and career experience; presidency achievement	Qualitative/ interviews	5	Servant leadership, constructivist paradigm
44.	Ascension to the presidency: A descriptive study of female presidents in the North Carolina community college system	Smith, Keith	North Carolina State University, 2003	Female presidents' perspectives	Qualitative/ interviews	3	Not explicitly stated

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
45.	The relationship between career paths, institutional types, demographics and the operational frameworks of college and university presidents	Magnuson, Mark Matthew	University of North Dakota, 2002	Presidents; career paths; operational frameworks	Quantitative/ survey	311	Bolman & Deal
46.	Career paths of female chief academic officers in the Council for Christian Colleges and Universities	Moreton, April Lynn	University of North Texas, 2001	Career paths; women CAOs; Christian colleges and universities	Qualitative/ interviews	16	Not explicitly stated
47.	Female presidents of selected independent colleges: Career paths, profiles, and experiences	Brown, Terri Moore	North Carolina State University, 2000	Profile; female presidents; selected 4-year independent colleges; career paths, mentorship, professional development, hindrances, professional backgrounds	Quantitative/ questionnaire	91	Descriptive research/labor markets
48.	Women chief academic officers of public community colleges: Career paths and mobility factors	McKenney, Cynthia Bilyea	Texas Tech University, 2000	Career paths and mobility factors of women CAOs in public community colleges	Quantitative/ survey	369	Career mobility/ internal labor market theory
49.	An analysis of the elements of accession of African American women presidents of historically White 4-year, state-supported colleges and universities	Price, Willena Kimpson	University of Connecticut, 2000	Circumstances and life experiences; African American women presidents; predominantly White institutions	Qualitative/ interviews	4	Social and historical context of African American women in higher education

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
50.	An investigation of the career paths and leadership practices of women deans in schools/ colleges of education	Gorenflo, Barbara Ann	Eastern Michigan University, 1999	Women education deans; career paths	Qualitative/ surveys, interviews, observations	5	Grounded theory
51.	Chief information officers in higher education: Role, leadership and career reflections	Viswadoss, Aruna	University of Virginia, 1999	Chief information officers; leadership and career paths	Qualitative/ interviews	6	Grounded theory, dynamic CRC (collaboration, reconstruction, and concordance) model of information technology leadership
52.	A profile of chief academic officers of allied health units	Holland, Susan A.	Southern Illinois University, Carbondale, 1998	Profile; CAOs of allied health units	Quantitative/ survey	128	Human resources and sociological career theories
53.	Unexpected journeys: The experiences of women in Christian college administration	Adams, Karen Hoeve	Indiana University, 1995	Experiences and career paths of senior women administrators in Christian colleges	Qualitative/ interviews	2	Life history
54.	A profile of Black women college presidents and chief executive officers	Sanford-Harris, Judith Leslie	Boston College, 1990	Black women college presidents, CAOs	Mixed methods	21 surveys, 10 interviews	Not explicitly stated

	Title	Author	Publication information	Focus	Method	N	Theory/ paradigm
55.	Leadership styles: A phenomenological study of women college presidents	Velivis, Annelle	The Union Institute, 1990	Ascendency to the presidency; leadership style; qualities	Qualitative/ interviews	10	Phenomenology, research of Jean Baker Miller and Carol Gilligan as the theoretical base

Note. AACC indicates American Association of Community Colleges; CAOs, chief academic officers; HBCUs, historically Black colleges and universities.

APPENDIX C:

CAREER THEORY TYPOLOGY

Hartung (2011) offered a four-pronged typology for categorizing the various theories prevalent in vocational psychology and their relationship to the individual: (a) individual differences; (b) individual development; (c) individual deliberation; and (d) individual design. The differential perspective addresses problems of matching people to suitable occupations. The developmental tradition views career in terms of individual development and the tasks and issues associated with life stages. The deliberative perspective attends to self-efficacy in career decisions, and the designing perspective addresses how individuals construct meaning and purpose through work. Each tradition builds on the others and addresses the shortcomings and current issues of work life during the time in which they were formulated (Hartung, 2011).

Individual Differences

The perspective of individual differences encompasses theories that understand careers in terms of the fit or match between the characteristics of the person and the occupational role (Hartung, 2011). Hartung (2011) offered Holland's theory of six types as the "quintessential career theory in the individual differences tradition" (p. 2). A cornerstone of Holland's theory is the notion that the interaction between personality and environment determines a person's behavior (Holland, 1973; Spokane, Luchetta, & Richwine, 2002). Holland's theory describes six types of people and work environments as Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (Spokane et al., 2002) (Figure A.1). A person espouses certain traits within each type that correspond to work environment (Spokane et al., 2002). Holland proposed that workers will be

successful and satisfied in their occupational roles when their personal characteristics are congruent with the work environment, in other words, when there is a good fit between the two elements (Hartung, 2011).

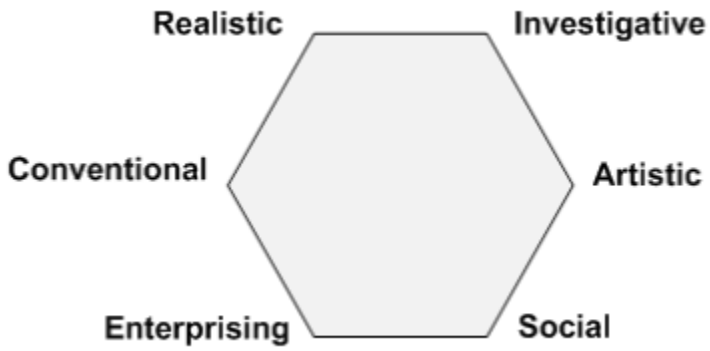

Figure A.1. Holland's hexagon, a model of career personality types. Holland (1973) created a hexagon view to show the relationships of personality types. Personality types closer to each other are more alike. Personality types further away are least alike. From *Career Choice and Development* by D. Brown and Associates, 2002, San Francisco, CA, Jossey-Bass. Copyright 2002 by Jossey-Bass. Reprinted with permission.

Individual Development

Considering career development from the perspective of individual development involves "attending to life-career stages, career patterns and trajectories, and worker as one role in a constellation of life roles. In doing so, the developmental tradition concentrates on fitting work into life" (Hartung, 2011, p. 3). The perspective complements the individual differences approach of matching people to jobs (Hartung, 2011). Not only do people need to find a fit with their job roles, but they must fit work into their other life roles, and individual development offers a way to consider this task. Hartung (2011) offered Super's life-span, life-space theory as the quintessential theory in

this tradition. Super's (1990) theory elaborates various career stages that are intertwined with a person's developmental tasks and life roles (Figure A.2).

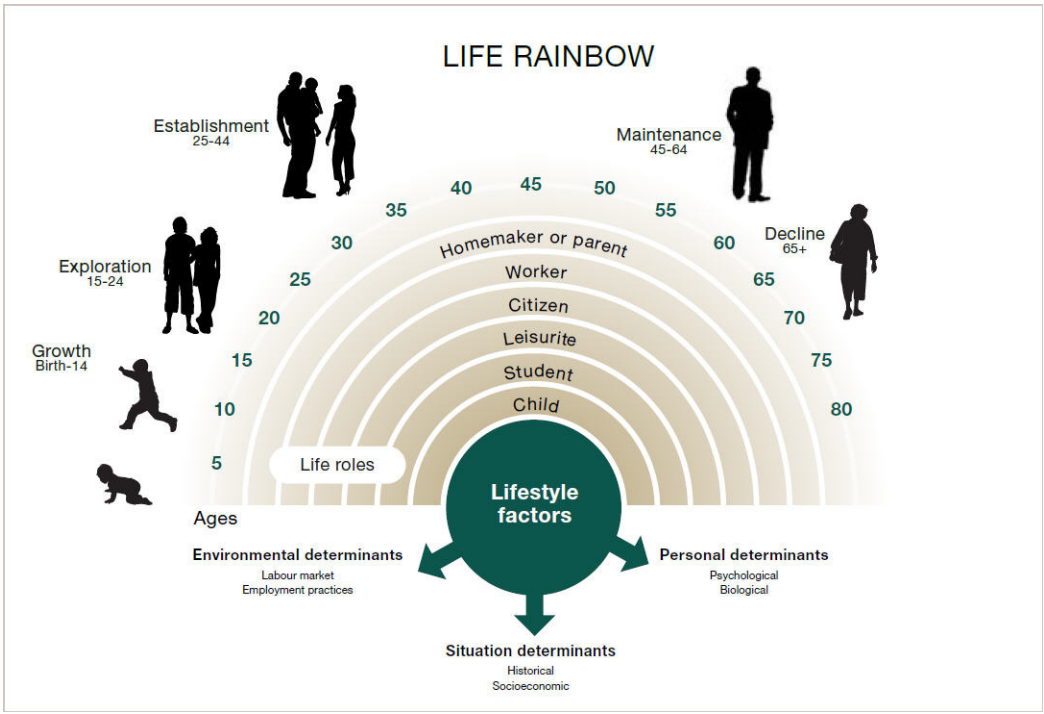

Figure A.2. Super's life rainbow of career development. This model of career development based on the work of psychologist Donald Super demonstrates the phases of careers over an individual's life span, beginning with growth and exploration and ending with decline. These phases overlay a person's various life roles, including child, student, employee, and parent and include other determinants that play a part in one's occupational life. Reprinted with permission from Careers New Zealand. Retrieved from http://www.careers.govt.nz/educators-practitioners/career-practice/career-theory-models/supers-theory/

Individual Deliberation

The next type of theory—individual deliberation—incorporates learning, agency, and cognition into understanding how people in a multicultural society understand and develop their work lives (Hartung, 2011). This type builds on the other two perspectives to understand the way in which personal agency shapes a work life (Hartung, 2011). "The deliberative, or social cognitive, perspective on careers articulated a framework for

empowering individuals to develop confidence to deal with internal and external barriers to their career aspirations, choices, and development" (Hartung, 2011, p. 4). Hartung (2011) noted that the quintessential theory in this perspective is Lent, Brown, and Hackett's (2002) social cognitive career theory, which emphasizes the various cognitive inputs, including self-efficacy, in the career development process (Figure A.3).

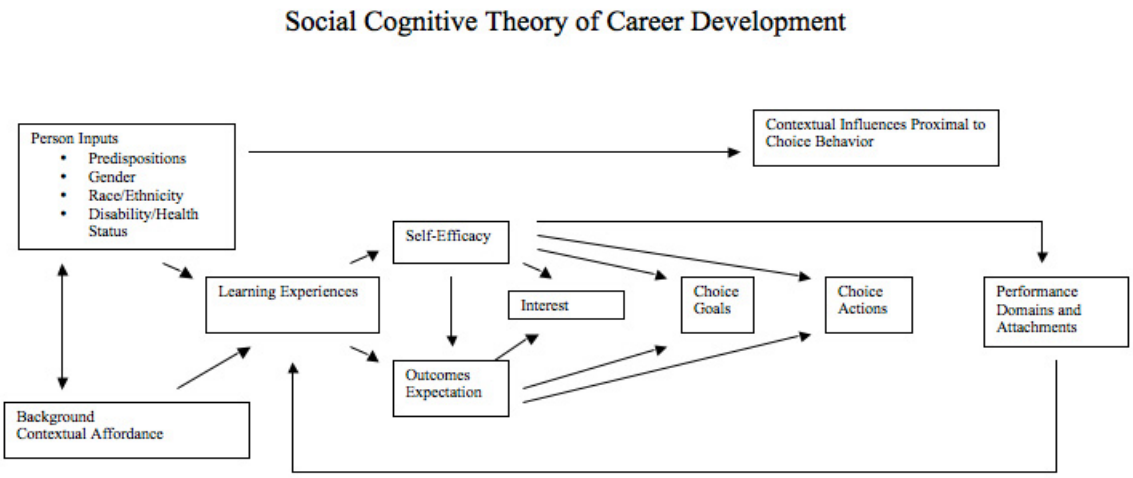

Figure A.3. Lent, Brown, and Hackett's social cognitive career theory. From *Career Choice and Development* by D. Brown and Associates, 2002, San Francisco, CA, Jossey-Bass. Copyright 2002 by Jossey-Bass. Reprinted with permission.

Individual Design

As the newest tradition in the evolution of career theory, the individual design perspective understands work as one way in which to derive meaning in one's life. The designing tradition adds to the other perspectives in attending to "life themes, relationships, story and purpose to foster a sense of identity and security that companies and organizations once provided" (Hartung, 2011, p. 5). Hartung offered Savickas's (2011) career construction theory (CCT) as the quintessential theory for this tradition. "Savickas' theory melds a focus on personality traits, developmental tasks, and life

themes to articulate how individuals achieve self-completion and make social contributions through work" (Hartung, 2011, p. 5). Individual design centers on the meaning an individual derives from his or her career and is based on understanding a person's past, present, and future career narrative (Figure A.4).

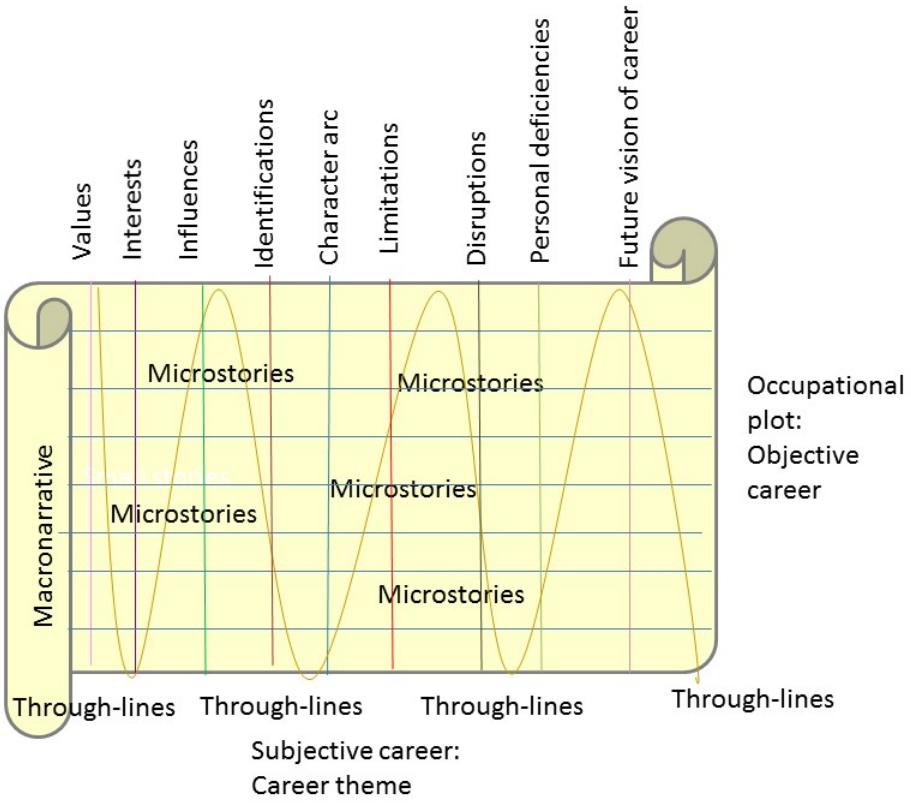

Figure A.4. Savickas's tapestry, a postmodern perspective on career development based on career construction theory. A person's career development is likened to the tapestry, where the narrative a person tells about his or her career comprises various color threads, each representing an element of the story. The threads are woven together to derive a macronarrative, or overarching view of the person's occupational story. Derived from *Career Counseling* by M. L. Savickas, 2011, Washington, DC, American Psychological Association.

Summary

The career theories in this typology, summarized in Table A.5, all have merit for their considerations of the ways in which personality and jobs fit together, ultimately within the scope of a person's developmental phases. These theories that address

differences, development, and deliberation of individuals "cannot be stretched to address the needs of mobile workers in flexible organizations and fluid societies" (Savickas, 2011, p. 13). In summary, these four major typologies, then, are most useful in how they exemplify vocational psychologists' theorizing on individual career development as it has evolved through the last 100 years. These various ways of thinking reflect how the phenomenon of work changes and the need for updated explanations as jobs and careers evolve along with society.

Table A.5
Summary of Career Theory Typologies

Typology	Description	Major theory/theorist(s)
Individual differences	Addresses problems of matching people to suitable occupations	Holland's occupational themes
Individual development	Views career in terms of individual development and the tasks and issues associated with life stages	Super's life span-life space theory
Individual deliberation	Attends to self-efficacy in career decisions	Lent, Brown, and Hackett's social cognitive career theory
Individual design	Addresses how individuals construct meaning and purpose through work.	Savickas's career construction theory

Note. Adapted from "Career Services for Medical Students: Guidance, Education, and Counseling," by P. J. Hartung, June 2011, a paper presented at the Association of American Medical Colleges Student Affairs and Careers in Medicine Professional Development Conference, Miami, FL.

APPENDIX D:

CAREER METAPHORS

Table A.6
Summary of Key Career Metaphors and Their Application in This Study

Metaphor	Author(s)	Description	Operational Terms
Calling	Bower & Wolverton, 2009; Wolverton, Bower, & Hyle, 2009	View of a career as having a higher purpose	Positions that enact a value of helping others
Glass ceiling	Hymowitz & Schellhardt, 1986	Invisible barriers in organizations that limit upward mobility	A path that ends abruptly or that has multiple lateral moves
Journey, road, pathway	Renn & Hughes, 2004	Movement between occupations, positions, organizations, and places	A combination of multiple occupations, positions, and organizations that reflect forward movement
Labyrinth	Eagly & Carli, 2007	A complex journey with a worthwhile goal at the center; there may be obstacles to traverse in achieving that goal	Circuitous path that combines lattice pathways, which may reflect obstacles such as gaps or career changes
Ladders	Savickas, 2000; Benko & Anderson, 2010	Traditional way to consider careers with upward aspiration as part of central meaning	Linear path that moves upward
Lattice/trellis	Benko & Anderson, 2010	The new ladder that allows for a multidimensional view of careers with lateral mobility and integration of work and life	Linear path that moves upward, downward, laterally
Off-ramps, on-ramps, and scenic routes	Hewlett, 2007	Careers, particularly women's, that take circuitous paths and directions other than traditional pathways	Circuitous path that combines lattice pathways with starts and stops between positions or time away from career
Rainbows	Super, 1990; Plater, 2006	The waxing and waning of life roles and career positions as part of a person's life cycle	Path that resembles an arc
Tapestry	Savickas, 2011	Interweaving threads that create a career story that is part of one's identity	Occupational roles that demonstrate a person's identity

APPENDIX E:

AMERICAN COUNCIL ON EDUCATION FELLOWS PROGRAM

The American Council on Education (ACE) Fellows Program™ (FP) began in 1965 and is the oldest leadership program serving all sectors and function areas of higher education (ACE, 2013a). Nearly 2,000 leaders have completed the fellowship program, of whom more than 300 have served as presidents and more than 1,300 have served as vice presidents, provosts, or deans (ACE, 2014). With a reputation as one of the most well-known and comprehensive leadership development programs for higher education, the FP brings in a class of approximately 50 leaders with the goal of developing their leadership ability. These leaders have been nominated and then applied for the program and have the capacity to rise to senior-level leadership in colleges and universities (ACE, 2013a; Kezar, 2009).

Expectations for Participants

Participating as a Fellow involves meeting several expectations that are further articulated in a learning contract:

1. Focus on the strategic issues jointly defined by the nominating institution and the Fellow.
2. Engage in a relationship with a mentor, a college or university president and/or other senior administrators; participate in senior-level decision-making meetings at the host institution; attend three extensive retreats and national conferences including the ACE Annual Meeting; and visit other campuses.
3. Respect the confidentiality of all information learned at the host institution and at all institutions visited.

4. Study organizational structure and governance patterns.
5. Observe how decisions are made, who makes them, and how leaders communicate their decisions. The focus is on the decision-making process rather than the content under consideration.
6. Observe the leadership styles of the individuals in each major administrative division, their effectiveness, and how they interact with one another.
7. Schedule regular meetings with mentors to discuss specific questions, issues, or concerns. Fellows who provide their mentors with an agenda in advance of a meeting help make effective use of valuable time.
8. Complete assignments and projects in a timely manner.
9. Return to the nominating institution for at least 1 year following the fellowship year (ACE, 2013a).

Structure and Content of the Program

FP components include three retreats; mentoring; national and international campus visits; self-evaluation and feedback; placement on another campus for either a full year, a semester, or periodic visits; brief visits to other education-related sites; attendance at the ACE Annual Meeting and other national meetings; reading and reflection; and a project for the nominating institution (ACE, 2013a). The program focuses on six areas:

- Leadership
- Strategy
- The world of higher education
- Higher education and the world beyond

- Personal and interpersonal dimensions of leadership
- Executive skills (ACE, 2013b)

A cornerstone of the ACE FP are the three retreats that aim to "address critical leadership issues in higher education; to inform and draw on the experiential learning from the Fellows' placements, campus visits and other fellowship experiences; and to foster collegial exchange and shared learning opportunities among the Fellows" (ACE, 2013a). The opening retreat, which prepares the Fellows for their placements, takes place in August; the midyear retreat, addressing diversity, leadership, and change, takes place in January; and the closing retreat, looking at higher education beyond Fellows' campuses, takes place in June (ACE, 2013a). The retreats, which employ active learning strategies, include a variety of topics:

- Leadership and institutional change
- Planning processes
- Financial management and resource allocation
- Academic programs and policies, including faculty, curricular, and student issues
- Diversity on campus
- Technology issues
- Personal and interpersonal dimensions of leadership
- Higher education policy (ACE, 2013a).

The opportunity to dialogue with current Fellows, national leaders, former college and university presidents, and other experts is designed as part of the retreats as well.

During their year as a Fellow, participants work with their nominating institutions to design a project built upon a placement of up to a year at a host institution (ACE,

2013a). “This aspect of the program is intentionally designed to help the Fellow enhance concrete skills and acquire information that they can then take back to their nominating institution upon completion of the Fellowship” (ACE, 2013a). The ACE FP is the only national, individualized, long-term professional development program in higher education to provide on-the-job learning as Fellows are mentored by a team of experienced senior administrators (ACE, 2013a). Placements can be configured as follows:

1. An academic-year placement at another institution. The Fellow spends 9 to 11 months, typically mid-August through mid-June, learning through a placement at another institution. The nominator/sponsor is responsible for overall guidance of the learning experience with a mentor at the host institution guiding learning during the placement period.
2. A one-semester placement at another institution. The Fellow spends a minimum of 12 weeks learning through the guidance of a mentor during placement at another institution. The nominator/sponsor is responsible for overall guidance of the learning experience and serves in the mentor role when the Fellow is at the home institution in the nonplacement semester.
3. Flexible schedule of periodic visits to another institution. This option combines home and host institution placements, with at least 12 weeks on the host campus (ACE, 2013b).

Because Fellows’ interests vary so greatly, ACE seeks to foster individualized learning by providing only a broad outline for structuring the fellowship. Each Fellow then works out the specific details with his or her nominator and mentor(s) through a

learning contract, which outlines goals and helps the interested parties to devise a program that will be meaningful for the Fellow and for the nominating and host institutions. “In addition to working on the issue(s) identified with the nominating institution, the plan includes immersing oneself in the opportunities available at the host institution, reading professional literature, visiting colleges and universities throughout the country and abroad, attending national meetings, and other activities that provide learning opportunities to further the Fellowship goals” (ACE, 2013a). Regular reports on the progress of the learning outlined in the contract serve to document and assess the Fellow’s experiences and provide opportunities to update the learning contract based on new opportunities and other unforeseen changes as the fellowship unfolds.

Associated Expenses

This intensive program is an investment on the part of the institutions and the individual both in time and financial commitments. The nominating (home) institution is responsible for costs associated with the application/interview process and the placement selection process and for covering the salary and benefits of the Fellow throughout the fellowship year, and the host institution may contribute to part of the fees as well (ACE, 2013a). The fees associated with participation in the ACE Fellows Program are twofold:

1. A program fee is paid to ACE. This fee covers fixed costs including the curriculum, distance learning support, lodging and food at the 3-week retreat, and instructional support materials.
2. A minimum professional development budget is provided to the Fellow. This supports travel to and participation in learning activities during the fellowship,

such as travel to/from retreats, national conferences, and visits to U.S. and international colleges and university campuses (ACE, 2013a).

Benefits to Fellows

In addition to the placement at another institution, which allows for a different perspective on universities or colleges, ACE Fellows benefit from the program in several ways. First, they become part of a network of highly talented and motivated individuals working in senior positions at public and private institutions across the country and internationally (ACE, 2013a). This network gives the Fellows access to professional colleagues who are willing to share ideas and perspectives and to support former Fellows who seek new career opportunities and challenges (ACE, 2013a). "Most importantly, the network enables Fellows to advance their leadership objectives in higher education" (ACE, 2013a). Secondly, ACE encourages Fellows to attend national meetings, particularly the ACE Annual Meeting, where Fellows learn how federal policy affects campus life on a daily basis. As a final component, ACE encourages Fellows to visit other campuses to enhance their learning about particular strategic issues of interest and to broaden their perspectives (ACE, 2013a). To gain a global perspective, ACE also encourages Fellows to spend time in other settings, including corporations or a university abroad (ACE, 2013a). "These experiences offer unparalleled opportunities for Fellows to learn about different models of leadership and decision-making and to explore potential partnerships for the nominating institution" (ACE, 2013a).

Benefits to Sponsoring Institutions

While the ACE FP focuses on individuals' leadership development, the nominating institutions benefit as well. Since the ACE FP condenses years of learning

about higher education and leadership skills into a single year, the Fellow returns home with practical, cutting-edge knowledge of higher education issues, which the institution can take advantage of through the project designed with the Fellow to advance an important campus initiative or to implement collaborations or partnerships with other institutions (ACE, 2013a).

APPENDIX F:

NATIONAL LEADERSHIP DEVELOPMENT PROGRAMS IN HIGHER EDUCATION

Table A.7
Summary of Higher Education Leadership Programs for Faculty and Staff

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
1.	American Assembly of Collegiate Schools of Business (AACSB)	Lessons for Aspiring Deans	N/A	Business school dean aspirants	Relay the life of a business school dean and guides participants through the decision-making process of finding the school that best suits them.	2 days	• Understand the knowledge, skills, abilities, and qualities common to all good dean candidates • Learn effective interviewing tips and techniques • Receive tools to help you negotiate a mutually beneficial contract • Hear practical advice to make the job less overwhelming • Understand how to identify a "good match" between you and the business school • Hear testimonials from current deans about lessons that prepared them to be a dean	http://www.aacsb.edu/seminars/lessons-for-aspiring-deans/
2.	American Association of Blacks in Higher Education	Leadership and Mentoring Institute	2004	African Americans in midlevel/ senior administrative roles or faculty members in a tenure-line position	Support African Americans who want to acquire information and skills to prepare them for senior administrative and faculty ranks	2 days	• Distinct, parallel tracks to accommodate the needs of professionals interested in administration and teaching/research	http://lmiexperience.org/

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
3.	American Association of Community Colleges (AACC)	Future Leaders Institute	N/A	Midlevel community college administrators (e.g., vice president, associate dean, director) ready to move into a higher level of leadership	Build leadership skills	5 days	• Advocate the community college mission • Vision with a global perspective • Build your leadership strengths • Use data, the voluntary framework, and the completion agenda to ensure student success • Become an entrepreneurial leader • Achieve equity and valuing diversity • Understand legal issues • Apply the principles of effective leadership • Move up the career ladder	http://www.aacc.nche.edu/newsevents/events/leadershipsuite/Pages/FutureLeadersInstitute.aspx
4.	AACC	Future Presidents Institute	N/A	Senior-level community college ad-ministrators (vice president or higher) who completed Future Leaders Institute or anticipate moving into a presidency within 2 to 3 years	Offer opportunities for participants to network with experienced CEOs, industry experts, and their own senior-level peers	5 days	• Transitioning to the presidency • Perspectives on global leadership and change • Hot community college leadership trends and issues: Perspectives from national leaders • Profiles of the new community college president • Connective leadership skills assessment • Preparing for crisis management and strategies for media management • The presidential hiring and interview processes • Leadership and politics: What presidents need to know • Essentials of CEO and trustee relationships • Equity and diversity in community colleges: Leadership implications	http://www.aacc.nche.edu/newsevents/Events/leadershipsuite/Pages/fliadvanced.aspx

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
5.	American Association of State Colleges and Universities	Millennium Leadership Initiative (MLI)	1998	Senior administrators at state colleges and universities	Provide those traditionally underrepresented in the highest ranks of higher education the opportunity to develop skills, gain a philosophical overview, and build the network needed to advance to the presidency	4 days	• Presidential faculty and other experts offer insights into leadership issues and provide skills training. • Presidents critique participants' professional development plans and advise them in career counseling sessions. • After the Institute, graduates are assigned a mentor from an extraordinary group of presidents and chancellors who volunteer to serve as sponsors and advocates, to provide career guidance, and assist graduates in the next phases of their careers.	http://www.aascu.org/MLI/
6.	American Council on Education (ACE)	Fellows Program (ACE FP)	1965	Mid- and senior-level leaders with a record of leadership in an institution-wide context as either faculty or staff	Develop a robust pool of well-prepared leaders to lead colleges and universities into the future and provide training on strategic planning, resource allocation, development, policy, and other issues	12-18 months	• Three retreats • Mentoring and placement at another institution • National and international campus visits • Self-evaluation and feedback • Brief visits to other education-related sites • Attendance at ACE Annual Meeting and other national meetings • Reading and reflection • Project for nominating institution	http://www.acenet.edu/leadership/programs/Pages/ACE-Fellows-Program.aspx

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
7.	ACE	Institute for New Chief Academic Officers (CAOs)	N/A	CAOs in their first 3 years on the job	Provide practical executive leadership development	2 days	• Lessons and insights about the leadership challenges faced by CAOs • Different (and competing) perspectives from peers with different experiences • A low-risk setting to test ideas • An understanding of how common issues and challenges play out in different types of institutions • An extended professional network of fellow CAOs from a cross-section of institutions	http://www.acenet.edu/leadership/programs/Pages/ACE-Institute-for-New-Chief-Academic-Officers.aspx
8.	ACE	Advancing to the Presidency	N/A	Senior administrators (typically dean level or above) who will be seeking a presidency within the next 2 years	Understand oneself and the search process and a solid game plan for transition into the position	2-day work-shop	• Developing an effective presidential search strategy • Practical training, including mock videotaped interviews and CV/resume critiques • Gaining a better understanding of the search process through candid conversations with search firm executives • Contract negotiation • Transitioning successfully into a presidency • Presidential leadership	http://www.acenet.edu/leadership/programs/Pages/Advancing-to-the-Presidency.aspx
9.	ACE	Institute for New Presidents	N/A	Presidents within their first 2 years of service	Identify and address topics and issues of immediate concern	3 two-day work-shops during 9 month course	• Case discussions facilitated by presidents	http://www.acenet.edu/leadership/programs/Pages/ACE-Institute-for-New-Presidents.aspx

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
10.	ACE	National Women's Leadership Forum	N/A	Senior-level women administrators (typically at the dean's level or above) planning to seek a college presidency, vice presi-dency, or major deanship	Foster discussions with women presidents and executive search consultants who help participants develop effective search strategies	3 day work-shop	• Honing critical leadership skills in areas such as fundraising, risk management, and crisis response • Media training • Developing an effective search strategy • Practical training, including mock videotaped interviews and CV/resume critiques • Gaining a better understanding of the search process through candid conversations with search firm executives • Contract negotiation • Gaining a better understanding of the inherent rewards and challenges of a presidency through exposure to role models	http://www.acenet.edu/leadership/programs/Pages/National-Womens-Leadership-Forum.aspx
11.	ACE	Spectrum Executive Leadership Program	N/A	Diverse senior administrators from under-represented groups who are interested in pursuing a college presidency	Further diversify the senior leadership ranks of U.S. higher education by preparing diverse senior-level administrators from under-represented groups to be strong candidates for presidencies and chancellorships in the near term	2 two-day meet-ings over an 8-month period (Jan—Oct)	• Prepare for the presidential search process • Engage in generative dialogue about the nuances of the presidential search process through the lens of race and gender • Complete a leadership assessment and utilize its feedback to create a professional development plan; utilize assessment feedback, case study, and team projects for experiential learning • Interact with presidential facilitators from diverse backgrounds and institutions for guidance in preparing for the search process and the presidency • Build a network of peers who share common concerns, experiences, and career aspirations • Engage in small-group and panel discussions on major issues that shape the landscape of U.S. higher education • Participate in virtual meetings offered during the course of the program	http://www.acenet.edu/leadership/programs/Pages/Spectrum-Executive-Leadership-Program.aspx

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
12.	American Dental Education Association	Allied Dental Faculty Leadership Develop-ment Program (ADFLDP)	N/A	Allied dental faculty members or program directors	Offer intensive leadership training	4 days	• Leadership in the context of the structural, political, human resource, and symbolic frames of the organization • Emotional intelligence • Managing conflict • Mentoring and peer coaching • Negotiation and conflict management • Personality types and their effect on leadership • Team building • Professional development strategies • Policy issues and advocacy • Development of a 1-year professional development plan	http://www.adea.org/events/Pages/2011-ADFLDP.aspx
13.	American Dental Education Association	Leadership Institute	1994	Faculty members from all elements of dental education	Develop future leaders of dental and higher education	12 months	• Gain decision making, priority setting, and conflict resolution skills and the knowledge needed to use them effectively • Expand administrative competencies • Understand the inner workings of a dental education institution and how it fits into a parent institution • Learn about policy issues affecting academic dentistry • Speak as an advocate with national policy makers • Strengthen relationships within the institution and nationwide • Emerge with a career plan	http://www.adea.org/LeadershipInstitute/

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
14.	Association of American Medical Colleges (AAMC)	Minority Faculty Career Develop-ment Seminar	1990	Junior faculty (senior fellows, instructors, and assistant professors)	Support the career development of junior faculty who are members of under-represented racial and ethnic minority groups and who aspire to leadership positions in academic medicine	3 days	• Identify their professional development goals and design a career path • Provide participants with an understanding of the realities of advancement in academic medicine through the exploration of the requirements for appointment, promotion, and tenure, as well as assist attendees in planning their own progress through the system • Help participants develop key professional competencies in academic and organizational leadership • Identify personal and professional skills that are vital to academic advancement and provide opportunities for their development • Assist participants in identifying and coping with unique challenges facing underrepresented racial and ethnic minority faculty • Provide an overview of the grant-making process for government entities and foundations and share information on funding opportunities • Facilitate networking opportunities with colleagues and role models	https://www.aamc.org/initiatives/diversity/portfolios/260940/minorityfacultycareerdevelopmentseminar.html
15.	AAMC	Mid-Career Women Faculty Profes-sional Develop-ment Seminar	N/A	Women physicians and scientists holding medical school appointments at the associate professor level and holding leadership positions within their discipline, department, or institution	Provide mid-career faculty with the knowledge and skills required to continue advancing to leadership roles in academic medicine	3.5 days	Covers a variety of leadership topics and emphasizes the skills related to the effective formation and use of teams	https://www.aamc.org/members/leadership/catalog/323118/mid-careerwomenfacultyprofessionaldevelopmentseminar.html

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
16.	AAMC	Early Career Women Profes-sional Develop-ment Seminar	N/A	Women at the assistant professor or instructor level**;** physicians and Ph.D. scientists holding medical school appointments and in the early stages of leadership positions within their discipline, department	Introduce the knowledge and skills needed to follow the path to leadership in academic medicine	4 days	• Strategic communication skills • Negotiation • Leadership topics • Small-group sessions focus on mentoring participants in career building skills in narrative and CV development.	https://members.aamc.org/eweb/DynamicPage.aspx?webcode=MeetingProfile&evt_key=B397E274-6A60-4D72-8044-80E23C6CB757
17.	Association of College Unions International	Women's Leadership Institute	N/A	Women interested in leadership	Build the next generation of leaders in higher education administration and student affairs	4 days	• Gender communication • Negotiating salary • Techniques for good supervision • Work/life balance • Conducting quality searches • Mentoring • Financial competency • Career mapping	http://www.acui.org/wli/

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
18.	American Indian Higher Education Consortium; Hispanic Association of Colleges and Universities; National Association for Equal Opportunity in Higher Education; Kellogg Foundation	Kellogg Minority-Serving Institutions (MSI) Leadership program	N/A	Individuals interested in senior leadership positions in MSIs	Prepare senior college leaders and presidents	5 days	• Mentoring • Seminars • National network • Conference	http://www.hacu.net/hacu/The_Kellogg_MSI_Leadership_Fellows_Program.asp
19.	California State University-Fullerton	Kaleido-scope Leadership Institute	1991	Women of color	Celebrate their differences, develop connections to other cultural groups, strengthen their individual leadership skills, assess their personal goals, address issues of leadership and ethnicity, and empower them to address cultural barriers	5 days	• Explore the workplace challenges within higher education • Create national networking and mentoring opportunities • Provide guidance and strategies for career planning • Build skills for success • Increase communication	http://coeapps.fullerton.edu/ed/Kaleidoscope/documents/2012KaleidoscopeBrochure.pdf

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
20.	Committee of Institutional Cooperation	Department Executive Officer Seminar	N/A	Department heads and chairs from CIC universities	Facilitate the work of department heads	4 days	• Conflict resolution • Time management • Faculty development • Performance reviews • Group problem solving	http://www.cic.net/projects/leadership/deo/introduction
21.	Committee on Institutional Cooperation	Academic Leadership Program	1989	Faculty	Help a select group of talented and diverse faculty in our institutions further develop their ability to be effective academic leaders	3 three-day semi-nars	• The evolving university • Internal and external relationships • Money, management, and strategies	http://www.cic.net/projects/leadership/alp/introduction
22.	Council for Christian Colleges and Universities (CCCU)	Women's Leadership Develop-ment Institute	N/A	Individuals, across the CCCU campuses identified as having future administrative leadership potential				http://www.cccu.org/ConferencesAndEvents/CalendarOfEvents/2012/6/2012-Womens-Leadership-Development-Institute
23.	Harvard Graduate School of Education Institutes for Higher Education	Institute for Educa-tional Manage-ment (IEM)	N/A	Those with 10+ years of administrative experience	Develop a core set of skills for effective institutional leadership	2 weeks	• Successfully lead in a changing context • Balance internal and external leadership roles • Work effectively as a member of the senior leadership team • Foster and support organizational change • Articulate a powerful institutional vision and enlist others in pursuit of that vision	http://www.gse.harvard.edu/ppe/programs/higher-education/portfolio/educational-management.html

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
24.	Harvard Graduate School of Education Institutes for Higher Education	Manage-ment Develop-ment Program | (MDP)	N/A	Mid-level and deans, directors and department heads	Provide innovative and practical ideas for midlevel managers to increase effectiveness in current role	2 weeks	• Use real-world case studies, small group discussions, and interactive presentations • Understand the characteristics of effective leadership in higher education • Develop and lead high-functioning teams • Identify the features of "change-friendly" institutions that foster institutional transformation • Understand your optimal role in planning initiatives • Analyze financial data and understand how funds are allocated and budgets are created • Consider the ethical dimensions of educational leadership • Identify the conditions—both individual and institutional—that increase opportunities for professional development and personal transformation • Function as an effective change agent	http://www.gse.harvard.edu/ppe/programs/higher-education/portfolio/management-development.html
25.	Harvard Graduate School of Education Institutes for Higher Education	Institute for Manage-ment and Leadership in Education | (MLE)	N/A	Those with 5 to 12 years of administrative experience	Help participants determine how well positioned their institutions are to meet current and future challenges and prepare them to lead organizational change	2 weeks	• Master new approaches to leadership • Develop and implement effective strategies • Evaluate the impact of new initiatives and alliances • Realign faculty and financial resources • Understand and overcome the challenges of organizational change	http://www.gse.harvard.edu/ppe/programs/higher-education/portfolio/management-leadership.html

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
26.	Harvard Graduate School of Education Institutes for Higher Education	Seminar for New Presidents	N/A	Presidents within their first year in this role	Provide a chance for new presidents to reflect on their own situations and to consult with experts about their special concerns and circumstances	6 days	• The contexts of leadership • Governance • Presidential fundraising • Presidential perspective on financial management • Building the administrative team • Academic leadership • The life of the president • Strategic planning	http://www.gse.harvard.edu/ppe/programs/higher-education/portfolio/new-presidents.html
27.	HERS Institute for Women in Higher Education Administration	Higher Education Resource Services (HERS) Institutes	1976	Mid- and upper-level female administrators	Advance women's leadership	Varies based on site (e.g., series of week-ends or 3-week institute)	• Mentoring • National network • Understanding the higher education environment • Planning and leading change in the academy • Managing and investing strategic resources • Engaging individual and institutional diversity • Mapping your leadership development	http://www.hersnet.org/index.asp?menu=About HERS
28.	Institute for Women's Health and Leadership at Drexel University College of Medicine	Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program for Women	1995	Senior women associate or full professors who demonstrate the greatest potential for assuming executive leadership positions at academic health centers within the next 5 years	Expand the national pool of qualified women candidates for leadership in academic medicine, dentistry, and public health	19 days over 1 year	• Extensive coaching, networking, and mentoring opportunities • Strategic finance and resource management • Personal and professional leadership effectiveness • Organizational dynamics • Communities of leadership practice	http://www.drexelmed.edu/Home/Other Programs/Executive Leadershipin Academic Medicine/AboutELAM.aspx

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
29.	Leadership Education for Asian Pacific, Inc.	Leadership Develop-ment Program in Higher Education	1997	Asian and Pacific Islander (API) college/ university administrators, faculty, and staff	Enhance the professional development of APIs and prepare college/ university administrators, faculty, and staff to move into leadership positions and to take on positions of greater visibility and influence on their campuses	4 days	• Leadership roles • Developing and promoting your leadership style • Packaging yourself for success • Interviewing for success • Mock interviews • Mentoring experiences • Mastering the dynamics of power • Making an impact	http://www.leap.org/develop_ldphe.html
30.	League for Innovation in the Community College	Lakin Institute for Mentored Leadership Executive Leadership Institute	1983	Community college administrators with approximately 5 years of senior-level work experience	Prepare senior-level executives for positions as community college CEOs; graduated the highest number of African Americans who have gone on to CEO positions	6 days	• Accreditation • Building a culture of commitment • Building partnerships (internal and external) • Finances • Institutional leadership/effectiveness • Leadership and diversity • Leading in stressful times • Presidential search and interview process • Board relations • Fundraising	http://theprt.pgcc.edu/Lakin Institute.aspx

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
31.	National Community College Hispanic Council (NCCHC)	Leadership Fellows Program	1985	Those who hold a managerial position and aspire to become an executive leader of a community college, such as a dean, vice-president, or president	Develop a pool of highly qualified Hispanics and assist them in attaining high-level positions in community colleges	2 four-day sessions	• Organizational development • Institutional effectiveness • Conflict resolution • Crisis management • Community development • Technology • Board-CEO relations • Strategic planning • Culture and diversity • Finances and facilities • Change process • Negotiation	http://www.ncchc.com/leadership-fellows/program.html
32.	National Conference on Black American Affairs (NCBAA)	Leadership Development Institute for African American Midlevel Administrators in Community Colleges	2001	Deans, faculty, supervisors, individuals transitioning from other fields into community college leadership positions and individuals with community college experience	Prepare African Americans in community colleges for leadership roles to ensure that the pipeline to executive-level positions is fluid	5 days	An interactive approach will be utilized to facilitate focused dialogue on community college issues pertaining to • Leadership • Ethics • Diversity and inclusiveness • Global awareness • Technology • Institutional change and development	http://www.ncbaa-international.org/

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
33.	National Association of Student Personnel Administra-tors (NASPA)	Institute for Aspiring Senior Student Affairs Officers	N/A	Mid-level managers who report directly to a senior student affairs officer (SSAO) or senior academic officer for their institution	Offer preparation for an upper-level student affairs role	3-4 days	• Explore and analyze the background, career paths, and experiences of a diverse cadre of SSAO mentors • Gain applicable insights and knowledge into different institutional types and demands when applying for and assuming an SSAO position • Develop a professional skill set relating to issues such as etiquette, application materials preparation, working with a search firm, managing campus crisis, and budget shortfalls • Learn how to build and maintain relationships between the SSAO, other vice presidents, the president and trustee members, as well as with professional organizations, community involvement, media, and the government	http://www.naspa.org/programs/aspire/default.cfm
34.	NASPA	Institute for New CSAOs	N/A	New chief student affairs officers	Offer leadership training for new CSAOs	3 days	Three areas of achievement necessary for senior-level leadership in higher education today and in the future: • Managing for heightened organizational performance • Entrepreneurial leadership • Achieving systemic, transformational change	http://www.naspa.org/programs/csao/default.cfm
35.	NASPA	Alice Mancur Sympo-sium	N/A	Women in mid-level managerial positions contemplating a move to a senior student affairs officer (SSAO) position in the near future	Learn and reflect on their personal and professional aspirations	Once every 2 years	• Strategic thinking • Leading change • Planning for career advancement and continual development • Personal and professional life balance	http://www.naspa.org/divctr/women/manicur.cfm
36.	Southeast Conference Academic Consortium (SECAC)	Academic Leadership Develop-ment Program (ALDP)	2007	Faculty	Identify, develop, prepare, and advance faculty as academic leaders in and for SECAC universities	Two work-shops at another univer-sity	• Advance faculty and teach leadership skills • Provide a qualified and skilled talent pool for deans, vice/associate provosts, provosts	http://www.uky.edu/Provost/APFA/ALDP/SECAC.php

	Sponsor	Name	Year began	Participants	Purpose	Length	Features and formats	Website
37.	The Academy of Leadership and Development	The Chair Academy	1992	Department chairs, deans, and other leaders	Acquire and understand major research and theoretical developments in leadership.	2 five-day sessions and a year-long practi-cum	• Selecting, integrating, and applying appropriate concepts from social and behavioral science and adult education in formulating and implementing approaches to leadership problems and issues • Individualized professional development plan • Mentoring program • Reflective practice and journaling • Electronic connection • Leadership surveys	http://www.chairacademy.com/academy/index.html

Note. Sources:

Kezar, A. (2009). *Rethinking leadership in a complex, multicultural, and global environment.* Sterling, VA: Stylus.

Turner, C. S. V., & Kappes, J. (2009). Preparing women of color for leadership: Perspectives on the American Council on Education Fellows Program. In D. R. Dean, S. J. Bracken, & J. K. Allen (Eds.), *Women in academic leadership: Professional strategies, personal choices* (pp. 149-180). Sterling, VA: Stylus.

Leadership program websites listed in the above table.

APPENDIX G:

DEFINITIONS OF KEY TERMS

Administrator: A person who works at a college or university with oversight of a program or office or a group of programs or offices (Green & McDade, 1991).

American Council on Education Fellows Program® (ACE FP): A program sponsored by a nonprofit organization, the American Council on Education, that seeks to develop the leadership ability of individuals who have the capacity to rise to senior-level leadership in colleges and universities (ACE, 2013a).

Career: A person's progress or general course of action through life or through a phase of life, as in some profession or undertaking, and the reflection the person makes about it ("Career," n.d.; Savickas, 2002). Career has also been defined as the sequence of positions, jobs, and occupations that a person occupies and pursues during the course of a life of preparing to work, working, and retiring from work (Super, 1990).

Career development: The lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities, and trying out plans in part-time, recreational, and full-time work situations (Tolbert, 1980).

Career path: The various employment positions and patterns a person takes during his or her work-life (Tolbert, 1980).

Chronicle: "Sequence of events arranged by time that merely terminates without narrative closure" (Savickas, 2011, p. 151).

Curriculum vitae (CV): A document through which a person represents his or her work life, including positions, accomplishments, publications, and other pertinent

employment information. It is used often in academe for employment purposes (Navarro, Lowery, & Kancitis, 2010).

Dean: Manager of an academic college with responsibilities that include leadership, advocacy, planning, assessment, personnel management, outreach, budget management, outcomes management, and relating external demands to internal endeavors (Bright & Richards, 2001).

Department chair: Manager of an academic department with oversight for curriculum/ program development, faculty and student matters, external communication, financial and facilities management, and institutional support (Hecht, Higgerson, Gmelch, & Tucker, 1999).

Faculty member: A person who works at a college or university with an appointment to teach students, conduct research, and provide service to the community (Wergin, 2007).

Leadership: "A process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 3).

Leadership development: The variety of activities and experiences that build the capacity of an individual to develop a future-oriented vision, shape the direction of a unit or institution, and bring others along to share and implement the vision (Green & McDade, 1991).

Metaphor: "A figure of speech in which special qualities of one concept or entity are applied to another to provide clearer meaning or to add color to the presentation [of the concept]" (Inkson & Amundson, 2002, p. 98).

Narrative identity: A person's evolving life story that explains that person's meaning and purpose (Savickas, 2011).

Narrative inquiry: "An approach to qualitative research that is both a product and a method. It is a study of stories or narrative or descriptions of a series of events that accounts for human experiences" (Creswell, 2007, p. 234).

President: The executive leader of a college or university or campus system (Green & McDade, 1991). The term "academic presidency" is also used to denote this role to distinguish it from other types of organizations.

Provost/chief academic officer/academic vice president: A senior-level administrator with oversight and coordination of academic affairs that often includes curriculum, instruction, research, and related units (Green & McDade, 1991).

Story: Organization of events into a sequence (Savickas, 2011).

Vice president: A senior-level (also referred to as cabinet-level) administrator at a university with oversight and coordination of multiple units comprising a division (e.g., the vice president of development supervises the units involved in fund-raising) (Green & McDade, 1991).

Vocational behavior: "The responses an individual makes in choosing and adapting to an occupation" (Savickas, 2002, p. 382).

Vocational psychology: The study of vocational behavior and development (Savickas, 2002, p. 382).

APPENDIX H:

NARRATIVE CAREER STUDIES ON PRESIDENTS

Since this study employed narrative, the researcher searched for literature using this methodology to study careers, particularly in higher education. Stemming from its roots in narrative literary analysis, research espousing narrative methods began in the social sciences, particularly psychology and sociology, in the 1920s and 1930s, until it went out of vogue as logical positivism dominated from the 1950s (Hartung, 2013). Narrative re-emerged in the 1980s when a group of scholars working independently were influenced by hermeneutic psychology (Hartung, 2013). Since its re-emergence, narrative has been explored through various writings across disciplines to develop it as a paradigm and methodology (Hartung, 2013). As detailed in chapter 3, narrative studies may emphasize events, experiences, or the context of the story. In addition to these foci, narrative studies can espouse a range of sample sizes and incorporate other qualitative methods, such as case study or interviewing. Since narrative inquiry is a nascent methodology, its methods are still evolving. Creswell (2007), however, offered aspects of an effective narrative: it (a) focuses on a limited number of participants, (b) collects stories about a significant life event or issue, (c) offers a chronology, (d) re-stories the participants' original narrative in a literary fashion, and (e) brings the researcher reflexively into the study.

As a renewed research method, the application of narrative inquiry to studying careers has occurred more recently; thus, the literature is somewhat limited (Hartung, 2013). Biographical and autobiographical research are types of narrative research (Creswell, 2007). Only two studies were found that employed a narrative inquiry to

examine higher education leaders' careers. Neither study used CCT as its framework. In the first, *Against the Tide: Career Paths of Women Leaders*, Walton (1996) examined the journeys of 20 women in top higher education positions in U.S. and British universities using participant-generated written narratives. In the second study, "English-Major Community College Presidents: A Narrative Inquiry," Frankland (2010) revealed the stories of six community college presidents who majored in English at the undergraduate level as the foundation for their life in academe. A third study, *Portraits in Leadership: Six Extraordinary University Presidents* (Padilla, 2005), was a biographical case study examination of six recently retired presidents. This section discusses each study and then offers summary comments, focusing on the studies' application to this dissertation.

Walton

With the goal of obtaining an "ethnographic snapshot" of women's career paths that explained how they broke the glass ceiling to enter presidencies, Walton (1996) requested a purposeful sample of women presidents to write autobiographical sketches (p. 1). In these sketches, the presidents were asked to address elements such as personal background, educational background, career paths, helps, hindrances, recruitment for their present position, scholarship, public activities, and leadership skill acquisition to compare these women's career experiences in the contexts of their countries of origin.

Walton (1996) analyzed the participants and their writings based upon those themes and offered several observations about the similarities and differences in these presidents' careers. In the analysis of the sample demographics, she discerned that women's educational backgrounds differed between American and British presidents. The Americans in the study all had doctorates, two had attended women's schools as

undergraduates, and most worked while in college. Five of the 10 British presidents had doctorates. All the British presidents attended girls' schools before entering college or university, and only one mentioned working while attending university. The American presidents had participated in various leadership development programs, such as the American Council on Education Fellows Program (9%), and the Harvard Institute for Educational Management (15%). Walton purported that these factors demonstrated the differences in educational structure and tradition between the two countries. The administrative pathways of the presidents accounted for another difference. American presidents had risen through traditional academic ladders, while the British presidents frequently had other government posts before their university positions, making their backgrounds more varied. Part of the differences between the two groups of presidents included their views of administration. The British women viewed their presidencies not as a career, but as something held after other posts. The American women, however, saw their presidencies as their career goal or culmination. As an example, in their efforts to reach their presidencies, the American women were more apt to attend a professional development program that supported a climb to this leadership role. In examining similarities across the two groups of women presidents, Walton found themes of happenstance, luck, and serendipity as part of their career stories.

This collection of written narratives has two major limitations. First, the book did not provide explicit research questions or a framework for understanding these stories. Second, it purported to build a model for breaking the glass ceiling; however, the author did not perform this analysis across the stories to end up with a model for the reader. The reader was left without any sort of framework, or final model, as a product from the

stories. Because the goal of narrative inquiry is to come to a greater understanding of an event or experience through reading and interpreting a story, the study must be seen with this limitation (Squire, 2008). Invoking a theoretical or conceptual framework along with thematic analysis would have addressed these weaknesses. Using one of the narrative analysis techniques to draw some cross-cutting conclusions about the ways in which women leaders break the glass ceiling to advance in higher education would have strengthened this study. While each woman presented a chronology in her story in a literary style, an overall chronology that spanned the individual stories would have strengthened the narrative. Thus, the reader was left to interpret the stories with his or her own conclusions. Also, Walton did not bring herself reflexively into the study, which is a weakness. She offered in the introduction that she was a visiting scholar during the fall of 1992 in the United Kingdom, during which time she interviewed women chief executive officers, which prompted approaching the presidents to write their stories. Knowing more about Walton's background and the biases or perspectives she brought to hearing these stories would have been helpful.

Despite this study's limitations, it focused on a few participants and placed women leaders' careers at the center of the story as the significant issue. Moreover, it used the women's own voices to relate the stories. Centering stories and emphasizing individual voices are hallmarks of narrative work (Squire, 2008a). Walton (1996) accomplished these goals by profiling each individual and providing her written account detailing her journey to the presidency. Additionally, Walton offered a study of leaders' careers in higher education that connected leadership and career paths, which is a strength because this is a gap in the empirical studies on pathways.

Frankland

The second study, "English-Major Community College Presidents: A Narrative Inquiry" (Frankland, 2010) used narrative inquiry to construct stories of the personal and academic lives of six community college presidents. Frankland (2010) was particularly interested in those who were English majors as undergraduates. This addressed a gap of understanding leader perceptions of academic and professional journeys stemming from their undergraduate experiences. Based on this gap, four research questions were stated:

1. How do community college presidents who were undergraduate English majors construct the stories of their academic and professional journeys?
2. How do these presidents understand higher education's purpose for individuals and communities?
3. How do these presidents understand the community college mission?
4. How do these presidents understand the relationships between their academic and professional journeys, their beliefs about higher education's purpose, and their beliefs about the community college mission?

To answer these questions, Frankland (2010) interviewed six presidents using narrative inquiry as a theoretical framework and methodology to elicit their stories. Those with English majors were chosen as a way to limit the pool, explore the outcomes of having a liberal arts degree, and relate with the researcher's background in English, which gave her insider status. To construct the sample, Frankland reviewed a national directory of community college presidents, selecting those with this major. She narrowed the sample further by selecting presidents from (a) institutions with comprehensive missions and (b) colleges that combine transfer, vocational, and developmental education

with open access and workforce training. Frankland also sought geographic diversity in constructing the sample. The final sample consisted of three men and three women. Five of the presidents were White and one woman was African-American; three were in their 50s and three were in their 60s. All had doctoral degrees, with two obtained in English and the rest earned in either education, administration, or American studies. Most had a teaching background either at the community college or in a high school. The interviews took place either in person or by phone. The researcher transcribed the interviews and analyzed them individually and across cases for themes.

Three themes emerged from the interviews: boundaries, connections, and transformations. Relating to boundaries, Frankland (2010) explained that the presidents articulated crossing internal and external boundaries as part of their professional lives. That is, the presidents, often first-generation students themselves, overcame a variety of restrictive boundaries and personal obstacles on their way to becoming academics. They spanned these boundaries because of the connections they made between people and ideas. They transformed from academics into leaders and by way of that transformation progressed to their presidencies, even though none had envisioned a presidency as part of their careers.

As the participants related their experiences with their English major as part of their background, these three themes (boundaries, connections, transformation) emerged again in relationship to how the presidents saw their presidential duties with the necessary skills to be effective, particularly in communication and critical thinking. The presidents drew upon literary characters to achieve greater understanding of situations that required their leadership. Based on this thematic analysis, Frankland concluded that

these presidents saw English as a practical degree. These college presidents related their knowledge of literature to working with people, which in their own views made them successful leaders.

Finally, Frankland (2010) uncovered a shared understanding of the comprehensive mission of community colleges, which was informed by their educational journeys, of which the English degree was part. Boundaries, connections, and transformations recurred in the discourse on the purpose of higher education and the mission of community colleges.

There were three major limitations with this study. The first was that although the study explicitly stated narrative inquiry as the theoretical framework, it did not delineate the type of narrative focus it took. As detailed in chapter 3, narrative inquiry can have one of three foci—event, experience, and pragmatic. While a reader could infer that the researcher took an experience-based approach, the focus was not explicitly stated or connected with the analysis performed. Secondly, this study did not discuss its methods in enough detail to replicate the study, leaving out limitations, a detailed analysis, and efforts to ensure validity and reliability. Also, it did not meet three of Creswell's aspects. The study lacked a chronology, a re-story of the participants' original narratives in a literary fashion, and bringing the researcher reflexively into the study. Thus, the conclusions must be viewed with these limitations in mind.

Despite its limitations, this study used narrative inquiry to uncover aspects of presidents' professional lives. Frankland (2010) focused on a limited number of participants and collected stories about a significant life event or issue, namely the role of an English degree in the career path of a president. This study elaborated on the ways in

which the sample group of presidents used their learning from a liberal arts degree to become effective communicators. This study also explained how the backgrounds and undergraduate experiences of this group of presidents sharing English undergraduate majors informed their educational philosophies and views of the community college mission.

Padilla

Padilla (2005) employed a conceptual framework of universities as complex organizations and leadership to understand the lives of six exemplary presidents. In this biographical case study on recently retired presidents, he analyzed the interaction of leaders and followers within the higher education context. His study also discerned the related leadership principles, patterns, and behaviors. This study contributed to understanding college presidents' leadership careers in its qualitative perspective on defining events within their lives and careers. The study had four guiding questions:

1. What makes a person capable of leading a university?
2. What general organizational lessons might be learned by examining the way the university functions and how stakeholders behave?
3. Is the ability to lead innate or learned?
4. What traits or experiences do leadership share?

Using purposeful sampling, Padilla selected participants who recently retired from presidencies so that they were no longer serving, but had a recent recollection to offer. He also chose participants who represented a variety of institutions, had expert designations as extraordinary leaders who made substantial contributions to institutions and beyond, and were available for the study. Padilla queried background, formal education, mentors,

influential adults, senior leadership roles, defining events, and successes. His use of observation, document analysis, and discussion with followers and other associates through the strategy of triangulation supported the validity of the cases. Individual cases were presented in separate chapters with an analysis across cases as a summary chapter.

Padilla found 10 specific patterns related to early childhood experiences. Two findings specifically related to this study on career development of leaders. First, the participants had significant mentors early in their lives who shaped their career progression and became part of their enduring network (Padilla, 2005). Second, they had early exposure to the heads of organizations who then had the opportunity to observe these emerging leaders and provide formative insight to their careers (Padilla, 2005). These two events set the leaders up for future opportunities along with luck and chance that eventually led them to their presidencies.

Padilla (2005) also found 11 patterns in the participants' adult lives. Of particular relationship to career development was the finding of a lack of behaviors that derail careers (Padilla, 2005). The author noted that these six presidents did not exhibit self-enriching behaviors, arrogance, moodiness, aloofness, perfectionism, eagerness to please, over-ambition, passive-aggressiveness, distrust and negativity, and difficulty molding staff, which are the hallmarks of executive career derailment (Padilla, 2005). He concluded that these six presidents espoused a high level of emotional intelligence about people and situations (Padilla, 2005). Thus, across these cases, elements of career development emerged in tandem with the elements of exemplary leadership the researcher sought.

Padilla (2005) concluded that an effective and dynamic president is still a necessity even though the context of higher education is ever-shifting. He noted that the specific patterns presented bring value to guiding the development of talent and human potential for leadership achievement and effectiveness (Padilla, 2005). Padilla (2005) particularly emphasized the element of providing exposure to the highest levels of organizations to facilitate learning opportunities about leadership.

The two primary strengths of this study include a qualitative examination of leadership effectiveness and a life-span approach to understanding the experiences of the leaders who participated in the study. Padilla (2005) noted the predominantly quantitative orientation to the research on leadership and argued for the nuances that a qualitative study, such as this one, could add. An additional strength was examining the presidents' lives starting with their childhoods and young adult stages to obtain information about the foundations of leadership effectiveness. These aspects were gaps in other studies that he addressed in the design of this case study.

Two major weaknesses of the study exist. First, it did not thoroughly discuss the ways in which the biographies deviated from the 21 commonalities. Padilla only alluded to the differences, and a fuller discussion would have been helpful for the reader. Second, the author wrote a brief ending discussion on the changing context that focused on the demise of leadership giants, those presidents who had a larger-than-life persona and presence as university leaders, ultimately asserting that there was still a need for this type of dynamic president in the changing context of higher education. Except for early exposure to high-level leadership roles, Padilla did not, however, discuss how to develop these giants based on his findings.

Summary of Narrative and Biographical Studies of Presidential Careers

Studies on presidential careers espousing a narrative approach provide additional understanding of the experiences of leaders in higher education. The Walton (1996) study profiled women presidents' journeys, offering each individual's full narrative account of her career, the pathways taken, and some considerations as part of the decisions made in selecting certain roles. The Frankland (2010) study examined the impact of a particular undergraduate major on professional pathways. Both studies used an experience-focused narrative to explore the president's journey through their academic lives. The Padilla (2005) study differed in that it was a biographical case study; however, it presented the presidents' stories based on interviews that were triangulated with other sources. All the studies looked at the presidents' lives as leaders.

While both the Walton (1996) and the Frankland (2010) studies discussed the journey through individuals' narrative, Frankland emphasized the role of a liberal arts background in a community college president's story. Frankland interpreted the narratives in an attempt to provide an overall understanding of their experiences, while the profiles in Walton (1996) remained unconnected by the author. The Padilla (2005) study presented a cross-case analysis, arriving at 21 elements of exemplary leadership, four of which pointed to elements of career development. The Walton and Frankland projects could have benefited from stronger theoretical or conceptual frameworks undergirding their interpretations. Padilla brought in the conceptual frameworks of leadership and organizational complexity to anchor his study. Thus, the major observations from these studies that informed the present study were the wisdom of offering the stories of individual research subjects as profiles, as done by Walton (1996),

and the need to connect the stories even more strongly using a theoretical framework that can fully support stories and their interpretations, as Padilla did (2005).

APPENDIX I:

TRADITIONAL POSITIONAL LEADERSHIP ROLES

IN HIGHER EDUCATION

As universities and colleges have become increasingly complex, they have divided themselves into departments, schools, and colleges, with a hierarchy of administrative roles. This section summarizes the various roles that comprise the traditional faculty ladder as well as other leadership roles that have evolved from the growth of administrative structures.

Department Chairs

A modern structure of the university, departments serve as professional homes for faculty, offer courses of study, and offer academic homes for undergraduate and graduate students, including advising (Hecht et al., 1999). The head of the department, the department chair, has a line position with direct and constant contact with faculty and students. Initially conceived as a first among equals, the role has evolved to serving as a member of the institutional leadership team with both internal and external foci (Hecht et al., 1999). Chu (2011) stated that current department chairs do not conceive this position as a position of power or a strategic career move; rather, it is undertaken as a form of service to the department's students and colleagues and the discipline.

Duties frequently include overseeing the department curriculum and class schedules, recruiting faculty and students, attending to faculty promotion, building external relationships with alumni and donors, supervising the departmental office, and interacting with other administrators (Hecht et al., 1999; Green & McDade, 1991). "As higher education faces economic and social challenges, as administration is flattened due

to budget cuts, and as competition for students and funding grows, chairs have increasingly found themselves in the center of action" (Chu, 2011, p. 4). Chairs are designated leaders who have the responsibility for departmental quality (Hecht et al., 1999). They also juggle a variety of priorities and tasks (Gmelch, 2004). Chu (2011) also viewed the chair as a catalyst for change. "Department chairs, with the support of faculty and dean, have much more latitude to formulate a vision, make decisions, and carry them through" (Chu, 2011, p. 10). The role of the chair is unique in that a person becomes an administrator, but also maintains a strong connection to his or her discipline (Green & McDade, 1991).

Serving as a chair both encourages and discourages deanship aspirations (McCarty & Reyes, 1987). With the opportunity to gain experience in key administrative areas including budget, personnel, planning, fundraising, and grants, service as a chair is the most direct route to a deanship as well as a vantage point for viewing a dean's job as a direct report (McCarty & Reyes, 1987). Not all department chairs, however, are inclined to consider a deanship. Those choosing not to seek a deanship cite these reasons as primary considerations:

- Enjoyment of research or teaching more than administration
- A dislike of administration
- The high stress of the position
- The difficulty of decisions
- Insufficient leadership opportunities
- The time required
- The need to deal with other people's problems

- Work that is totally disassociated from the discipline
- Politics (McCarty & Reyes, 1987)

Those who appreciate the intrinsic and extrinsic rewards of leadership may be inclined to consider a next step as an academic dean.

Academic Deans

Appointing deans of colleges has become common in colleges and universities (Green & McDade, 1991). With the advent of the modern university and the creation of the provost position, deans became middle managers (Hecht et al., 1999). These managers "have the responsibility for the success of all units within the college" (Hecht et al., 1999, p. 197). The academic dean leads faculty and department chairs and is accountable to senior leaders; thus, the dean serves as a link between central administration and academic departments.

The academic deanship with its multiple foci has been described at once as a dove, dragon, and diplomat (Tucker & Bryan, 1991). At times the dean must be a dove of peace that intervenes between warring factions, a dragon that drives away forces that threaten the value system of faculty, and a diplomat who guides, inspires, and encourages people (Tucker & Bryan, 1991). Specific necessary and expected duties include advocacy, planning and resource management, assessment, personnel management, budget, outreach, communication, and leadership (Wolverton & Gmelch, 2002). The role of the dean has also been likened to seasons, whereby it waxes and wanes as the dean moves through his or her various leadership tasks (Gmelch, Hopkins, & Damico, 2011).

Chief Academic Officer

The provost, chief academic officer (CAO), or academic vice president is the senior administrator with responsibility for formulating academic goals/standards, implementing them, and allocating resources to meet them. Originally tapped by the president, academic deans became second in command and supplanted the president, whose scope had broadened to external and other affairs, as the chief academic officer (Weingartner, 1996). Research universities began to call these academic deans provosts, and midsized public and state-supported colleges used either vice president for academic affairs or academic vice president as their preferred titles.

Provosts have developed from being a professor with administrative responsibilities to being an administrator; less than half of them teach, and their administrative role has well-defined functions and roles. The provost has also been described as a "first among equals" whose role is to build upon each college's competing interests to foster partnerships in order to move beyond traditional roles to construct an effective framework for teaching and learning (Martin & Samuels, 1997). The provost has the responsibility to serve as an advocate within the institution (Martin & Samuels, 1997). Depending on the size of the institution, the provost supervises academic units, which may include centers, institutes, schools, libraries, the information technology department, and even a university press. With the increasing diversity in higher education, the provost bears ultimate responsibility for diversity initiatives and support for diverse populations. "Ensuring individual academic achievement in this environment requires the ability to create an almost magical integration of social, intellectual and community life" (Mayhew, 1997, pp. 104-105). In sum, the CAO supports the presidency

by assuming the burdens of direct supervision of many units from the president (Weingartner, 1996). A current trend, however, is a shift from the traditional internal focus, and changes in higher education are creating new demands for this role, including accountability to external constituents (Land, 2003).

Presidents

The president is the highest position at a university or college. Frequently likened to corporate chief executive officers, presidents report to a board that oversees the college, and their roles span a variety of functions, including the provision of leadership for the institution, where they set the vision and invoke management strategies to achieve that vision. “Providing leadership for an entire institution is the most distinctive presidential function” (Weingartner, 1996, p. 1). The president is more often than not the external face of the institution and cultivates relations in off-campus arenas including with donors, alumni, government officials, community leaders, and various media members. Additionally, there are pastoral duties, those formal and informal interactions with students, faculty, and staff that include ceremonies and other annual and ad hoc events where the president is primarily internally facing (Weingartner, 1996).

APPENDIX J:

ACE FELLOWS ALUMNI DEMOGRAPHIC INFORMATION

Gender/Sex

		Women		Men	
Class	Class size	n	%	n	%
2009-10	37	24	65%	13	35%
2010-11	42	24	57%	18	43%
Average	39.5	24	61%	16	39%

International

		African		Latin		Total	
Class	Class size	n	%	n	%	n	%
2009-10	37	3	8%	0	0%	3	8%
2010-11	42	3	7%	1	2%	4	10%
Average	39.5	3	8%	1	1%	4	9%

Racial Classifications

	Class size	Minorities		African Americans		Asians		Hispanic		Native American		Multi/ Other		White		Inter-national	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2009-10	37	12	32%	9	24%	1	3%	2	5%	0	0%	0	0%	22	59%	3	8%
2010-11	42	11	26%	7	17%	1	2%	2	5%	0	0%	1	2%	27	64%	4	10%
Average	39.5	11.5	29%	8	20%	1	3%	2	5%	0	0%	0.5	1%	24.5	62%	3.5	9%

Institutional Control

		Private		Public		Other	
Class	Class size	n	%	n	%	n	%
2009-10	37	10	27%	26	70%	1	3%
2010-11	42	14	33%	27	64%	1	2%
Average	39.5	12	30%	26.5	67%	1	3%

Institutional Classification

	Class size	Assoc.		Baccalaur.		Master's		Doctoral		Research		Med.		Military		Other		Org	
Class		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2009-10	37	2	5%	6	16%	6	16%	6	16%	9	24%	1	3%	2	5%	4	11%	1	3%
2010-11	42	1	2%	5	12%	8	19%	12	29%	10	24%	1	2%	1	2%	3	7%	1	2%
Average	39.5	1.5	4%	5.5	14%	7	18%	9	22%	9.5	24%	1	3%	1.5	4%	3.5	9%	1	3%

APPENDIX K:

PARTICIPANT COMMUNICATION

Initial E-mail Invitation

Dear [Insert Name],

My name is Anita Navarro, and I am doctoral student in the Graduate School of Education and Human Development at The George Washington University. My dissertation, entitled *At the Intersection of Leadership and Career Development: A Narrative Inquiry into the Experiences of ACE Fellows* examines the career paths and considerations of potential senior leaders in higher education. The goal is to understand how alumni from the American Council on Education Fellows Program, as potential senior leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives.

Because you are a Fellows Program alumnus, I invite your participation in the study, which involves submitting your curriculum vitae for review and conducting a narrative interview with me via telephone. The interview is expected to take 60 minutes and will be scheduled at your convenience. Here are some of the questions I would expect to discuss with you:

- Tell me how you decided to fashion a career in academe.
- How did you come to do the ACE Fellowship?
- How has being an ACE Fellow shaped your career?
- Where do you see yourself after your present position?

Because this is a qualitative study, it will be important to have each participant check the transcript of his or interview for accuracy. This review is expected to occur three to four weeks following the interview and to take you about 30 minutes to complete. Any conversation that ensues may be conducted via e-mail, although a follow-up phone conversation is also welcome.

Your data will be kept confidential and you have the choice to not be identified by name in any subsequent publication of research findings by selecting a pseudonym, or you may choose to use your real name. You may also choose to have any institutional information listed on your CV or discussed in the interview to be de-identified. In addition to the dissertation, the findings from this study may be submitted to peer-reviewed publications and/or meeting proceedings. The informed consent document is attached with further details.

Thank you for considering participation in this research study. Although you would not be compensated for participating, I trust that you would find our conversation enriching

and that you would appreciate being a part of a project that would inform researchers and professionals concerned with advancing leaders' career development.

To confirm your participation in this study, please contact me directly at anavarro@gwu.edu or 804-652-9197 within two weeks. Alternately, you are welcome to contact the Principal Investigator, Dr. Jason Johnson, at (202) 994-5369 or jason_j@gwu.edu.

Sincerely,

Anita Navarro, Doctoral Candidate
Higher Education Administration
Department of Educational Leadership
Graduate School of Education and Human Development
The George Washington University
anavarro@gwu.edu
804-652-9197

E-mail to the Affirmative Respondent

Dear (insert participant name),

Thank you for agreeing to participate in *At the Intersection of Leadership and Career Development: A Narrative Inquiry into the Experiences of ACE Fellows*. The purpose of this message is to confirm your participation in this study.

Data will be collected through a review of your curriculum vitae (CV) (or your administrative resume) and an interview with you. During the next month, the total amount of time you will be asked to volunteer for this study is approximately one hour for the interview and 30 minutes to review the transcript generated by our discussion.

If you could please reply with your availability for an hour interview, the best number at which to reach you, and attach your CV to the reply, I will write back to confirm the interview day and time.

Thank you in advance for your participation, and I eagerly look forward to our interview.

Sincerely,

Anita Navarro, Doctoral Candidate
Higher Education Administration,
Department of Educational Leadership
Graduate School of Education and Human Development

E-mail to Declined Respondent

Dear (insert participant name),

Thank you for letting me know that you are not available to participate in the narrative inquiry I am conducting about the career and leadership experiences of ACE Fellows. I appreciate your time.

All the best to you for your career.

Sincerely,

Anita Navarro, Doctoral Candidate
Higher Education Administration,
Department of Educational Leadership
Graduate School of Education and Human Development

Reminder to Nonrespondents

Dear (insert name),

As an alumnus of the ACE Fellows Program, you have been invited to participate in study a study on leadership and careers. Participation involves submitting your CV (or administrative resume) for review and conducting a narrative interview with me via telephone. The interview is expected to take 60 minutes and will be scheduled at your convenience. As follow-up, I ask that you check the transcript of your interview for accuracy. . This transcript review is expected to occur three to four weeks following the interview and take 30 minutes. Any conversation that ensues may be conducted via e-mail, although a follow-up phone conversation is also welcome.

The goal is to understand how alumni from the American Council on Education Fellows Program, as potential senior leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives. Thus, I hope you will consider participating.

To confirm your participation in this study, please respond to this message within two weeks. If you have any questions or concerns, please feel free to contact me. Thank you for your time.

Sincerely,

Anita Navarro, Doctoral Candidate
Higher Education Administration,
Department of Educational Leadership
Graduate School of Education and Human Development

E-mail for Interview Confirmation and/or Prompt for CV

Dear (insert name),

Thank you for offering your availability for our interview. I also appreciate receiving your CV. (Alternatively, if needed: As part of the protocol for the study, the review of your CV is supposed to occur prior to our phone call. If you could please send it at your earliest convenience, I would greatly appreciate receiving it.)

I would like to confirm (insert date and time) for our interview. I will call you at X number on that day. The informed consent is attached for your information and review. If you have any questions about it, please let me know.

Thank you for participating in this study -- I am looking forward to hearing about your career path and considerations.

Sincerely,

Anita Navarro, Doctoral Candidate
Higher Education Administration,
Department of Educational Leadership
Graduate School of Education and Human Development

Reminder of Interview

Dear (insert name),

This is a reminder of our interview on (insert date and time). I will call you at X number on that day. Here are some of the questions we will explore:

- Tell me how you decided to fashion a career in academe.
- How did you come to do the ACE Fellowship?
- How has being an ACE Fellow shaped your career?
- Where do you see yourself after your present position?

Thank you for participating in this study -- I am looking forward to our upcoming interview.
Sincerely,

Anita Navarro, Doctoral Candidate
Higher Education Administration,
Department of Educational Leadership
Graduate School of Education and Human Development

Written Thank You

Date

Dear (insert name),

Thank you for participating in my dissertation study, entitled *At the Intersection of Leadership and Career Development: A Narrative Inquiry into the Experiences of ACE Fellows*.
I so appreciate your time and insight into your career and leadership experiences during our interview as well as your willingness to submit your CV and review the interview transcript. (Insert a unique point about that person's interview).
Again, thanks for your participation. All the best for your future leadership endeavors.

Sincerely,

Anita Navarro, Doctoral Candidate
Higher Education Administration,
Department of Educational Leadership
Graduate School of Education and Human Development

APPENDIX L:

INTERVIEW PROTOCOL AND SCRIPT

Interview Protocol

I. Setting

These interviews will be conducted via telephone. The participant will choose the location for the call.

II. Introductions

a. Reiteration of informed consent—questions/answers (throughout)
b. Verbal consent by participant
c. Identification of pseudonym, if desired
d. Activation of digital recorder
e. Re-confirmation of verbal consent and re-iteration of pseudonym

III. Interview

Table A.8
Interview Questions

Prompt	Subquestions
Tell me how you decided to fashion a career in academe.	• How did you get started? • What was your initial position?
How did you come to do the ACE Fellowship?	• What factors in your work life led to your application to the ACE FP program? • What compelled you to do the FP at the time that you did?
How would you describe the way in which your career has developed? Did the Fellowship play a part in that? How or how not?	• What has been especially meaningful about being part of that program? • What events in the Fellowship influenced your career considerations? • What events in the Fellowship influenced your career considerations? • What do those events mean to you? • Can you describe a memorable interaction that captures the nature of the interactions between yourself and your mentor? • What has been the role of other Fellows in shaping your career? • To what extent did your mentor spur your interests and desires to take on a leadership role in higher education? • Did your ACE experience change your career goals? Why or why not? • Can you describe how you felt about your career once you returned to your home institution after your Fellowship?
How do you see integrating leadership roles as part of your career?	• What motivates you to take-on/consider a leadership role at your university? • What other life events have influenced your career? • Have you taken any missteps? • What three experiences across your entire career have best prepared you for leadership in academe?
How does your career fit into how you make meaning for your life in general?	• Where do you see yourself after your present position? • What position or type of position do you see as your ultimate career objective?
What career advice would you offer to future leaders in higher education? What do you think I should have asked that I did not?	

Interview Script

Name _____Title_____Date_____

Hello, (insert name)

As you know, I'm conducting this interview as part of my dissertation at the GWU. The purpose of the project is to examine the career paths and considerations of potential senior leaders in higher education with a goal to understand how alumni from the American Council on Education (ACE) Fellows Program® (FP), as potential senior leaders in higher education, incorporate the proposition of advanced leadership roles into their personal career narratives.

What I've found in the literature is that there are too few qualified leaders willing to pursue a college or university presidency or other senior level leadership role at a college or university. Even though potential pathways for traditional leadership trajectories in higher education exist, we don't know the reasons individuals accept leadership roles as part of a career trajectory from either the traditional or non-traditional paths.

To investigate this issue, I'm interviewing 8 ACE Fellows to understand their career paths and considerations. The interview takes about one hour. The interview focuses on your individual career story and how you incorporate leadership roles into your career. Do you have any questions before we begin?

Retate informed consent language.

Are you willing provide verbal consent?

Would you like to provide a pseudonym for confidentiality purposes or to retain the use of your given name?

Turn on device.
Could you please state the name you'd like to use for this interview?
Could you please confirm you have read the informed consent documentation, and re-confirm that you are consenting to participate in the study?

Narrative construction	Prompt	Probing questions
Beginning	• Tell me how you decided to fashion a career in academe.	• How did you get started? • What was your initial position?
Middle	• How did you come to do the ACE Fellowship?	• What factors in your work life led to your application to the ACE FP program? • What compelled you to do the FP at the time that you did?
	• How would you describe the way in which your career has developed? • Did the Fellowship play a part in that? How or how not?	• What has been especially meaningful about being part of that program? • What events in the Fellowship influenced your career considerations? • What events in the Fellowship influenced your career considerations? • What do those events mean to you? • Can you describe a memorable interaction that captures the nature of the interactions between yourself and your mentor? • What has been the role of other Fellows in shaping your career? • To what extent did your mentor spur your interests and desires to take on a leadership role in higher education? • Did your ACE experience change your career goals? Why or why not? • Can you describe how you felt about your career once you returned to your home institution after your Fellowship?
	• How do you see integrating leadership roles as part of your career?	• What motivates you to take-on/consider a leadership role at your university? • What other life events have influenced your career? • Have you taken any missteps? • What three experiences across

Narrative construction	Prompt	Probing questions
		your entire career have best prepared you for leadership in academe?
End	• How does your career fit into how you make meaning for your life in general? • What career advice would you offer to future leaders in higher education? • What do you think I should have asked that I did not?	• Where do you see yourself after your present position? • What position or type of position do you see as your ultimate career objective?

At the conclusion of the interview . . .

Thank you for your informative story. I so appreciate the time and insights you offered about your career. Good-bye.

APPENDIX M:

DATA ANALYSIS TABLES

Examination of Fellows' Careers Before, During, and Post-Fellowship Position and Institutional Chartings

Table A.9
Summary of Position Charting

Name	Position titles	Institution/institution type*	Duration	Timing to Fellowship**
Diana	Instructor	Institution 1/Pub L4 RU/VH	1978-1981	PF
	Assistant Professor/Director of Graduate Studies	Institution 1/Pub L4 RU/VH	1981-1986	PF
	Associate Professor	Institution 1/Pub L4 RU/VH	1986-2012	PF
	Associate Professor/Director of Graduate Studies	Institution 1/Pub L4 RU/VH	1988-1993	PF
	Associate Professor/Gen. Ed. Oversight Committee Chair	Institution 1 /Pub L4 RU/VH	2003-2004	PF
	Associate Professor/Associate Dean for Undergraduate Programs/College of Arts and Sciences	Institution 1/Pub L4 RU/VH	2004-2006	PF
	Associate Professor/Founding Director of Research Initiative	Institution 1/Pub L4 RU/VH	2006-2012	PF
	Associate Professor/Founding Director of Office of Research Ethics and Education	Institution 1/Pub L4 RU/VH	2006-2012	PF
	Associate Professor/Interim Associate Dean for Interdisciplinary Programs and Faculty Development/Special Assistant to Provost	Institution 1/Pub L4 RU/VH	2010-2012	FY
	Professor/Dean of the College of Interdisciplinary Studies	Institution 2/Pub L4 Master's	2012-present	FF
Julie	Auditor	Institution 1/Pub L4 RU/VH	1989-1994	PF
	Manager, Business Affairs Group	Institution 1/Pub L4 RU/VH	1994-1995	PF
	Manager, Financial Systems Operations	Institution 1/Pub L4 RU/VH	1995-1997	PF
	Project Manager, HR System Replacement	Institution 1/Pub L4 RU/VH	1997-1999	PF
	Director, IT Planning, Finance and Administration	Institution 1/Pub L4 RU/VH	2000-2005	PF
	Associate Chief Information Officer	Institution 1/Pub L4 RU/VH	2005-2008	FY
	Deputy Chief Information Officer	Institution 1/Pub L4 RU/VH	2008-2013	FF
	Vice Chancellor for Information Services and Strategy/Chief Information Officer	Institution 2/Priv M4 RU	2013-present	FF

Name	Position titles	Institution/institution type*	Duration	Timing to Fellowship**
LeRoy	Postdoctoral Scholar	Institution 1/Pub M4 Master's	1996-1998	PF
	Research Scientist	Private Corporation	1998-2000	PF
	Assistant Professor/Project Director	Institution 2/Pub M4 Master's	2001-2006	PF
	Associate Professor/Project Director	Institution 2/Pub M4 Master's	2006-2013	FY
	Professor/Project Director	Institution 2/Pub M4 Master's	2013-present	FF
	Interim Associate Dean	Institution 2/Pub M4 Master's	2011-2012	FF
	Interim Dean of College of Arts and Sciences	Institution 2/Pub M4 Master's	2013	FF
	Director for STEM Initiatives/Exec. Director, Center for STEM Education and Research	Institution 2/Pub M4 Master's	2012-present	FF
Lucia	School Teacher	School 1	1974-1975	PF
	School Teacher/Department Chair	School 2	1975-1981	PF
	College Instructor	Institution 1/Pub L4 Master's	1983-1984	PF
	Assistant Professor	Institution 2/Priv S4 BAC	1984-1988	PF
	Associate Professor/Program Chair	Institution 1/Pub L4 Master's	1988-1999	PF
	Consultant	Sabbatical	1998	PF
	Professor/Department Chair	Institution 3/Pub L4 Master's	1999-2005	PF
	Assistant Vice President for Academic Affairs	Institution 3/Pub L4 Master's	2005-2012	FY
	Vice Provost for Student Success	Institution 3/Pub L4 Master's	2012-present	FF
René	Assistant to the Director of Budget and Administration/Budget Analyst	Outside higher education	1987-1989	PF
	Director of Budget and Financial Planning	Institution 1/Priv S4 BAC	1989-1994	PF
	Assistant Vice President for Finance/Associate Treasurer	Institution 1/Priv S4 BAC	1994-1996	PF
	Assistant Vice President for Finance and Planning	Institution 1/Priv S4 BAC	1996-1998	PF
	Interim Vice President for Finance and Administration	Institution 1/Priv S4 BAC	1997	PF
	Associate Vice President for Finance and Administration	Institution 1/Priv S4 BAC	1998-1999	PF
	Assistant to Dean	Institution 2/Pub L4 RU/VH	1999-2000	PF
	Assistant Dean for Planning and Operations/Director of University Planning	Institution 3/Pub L4 RU/VH	2000-2012	FY
	Vice Provost for Budget and Finance	Institution 4/Priv L4 RU/VH	2013-present	FF

Name	Position titles	Institution/institution type*	Duration	Timing to Fellowship**
Rick	NIH Postdoctoral Fellow	Institution 1/Pub L4 RU/VH	1990-1992	PF
	Assistant Professor	Institution 2/Pub L4 RU/VH	1992-1998	PF
	Associate Professor	Institution 2/Pub L4 RU/H	1998-2002	PF
	Professor	Institution 2/Pub L4 RU/H	2002-2006	PF
	Professor/Department Chair	Institution 3/Priv L4 RU/H	2006-2011	FY
	Associate Dean for Resources and Planning	Institution 3/Priv L4 RU/H	2011-2013	FF
	Dean of College of Arts and Sciences	Institution 4/Priv L4 Doc/Res	2013-present	FF
Robert	School Psychologist	School 1	1994-1995	PF
	School Psychology Program Director/Assistant Professor	Institution 1/Pub L4 RU/H	1995-2001	PF
	Associate Professor/Professor/Department Chair/School Psychologist	Institution 1/Pub L4 RU/H	2002-2008	PF
	Interim Associate Dean for Students and Programs/Director of Distance Education	Institution 1/Pub L4 RU/H	2008-2009	PF
	Interim Dean of Academic College	Institution 1/Pub L4 RU/H	2009	PF
	Associate Dean for Students and Programs	Institution 1/Pub L4 RU/H	2010-2012	FY
	Provost	Institution 2/Priv M4 Master's	2012-present	FF
Vivian	Instructor	Institution 1/Priv S4 BAC	1974-1975	PF
	Assistant Professor	Institution 1/Priv S4 BAC	1975-1980	PF
	Associate Professor	Institution 1/Priv S4 BAC	1980-1991	PF
	Professor	Institution 1/Priv S4 BAC	1991-present	PF
	Department Chair	Institution 1/Priv S4 BAC	1993-2009	FY
	Associate Dean for Teaching, Learning and Research	Institution 1/Priv S4 BAC	2010-present	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; M4, medium 4-year; S4, small 4-year; RU/VH, research university (very high research activity); RU/H, research university (high research activity); RU, research university; Doc/Res, Doctoral/Research university; BAC, baccalaureate.

**PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Table A.10
Initial Positions

Name	Position	Setting
Diana	Assistant Professor	Higher Education
Julie	Auditor	Higher Education
LeRoy	Research Scientist	Private Corporation
Lucia	School Teacher	School 1
René	Assistant to the Director of Budget and Administration/ Budget Analyst	Political Finance
Rick	NIH Fellow	Higher Education
Robert	School Psychologist	School 1
Vivian	Instructor	Higher Education

Table A.11
Position Titles Held Directly Prior to, During, and After the Fellowship

Name	Position titles	Timing to Fellowship*
Diana	Associate Professor/Founding Director of Office of Research Ethics and Education	PF
	Associate Professor/Interim Associate Dean for Interdisciplinary Programs and Faculty Development/Special Assistant to Provost	FY
	Professor/Dean of the College of Interdisciplinary Studies	FF
Julie	Director, IT Planning, Finance and Administration	PF
	Associate Chief Information Officer	FY
	Deputy Chief Information Officer	FF
	Vice Chancellor for Information Services and Strategy/ Chief Information Officer	FF
LeRoy	Assistant Professor/Project Director	PF
	Associate Professor/Project Director	FY
	Professor/Project Director	FF
	Interim Associate Dean	FF
	Interim Dean of College of Arts and Sciences	FF
	Director for STEM Initiatives/Exec. Director, Center for STEM Education and Research	FF
Lucia	Professor/Department Chair/ Assistant Vice President for Academic Affairs	PF
	Professor/Assistant Vice President for Academic Affairs	FY
	Vice Provost for Student Success	FF
René	Assistant to Dean	PF
	Assistant Dean for Planning and Operations/Director of University Planning	FY
	Vice Provost for Budget and Finance	FF
Rick	Professor	PF
	Professor/Department Chair	FY
	Associate Dean for Resources and Planning	FF
	Dean of College of Arts and Sciences	FF
Robert	Interim Associate Dean for Students and Programs/Director of Distance Education	PF
	Associate Dean for Students and Programs	FY
	Provost	FF
Vivian	Professor	PF
	Department Chair	FY
	Associate Dean for Teaching, Learning and Research	FY

*PF indicates prior to Fellowship; FY, Fellowship year; FF, following Fellowship.

Table A.12
Administrative Roles and Promotion in Faculty Roles

Name	Position titles
Diana	Instructor
	Assistant Professor
	Assistant Professor/Director of Graduate Studies
	Associate Professor
	Associate Professor/Director of Graduate Studies
	Associate Professor/General Education Oversight Committee Chair
	Associate Professor/Associate Dean for Undergraduate Programs/College of Arts and Sciences
	Associate Professor/Founding Director of Research Initiative
	Associate Professor/Founding Director of Office of Research Ethics and Education
	Associate Professor/Interim Associate Dean for Interdisciplinary Programs and Faculty Development/Special Assistant to Provost
	Professor/Dean of the College of Interdisciplinary Studies
LeRoy	Postdoctoral Scholar
	Research Scientist
	Assistant Professor/Project Director
	Associate Professor/Project Director
	Professor/Project Director
	Interim Associate Dean
	Interim Dean of College of Arts and Sciences
	Director for STEM Initiatives/Exec. Director, Center for STEM Education and Research
Lucia	School Teacher
	School Teacher/Department Chair
	College Instructor
	Assistant Professor
	Consultant
	Associate Professor/Program Chair
	Professor/Department Chair
	Assistant Vice President for Academic Affairs
	Vice Provost for Student Success
Rick	NIH Postdoctoral Fellow
	Assistant Professor
	Associate Professor
	Professor
	Professor/Department Chair
	Associate Dean for Resources and Planning
	Dean of College of Arts and Sciences
Robert	School Psychologist
	School Psychology Program Director/Assistant Professor
	Associate Professor/School Psychologist
	Professor/Department Chair/School Psychologist
	Interim Associate Dean for Students and Programs/Director of Distance Education
	Interim Dean of Academic College
	Associate Dean for Students and Programs
	Provost
Vivian	Instructor
	Assistant Professor
	Associate Professor
	Professor
	Department Chair
	Associate Dean for Teaching, Learning and Research

Table A.13
Administrative Lines for Participants

Name	Position titles
Julie	Auditor
	Manager, Business Affairs Group
	Manager, Financial Systems Operations
	Project Manager, HR System Replacement
	Director, IT Planning, Finance and Administration
	Associate Chief Information Officer
	Deputy Chief Information Officer
	Vice Chancellor for Information Services and Strategy/Chief Information Officer
René	Assistant to the Director of Budget and Administration/Budget Analyst
	Director of Budget and Financial Planning
	Assistant Vice President for Finance/Associate Treasurer
	Assistant Vice President for Finance and Planning
	Interim Vice President for Finance and Administration
	Associate Vice President for Finance and Administration
	Assistant to Dean
	Assistant Dean for Planning and Operations/Director of University Planning
	Vice Provost for Budget and Finance

Table A.14
Institution Changes and Employment Duration

Name	Institution	Duration
Diana	Institution 1	1978-2012
	Institution 2	2012-present
Julie	Institution 1	1989-2013
	Institution 2	2013-present
LeRoy	Institution 1 (Research fellowship year)	1996-1998
	Institution 2	2001-present
Lucia	Institution 1	1983-1984
	Institution 2	1984-1988
	Institution 1	1988-1999
	Institution 3	1999-present
René	Institution 1 (Research fellowship year)	1989-1999
	Institution 2	1999-2000
	Institution 3	2000-2012
	Institution 4	2013-present
Rick	Institution 1	1990-1992
	Institution 2	1992-2006
	Institution 3	2006-2013
	Institution 4	2013-present
Robert	Institution 1	1995-2012
	Institution 2	2012-present
Vivian	Institution 1	1974-present

Table A.15
Participants' Institution Types Across Their Careers

Name	Type of Institution 1	Type of Institution 2	Type of Institution 3	Type of Institution 4
Diana	Pub L4 RU/VH	Pub L4 Master's		
Julie	Pub L4 RU/VH	Priv M4 RU		
Lucia	Pub L4 Master's	Priv S4 BAC	Pub L4 Master's	
René	Priv S4 BAC	Pub L4 RU/VH	Pub L4 RU/VH	Priv L4 RU/VH
Rick	Pub L4 RU/VH	Pub L4 RU/VH	Priv L4 RU/H	Priv L4 Doc/Res
Robert	Pub L4 RU/H	Priv M4 Master's		

Note. *Institution type denotes the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; M4, medium 4-year; S4, small 4-year; RU/VH, research university (very high research activity); RU/H, research university (high research activity); RU, research university; Doc/Res, Doctoral/Research university; BAC, baccalaureate.

Table A.16
Institution Type Changes by Fellowship Timing and Geographic Changes

Name	Institution/Institution Type*	Timing to Fellowship**	Geographic change
Diana	Institution 1/Pub L4 RU/VH	FY	
	Institution 2/Pub L4 Master's	FF	New state
Julie	Institution 1/Pub L4 RU/VH	FY	
	Institution 2/Priv M4 RU	FF	New state
René	Institution 3/Pub L4 RU/VH	FY	
	Institution 4/Priv L4 RU/VH	FF	New state
Rick	Institution 3/Priv L4 RU/H	FY	
	Institution 3/Priv L4 RU/H	FF	
	Institution 4/Priv L4 Doc/Res	FF	New state
Robert	Institution 1/Pub L4 RU/H	FY	
	Institution 2/Priv M4 Master's	FF	New state

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; M4, medium 4-year; RU/VH, research university (very high research activity); RU/H, research university (high research activity); RU, research university; Doc/Res, Doctoral/Research university.

**FY, and FF indicate the timing of position to the Fellowship, Fellowship Year, and Following Fellowship, respectively.

Career Decisions and Considerations Before, During, and After Fellowship

Table A.17
Career Decisions Before Fellowship

Name	Decision(s)
Diana	I think also being the only women in my discipline for really almost a decade, to have colleagues of my same gender, I would have to become very involved in university governance and university-wide committees just to meet other people. From the very beginning, I was asked to serve on various committees because they needed a female. But then I really enjoyed it. I was associate dean for 2 years. . . . Then I was tapped, because, I think, of my success at being a leader for general education and then a leader in the College of Arts and Sciences. When the university wanted to embark on a new research initiative, funded in part by the state, the president of the institution asked if I would be a leader for that area and really help the university organize that initiative and create the first Ethics and Education office.
Julie	I graduated with an accounting degree, and they really push you with an accounting degree to go into public accounting. I was interviewing, and I just felt that there was something missing from the values alignment perspective. I was a part of a small department of five people in Audit. I decided to pursue my MBA while working in Audit and Accounting Systems from seeing all the benefits that technical systems could bring as far as efficiencies and effectiveness of problem-solving. So I went to Finance, in the financial role of working exclusively with the IT department, and the more I worked with them, the more I wanted to do IT, and I just naturally gravitated more and more. Every job after that just brought me closer and closer to IT, until I eventually went to IT.
LeRoy	I spent right at 2 years at Amoco before putting my resume out there for academic positions. I decided to come to Chicago State University. . . . I started out as director of the Illinois Louis Stokes Alliance for Minority Participation program followed by the National Science Foundation STEP program.
Lucia	I came up through those K-12 ranks—teaching, coaching, and doing some community college teaching in the evenings; . . . that was between 1974 and 1981. From 1981 to 1983, then, I committed to full-time master's work at Mid-Atlantic State, and I had been awarded a graduate teaching assistantship in the Department of Movement Sciences at that point in time and got my first taste of full-blown, 4-year institution teaching and really loved it. I did the 2 years as a graduate assistant and committed in 1983 to begin doctoral work at Urban University. At the same time, a temporary instructor position came up at Mid-Atlantic State University, and I was able to begin doctoral work while in that position. As I was finishing my doctoral work, I was lucky enough to secure an assistant professor position at Northern College. I completed my doctoral work in May of 1988 and ironically, at that time, I had applied for positions in four institutions in my state and they were all offered to me and Mid-Atlantic State University was one of them. Of the four institutions, I did decide to go back to Mid-Atlantic State, so I spent 10 years from the fall of 1988 through the spring of 1999 at State and went up through the assistant professor ranks to associate professor. I eventually hit a ceiling with my career at Mid-Atlantic State, and my next step would have been to take on the department chair as a leadership role, as I was working towards a full professorship.

Name	Decision(s)
	I came to Midwest University in the fall of 1999. After 1 year, I become the chairperson of the Department of Movement Sciences and really helped build that academic unit. I think it was the good work at the department level and the variety of university and college-level committees that put me on the screen of the provost. In May of 2005, she pulled me up as assistant vice president on her staff.
René	I had a series of successively more responsible positions over the course of my 10 years there where I ended my career there as acting chief financial officer. I was about ready to go to Harvard University to be the assistant dean of finance in the Faculty of Arts and Sciences when my husband, who was in the automotive industry, got a position in Michigan. I was recruited to the University of Michigan School of Law as assistant dean for finance and operations. I would have been very happy to remain there were it not for two things: first, Ann Arbor was about an hour from where we moved to because I knew nothing about Michigan at the time we moved. Second, I had two relatively young children at the time, and I felt like I was rushing from work to home and didn't have time to learn about where I was living and to engage in my work in the way that I wanted. The Law School was going through a building/expansion phase, and I was quite happy and satisfied with my professional opportunities there. I was there for about 9 months and I got a call from a dean at Michigan State University, which, as it turned out, was about 10 minutes from our home in Lansing. She heard I was in the area—I don't know how she got my name—but she reached out to me because they were expanding the college. But at the same time, the opportunity to build something and create something from the ground up was quite appealing. To sweeten the deal, the dean of the College of Nursing at MSU, knowing that I had had a career path in central administration, arranged for my position to have a part-time special appointment in the provost's office. So, I had a 70% appointment in the College of Nursing and a 30% appointment with the provost, and that was an opportunity that I couldn't turn down because it simultaneously gave me the opportunity to come into a huge university with 40,000 students, but work in a small college that had 600 students total and see the lens of a broad university through the provost's division.
Rick	I graduated with my Ph.D. In order to continue in academia in my field, chemistry, I needed to do a postdoctoral research appointment or fellowship somewhere, so I chose to go back to Minnesota and work with an outstanding bioinorganic chemist, Larry Que, who at the time was really emerging as one of the leaders in the area. I was in his group for a 3-year fellowship and then started my career as a professor at Utah State University, which is a comprehensive state institution. I applied to Loyola University in Chicago. They had a department chair position open, and I was lucky enough to get that position, and we decided to take it and moved to Chicago.
Robert	I went into a Ph.D. program and then ultimately took a position at New Mexico State. The state of New Mexico did not have a school psychology training program, and New Mexico State University was starting one. So they hired me and one other individual to codirect the program there. Right after I was granted promotion and tenure, we had a change of leadership in my department, and I was asked to serve very briefly as the associate department chair. Also, in those 6 years, we had multiple retirements. So, I went from being just generationally by far one of the youngest to being eligible for stepping into a leadership

Name	Decision(s)
	role because I just entered in an odd point in the life cycle of the department. I wasn't by any means a senior individual, but when senior individuals retired, I was one of the seniors in a very short period of time. So, I was asked for a little while to serve as an interim department chair and, pretty quickly, I took over the role and served in that role for around 7 years. I was serving as department chair and then had an opportunity to serve as associate dean for our college, and I was doing that for just really a period of a few months when the College of Education and Human Services on our campus was undergoing quite a turmoil. Our provost at the time took me to lunch and asked if I would consider taking over as the interim dean of that college until a permanent dean was brought in externally. He and I had a good relationship, and I went ahead and agreed to do it for 6 months.
Vivian	I had gotten all my degrees—B.S., M.S., and Ph.D.—from a single institution in the Northeast, and then I came to Small Southern College after I'd finished my Ph.D. in zoology and I've been here ever since. I was hired and started August 1 and had actually graduated in December, . . . so I started out as instructor and then just moved up the ranks. I've been here now 40 years. About halfway through that time, I realized that the leadership in our department was really, really lacking, and in fact, it was becoming hurtful to a lot of people. So I spoke out about it and I was appointed chair of the department. I was chair of biology for 16 years and then got involved in the ACE program.

Table A.18
Decisions and Points of Entry in Higher Education for Participants

Name	Decision process	Point of decision	Point of entry
Diana	Viewed herself entering the life of a faculty as an undergraduate, pursued her Ph.D., and then obtained a faculty position.	As an undergraduate	Directly after Ph.D. completion
Julie	Occurred as she sought initial employment in accounting.	Directly after undergraduate studies	Directly after undergraduate studies
LeRoy	Completed his Ph.D., took postdoctoral work, and then went into industry for 2 years prior to pursuing a professorship with a concurrent administrative appointment as a program director for a STEM initiative.	During employment in industry	After working in industry for 2 years
Lucia	Taught school for 7 years prior to finding a passion for college-level teaching through her master's degree. From there entered a doctoral program and taught part-time at the college level. Upon completing doctoral studies, secured a full-time faculty appointment.	During a master's program	During a doctoral program
René	Began a Ph.D. program, left, went to a master's program because of a new interest discovered during doctoral studies, and then entered the world of political finance prior to higher education.	While closing the presidential campaign as a finance staff member	Following employment in political finance
Rick	Pursued a Ph.D. immediately after undergraduate and then spent 3 years in a research fellowship prior to obtaining a professorship.	During research fellowship	After research fellowship
Robert	Worked as a school counselor and while doing an Ed.S., was encouraged to pursue a Ph.D., which he did. Was hired afterward as a professor with a concurrent administrative appointment as a codirector of a school counseling training program.	During Ed.S. program	Following Ph.D.
Vivian	Pursued a Ph.D. directly after undergraduate studies and then became an instructor as she finished her Ph.D.	During Ph.D. program	While finishing Ph.D.

Table A.19
Conceptions of Advancement

Name	Conceptions of advancement	Supporting sentiments	Related considerations about leadership
Diana	Promotion and tenure	To be really successful at a research institution, I should not have become engaged in leadership opportunities. At a research institution, service is not valued. That was really an either/or. My advice would be do what it takes to be promoted to full professor and then you can decide. This is really sort of standard wisdom—excel as a teacher, as a scholar, . . . become recognized, have the credentials in those areas, become promoted to a full professor. Then you will have the time and the leisure to think more broadly and strategically about the skills and cache you've developed.	I had such a good time seeing something [new general education program] take shape, move forward, and engaging with people along the way. That's when the associate dean job in liberal arts and sciences came up. I applied for it and got it. Then, I was just sort of hooked—I just loved helping people come together and implement projects and supporting them in their work. That all happened in 2003-2004. I had to become a leader in all the ways that people should be leaders as a change agent at their university.
Julie	Series of successive positions	I changed from Audit to Finance, which is a different type of field, and then from Finance to IT. Every one of those fields was an upward move. I went from a staff member to a manager, from a manager to an enterprise manager to a director, from a director to an associate CIO, to a deputy CIO, from a deputy to a vice chancellor. . . . So, it was up and across.	I think I wouldn't necessarily say when I get up in the morning that I am a leader, but I did say I believe that I could have an impact in this environment. I believe that I could make people listen. I believe that there are issues out there that I see and that I can offer solutions to that other people may not either see the issue or be able to see what's causing it and then be able to figure out natural plans to resolve it. So, I kept driving more towards: How can I have a bigger impact? I tend to get to an area and get it cleaned up, and then I get bored with production, which is why I came to IT, because it changes all the time.
LeRoy	Promotion and tenure	Once at CSU, I was able to move through the ranks as a faculty member from assistant to full professor and grow the STEM outreach program. I remember one time talking with my father about	At the time I entered the FP, I was at a crossroads. At the time, I'd been at the institution for 10 years. I had to make a decision whether to continue down the faculty tenure-track

Name	Conceptions of advancement	Supporting sentiments	Related considerations about leadership
		the problem we had here at Chicago State in getting underrepresented minorities to tenure. I wasn't tenured yet, and he said, "Well, LeRoy, you just need to do the research and do well in your teaching and your service and once you get at the table, you're going to make a difference." Once I got tenured and became a senior person in the department, then I had more say-so about who was hired, who wasn't hired, and who was tenured and who wasn't tenured.	line or dive into administration full-time. I used the ACE experience to learn more about higher education to see if I could eliminate the higher education administration line. Boy, once I got into it, it was a great experience, and I learned so much! What I really carried away from the program was that because you are really siloed in your department or college as a faculty member, you really don't understand how the university and its pieces work in higher education. What the ACE gave me was a bird's-eye view of how a university works and how all the pieces fit together in order to carry out its mission and vision and how senior administrators are really the people that guide the process.
Lucia	Promotion and tenure	Then when I finished the doctoral work and got my first, real full-time professional position at State University, I became a leader at the state level and continued evolving in the regional association, but never put my hat in the ring for national leadership roles at that time. I was busy doing the work of becoming a tenured professor and getting promoted and those kinds of things, and so I stayed at the state level and did regional work but never went full board those 10 years.	As I was coming up through the faculty ranks, I was . . . taking these leadership roles in professional associations and also consulting for the state department of education. This was occurring while the big benchmark standards movement for K-12 was going on in the country with the goal of creating standards for various high school content areas. That was a really great ride to be able to help the profession as well in creating those standards and expectations and then to take leadership roles for professional development. Those professional associations reach out to K-12, community colleges, 4-year institutions. I was providing leadership at that time for 618 school districts and 26 four-

Name	Conceptions of advancement	Supporting sentiments	Related considerations about leadership
			year institutions, and a bunch of community college institutions—it was a huge experience.
René	Series of successive positions	I just developed this network of relationships, which opened doors for me and showed me to areas of higher education finance and planning that I never would have gotten the opportunity to learn about in a larger organization. I had a series of successively more responsible positions over the course of my 10 years there (Wellesley), where I ended my career there as acting chief financial officer. I was about ready to go to Harvard University to be the assistant dean of finance in the Faculty of Arts and Sciences when my husband, who was in the automotive industry, got a position in Michigan. We completely changed our lives and moved to the Midwest. So, I was recruited to the University of Michigan School of Law, where I started there as assistant dean for finance and operations. To sweeten the deal, the dean of the College of Nursing at MSU, knowing that I had had a career path in central administration, arranged for my position to have a part-time special appointment in the provost's office. So, I had a 70% appointment in the College of Nursing and a 30% appointment with the provost, and that was an opportunity that I couldn't turn down because it simultaneously gave me the opportunity to come into a huge university with 40,000 students, but work in a small college that had 600 students total and see the lens of a broad university through the provost's division [as assistant dean for	It's vital to me to have the connection to the academic side, which is why the vice provost of budget and finance in the provost office was absolutely the right place for me because that is where you can really make a difference and that's where the mission of the university is really executed. Just dealing with the numbers and doing a balance sheet without thinking about the impact it has on students, on faculty, on the changes in higher education simply wouldn't be enough. I know that connection is important.

Name	Conceptions of advancement	Supporting sentiments	Related considerations about leadership
		planning and operations/director of university planning]	
Rick	Promotion and tenure	At Utah State, I rose through the ranks through full professor. By the time I became a full professor, I had a research group of about 12 or 14 students and a couple of large grants, and so my research was doing well. I was serving on committees within the college and in the department; I had served on and chaired several search committees.	It just so happened that I applied to Loyola University in Chicago. They had a department chair position open, and I was lucky enough to get that position, and we decided to take it and moved to Chicago. We both love Chicago. I grew up in the Midwest in the Minneapolis area, and so it made sense to come back closer to the Midwest. That was my first administrative responsibility at that point, becoming the chair of the chemistry department at Loyola in 2006.
Robert	Promotion and tenure	I went there as a brand new professor, where we had about 20 seasoned faculty members in this department. I was codirector for probably 6 years while going through a 6-year tenure process and served in that role. Right after I was granted promotion and tenure, we had a change of leadership in my department, and I was asked to serve very briefly as the associate department chair.	I wasn't by any means a senior individual, but when senior individuals retired, I was one of the seniors in a very short period of time. So, I was asked for a little while to serve as an interim department chair and pretty quickly, I took over the role and served in that role for around 7 years. It wasn't really planned, but the timing was good. Seven years as the department chair was about long enough. It's a role that I hadn't really sought out, but one that I did enjoy. While I was serving as department chair, I then had an opportunity to serve as associate dean for our college. I was doing that for just really a period of a few months when the College of Education and Human Services on our campus was undergoing quite a turmoil. Our provost at the time took me to lunch and asked if I would consider taking over as the interim dean of that college until a

Name	Conceptions of advancement	Supporting sentiments	Related considerations about leadership
			permanent dean was brought in externally. It's something that I had not considered at all, and it seemed like terrible idea. The environment was so contentious—it was just a mess. But, what he basically said was, "You know you would be good for them, and I think it would be even better for you as just a wonderful learning experience. It's something I'm asking you as a favor to do this, but I think you'd benefit from it." He and I had a good relationship, and I went ahead and agreed to do it for 6 months.
Vivian	Promotion and tenure	About halfway through that time, I realized that the leadership in our department was really, really lacking, and in fact, it was becoming hurtful to a lot of people. So I spoke out about it, and I was appointed chair of the department. I was chair of biology for 16 years.	As department chair, I had done a lot things for the college beyond my role as department chair. I wrote these grant proposals and won a 4-year grant from Howard Hughes Medical Institute. Then, we wrote another grant request to one of our funders to continue our center research on a broader scale to include humanities and the social sciences as well as the sciences, so I ran that program. So I was doing a lot of things that I knew needed to be done and I knew it needed to be done at a higher level. I also realized that I couldn't stay department chair forever, and it wasn't really healthy for my department. They wanted me to continue obviously, because I stayed in that position for 16 years. After a long time as department chair, I decided that I needed to make the break from that, but I didn't want to go back to being just a regular faculty member because I did like leadership.

Table A.20
Incorporation of Leadership Roles into Participants' Careers

Name	Initial higher education leadership role	Timing	Supporting sentiments
Diana	Director of graduate studies	After promotion to assistant professor	Being the only women in my discipline for really almost a decade, I would have to become very involved in the university to have colleagues of my same gender. Serving on governance and university-wide committees was a way to meet other people. From the very beginning, I was asked to serve on various committees because they needed a female. But then I really enjoyed it. I liked meeting with people, seeing the broader perspective of what it takes to run a university, and understanding what a university's mission is. I became more involved with the university senate, the graduate school executive committee, various other governance bodies, and then agreed to serve as the first director of the general education program.
Julie	Manager, Business Affairs Group	After initial position as auditor	Looking up, however, I had two leaders in their 40s who said they were going to retire in their current positions, so there was really not upward mobility for me, and I decided that I really wanted to be a manager. That brought me to the Finance Department where there happened to be an opening related to technology. In addition, I just had a passion for technology. I decided to pursue my MBA while working in Audit and Accounting Systems from seeing all the benefits that technical systems could bring as far as efficiencies and effectiveness of problem-solving.
LeRoy	Program director for science, technology engineering, and medicine (STEM) initiatives	Concurrently with assistant professor appointment	My initial position at CSU was really unique in that 50% of my time was spent as an administrator and 50% as a tenure-track professor. I was an assistant professor in the department of chemistry and physics and also the director for the National Science Foundation's Illinois Louis Stokes Alliance for Minority Participation program at CSU.
Lucia	Program chair	After promotion to associate professor	I did decide to go back to Mid-Atlantic State, so I spent 10 years from the fall of 1988 through the spring of 1999 at State and went up through the assistant professor ranks to associate professor. I was extremely active at the unit, college, and university levels with all

Name	Initial higher education leadership role	Timing	Supporting sentiments
			kinds of committee service and leadership roles. At the same time, I was very active in the state, regional, and national levels of my professional association. I became the president of the state association and served in a variety of roles in the district association and also at the national level.
René	Director of budget and financial planning	Initial position in higher education	My boss's family was very well connected. His father and grandfather had been on the board of Wellesley College, and as we were getting our records and documents together for the Federal Election Commission, this opportunity at Wellesley came up for director of budget and financial planning. I looked at it and didn't really think about it, but he said, "I think you've got a lot of the interpersonal skills and the credentials, and it may be a great fit for you because you have a passion for women's education, you know finance. Why don't you think about it?" So, I decided to throw my hat in the ring and apply. . . . I came in there as probably a 26-year-old budget officer, who was really charged with making the budget office a service organization and sort of thinking about innovative change management at a time when I don't think I even knew what that was.
Rick	Department chair	After promotion to professor	At Utah State, I rose through the ranks through full professor. By the time I became a full professor, I had a research group of about 12 or 14 students and a couple of large grants, and so my research was doing well. I was serving on committees within the college and in the department; I had served on and chaired several search committees. I chaired the graduate studies committee and the undergraduate curriculum committee, and so I did all kinds of service roles within the department and on some college-wide committees. I had some understanding about how the college functions while I was at Utah State University. Then, the real decision for me to move came, and, I sort of fell into a chair position.

Name	Initial higher education leadership role	Timing	Supporting sentiments
Robert	Codirector for a school counselor training program	Concurrently with assistant professor appointment	The state of New Mexico did not have a school psychology training program, and New Mexico State University was starting one. So they hired me and one other individual to codirect the program there. I went there as a brand new professor, where we had about 20 seasoned faculty members in this department. I was codirector for probably 6 years while going through a 6-year tenure process and served in that role.
Vivian	Department chair	After promotion to assistant professor	I don't know that was specifically when that happened—I just know that I have a knack for planning. . . . I have a knack for administration . . . and . . . helping. I like to help people achieve what they want to achieve, and leadership allows you to do that because you control resources that you can use to help people. About halfway through that time, I realized that the leadership in our department was really, really lacking, and in fact, it was becoming hurtful to a lot of people. So I spoke out about it, and I was appointed chair of the department.

Table A.21
Summary of Career Decisions Prior to the Fellowship Program

Name	Decision point to enter higher education	Entry point for career in higher education	Initial higher education leadership role	Timing of initial leadership role	Advancement conceptions
Diana	As an undergraduate	Directly after Ph.D. completion	Director of graduate studies	After promotion to assistant professor	Promotion and tenure
Julie	Directly after undergraduate studies	Directly after undergraduate studies	Manager, Business Affairs Group	After initial position as auditor	Series of successive positions
LeRoy	During employment in industry	After working in industry for 2 years	Program director for science, technology engineering, and medicine (STEM) initiatives	Concurrently with assistant professor appointment	Promotion and tenure
Lucia	During a master's program	During a doctoral program	Program chair	After promotion to associate professor	Promotion and tenure
René	While closing the presidential campaign as a finance staff member	Following employment in political finance	Director of budget and financial planning	Initial position in higher education	Series of successive positions
Rick	During research fellowship	After research fellowship	Department chair	After promotion to professor	Promotion and tenure
Robert	During Ed.S. program	Following Ph.D.	Codirector for a school counselor training program	Concurrently with assistant professor appointment	Promotion and tenure
Vivian	During Ph.D. program	While finishing Ph.D.	Department chair	After promotion to assistant professor	Promotion and tenure

Table A.22
Career Decisions During Fellowship

Name	Decisions during Fellowship
Diana	A deanship was my goal before I even decided to do the ACE FP. So I went to the ACE FP in order to develop the skills and background that would enable me to assume a higher level of leadership position.
Julie	I don't know if before I went to Fellowship if I could have verbalized it, as far as seeing the fit there that was not at other places or why I stayed in higher education when I was offered more money to go elsewhere. It helped me to say higher education is where I want to spend my life because it's exactly where I want to have an impact and where I know I can have an impact.
Lucia	So, it was absolutely learning more about what the president did at a system level and an institution level. A lot of it revolved around the political struggles and the fundraising issues, and, of course, much of it related to the internal operations of the student needs, staff needs. It was while watching what the system president did in relationship to the state board, watching that dynamic . . . and then watching the chancellor interact with the institutions in the system and the state board. It was quite a bureaucratic thing to see. All this reinforced for me that my strengths would be internal operations. This was very clear for me. I determined that I really don't seek a presidency.
René	When I came back to MSU, I had a 3- to 4-year timeline to decide whether or not I wanted to remain where I was or move to the next level. I struggled with whether or not I wanted to be a chief financial officer and remain in finance or move onto a president's office in terms of being a presidential chief of staff. I had made a decision that I did not want to follow a presidential path.
Rick	When I started the FP, I never thought about being a president. At the end of it, I thought being a provost would be a fun job—I wouldn't mind doing that one day. I knew I had to become a dean first.
Vivian	I guess I realized in a lot of ways pretty early on that I really didn't want to become vice president for academic affairs, or dean of faculty, or president.

Table A.23
Participants' Decisions During the Fellowship Program

Name	Type of position or scope/setting of a future role	Supporting sentiments
Diana	Dean	A deanship was my goal before I even decided to do the ACE FP. So I went to the FP in order to develop the skills and background that would enable me to assume a higher level of leadership position. Ultimately, I was able to move into this deanship a couple of years following my Fellowship.
Julie	Higher education	I'm going to stay where I can have a big impact, and I don't know exactly what that means. I know that I want to continue to stay in higher education because I enjoy helping college students.
LeRoy	Administrative scope	After I returned from the ACE Fellowship, they made me an associate dean. I tried to maintain both administrative work and my research for a while, but it got to a point where it was really too much. So, I had to make a decision, and I made the decision to let the research agenda go for a while and see how the administration part works out. If it works out, I'll pursue the administrative pathway, but if not, I'll go back into the faculty ranks and resume my research projects.
Lucia	Internal operations	It was while watching what the system president did in relationship to the state board, watching that dynamic . . . and then watching the chancellor interact with the institutions in the system and the state board. It was quite a bureaucratic thing to see. All this reinforced for me that my strengths would be internal operations.
René	CFO or presidential chief of staff	So I struggled with my next decision point of whether or not I wanted to be a chief financial officer and remain in finance or move onto a president's office in terms of being a presidential chief of staff.
Rick	Provost	I met with John Pelissero at the end of my Fellowship and he asked me what I wanted to achieve. I said, "I want your position when you're done being provost." He sort of laughed and said he wasn't planning to step down anytime soon. I said that was fine, that I wasn't planning to take his position, and we were joking around about it.
Robert	Dean/provost	I really went into the FP looking more at a dean's role, having done it on an interim basis. I really wanted to get a little more breadth of experience, a little broader university look. I guess I might have thought ultimately if I served in a dean's role for a while, and maybe look into a provost position, but it was something that I saw on the horizon.
Vivian	Strategic planning and implementation	During the Fellowship, I was exploring the possibility of a dean's role or a provost's role, seeing how it fits. I realized that it didn't fit, but I wasn't really thinking that's what I really wanted to do anyway. I learned a lot about myself as a leader, but also what I wanted to do.

Table A.24
Career Decisions After the Fellowship

Name	Decisions post-Fellowship
Diana	I like my current job [dean of an interdisciplinary college] very much. I just want to do the best I can. I'll be having my 62nd birthday very soon. I don't really see myself having two more moves.
Julie	I stayed at U of R for 23 years and just recently I have now become a vice chancellor at a different institution. Do I have any plans to be a president or provost today? Not specifically.
LeRoy	After I became executive director for the Center for STEM Education and Research, CSU wanted me to have some tie to the dean of the College of Arts and Sciences. So, they made me the director for STEM initiatives for the College of Arts and Sciences. The position links me to the dean's office as well as the president's office. As a result, I administer a lot of different things with a STEM focus.
Lucia	If I take another leap, I'm more interested in and I think my skills and knowledge are better suited for a provost position or a vice presidency position in academic affairs. I like the internal work and operations of the institution, but understand how it connects to the community.
René	I'd pursued a number of external opportunities, and none of them seemed quite right until George Washington came calling last fall. I was intrigued by the idea of a university that had gone in the last 20 years from being a fairly highly regarded commuter school with a very regional draw for students with a few brand schools within it to having a much more national profile.
Rick	After my Fellowship, I was then promoted to the associate dean position for resources and planning at Loyola, which essentially meant that I was in charge of all financial and budgetary issues within the college, including teaching schedules and all of those kinds of things and space. So, I worked in the college offices for 2 years before I took the dean position at Marquette.
Robert	My role as interim dean and some of the work and a combination of that and my Fellowship, I think, led to this job [ACU provost].
Vivian	[I] became an associate dean about 3½ years ago.

Table A.25
Position and Institutional Changes by Institution Type

Name	Position titles	Institution type*	Timing to Fellowship**
Diana	Associate Professor/Founding Director of Office of Research Ethics and Education	Institution 1/Pub L4 RU/VH	PF
	Associate Professor/Interim Associate Dean for Interdisciplinary Programs and Faculty Development/Special Assistant to Provost	Institution 1/Pub L4 RU/VH	FY
	Professor/Dean of the College of Interdisciplinary Studies	Institution 2/Pub L4 Master's	FF
Julie	Director, IT Planning, Finance and Administration	Institution 1/Pub L4 RU/VH	PF
	Associate Chief Information Officer	Institution 1/Pub L4 RU/VH	FY
	Deputy Chief Information Officer	Institution 1/Pub L4 RU/VH	FF
	Vice Chancellor for Information Services and Strategy/Chief Information Officer	Institution 2/Priv M4 RU	FF
LeRoy	Assistant Professor/Project Director	Institution 2/Pub M4 Master's	PF
	Associate Professor/Project Director	Institution 2/Pub M4 Master's	FY
	Professor/Project Director	Institution 2/Pub M4 Master's	FF
	Interim Associate Dean	Institution 2/Pub M4 Master's	FF
	Interim Dean of College of Arts and Sciences	Institution 2/Pub M4 Master's	FF
	Director for STEM Initiatives/Exec. Director, Center for STEM Education and Research	Institution 2/Pub M4 Master's	FF
Lucia	Professor/Department Chair	Institution 3/Pub L4, Master's	PF
	Professor/Assistant Vice President for Academic Affairs	Institution 3/Pub L4, Master's	FY
	Vice Provost for Student Success	Institution 3/Pub L4, Master's	FF
René	Assistant to Dean	Institution 2/Pub L4, RU/VH	PF
	Assistant Dean for Planning and Operations/Director of University Planning	Institution 3/Pub L4, RU/VH	FY
	Vice Provost for Budget and Finance	Institution 4/Priv L4, RU/VH	FF
Rick	Professor	Institution 2/Pub L4 RU/H	PF
	Professor/Department Chair	Institution 3/Priv L4 RU/H	FY
	Associate Dean for Resources and Planning	Institution 3/Priv L4 RU/H	FF

Name	Position titles	Institution type*	Timing to Fellowship**
	Dean of College of Arts and Sciences	Institution 4/Priv L4 Doc/Res	FF
Robert	Interim Associate Dean for Students and Programs/Director of Distance Education	Institution 1/Pub L4, RU/H	PF
	Associate Dean for Students and Programs	Institution 1/Pub L4, RU/H	FY
	Provost	Institution 2/Priv M4, Master's	FF
Vivian	Professor	Institution 1/Priv S4, BAC	PF
	Department Chair	Institution 1/Priv S4, BAC	FY
	Associate Dean for Teaching, Learning and Research	Institution 1/Priv S4, BAC	FF

Note. *Institution type denotes the sequence of institutions where the positions were held and the basic classification of research activity based on The Classification of Institutions of Higher Education™ (http://classifications.carnegiefoundation.org/). Pub indicates public; Priv, private; L4, large 4-year; M4, medium 4-year; S4, small 4-year; RU/VH, research university (very high research activity); RU/H, research university (high research activity); RU, research university; Doc/Res, Doctoral/Research university; BAC, baccalaureate.

**Prior to Fellowship (PF)/During Fellowship Year (FY)/Following Fellowship (FF).

Table A.26
Micronarratives about General Considerations for Careers

Name	Consideration(s)
Diana	Returning to your sponsoring institution from the Fellowship is very difficult because you've sort of had this experience on the Dark Side that nobody else can appreciate. It's a fork in the road; it's the end of a certain way of living. For most people, I think, it's very painful to go back because you have new knowledge, a new identity, and a new view of yourself without a way to put it to use. Especially if you have been at your institution for a number of years, no one thinks of you as transformed into this new type of leader. You just can't go back to being just a faculty member, unless you really want to, if you've fallen in love with the idea of being a change agent at a higher level than in your classroom. It can be very stifling to go back and teach the courses you've taught. I'll be having my 62nd birthday very soon. I don't really see myself having two more moves. I just want to enjoy my present job as much as possible, do the best I can for the college I'm entrusted with, and make the university where I am now as strong as possible.
Julie	My husband is a technology teacher, and he actually got hurt on the job, and ended up suffering a spinal cord injury a month before we got married. He had to have multiple operations, and thankfully he's doing well, but he's in a place in his life where he's disabled. We didn't ever expect that would ever be the case, and we really wanted to have a family, but it took a very long time to have a family. So, when I became pregnant with my first child . . . we have a 9- and 5-year old . . . I really knew that I had wanted to not have my career be my primary focus for at least a few years until I could figure out how I was going to balance parenting and also making sure that I was having the right kind of impact at work. Definitely, my career path has not just been about what's the next best job, but how does that fit with your individual life. What's going on with it and all the other unexpected things that happen, and when are you ready? For me, the job that I just accepted (I am now in my second month), I looked at my children, and I talked to my husband. We said, "We want to move now . . . before they grew into their teenage years." You have to look at when are those moments. If this job had not come up and something else came up in a couple of years, I probably would have stayed in my previous institution because the whole picture has to work. Do I have any plans to be a president or provost today? Not specifically. . . . I don't have a Ph.D. today. . . . But then again, it wouldn't shock me if I went back and pursued that. If you look at my pattern, it's been a while since I've done any formal training. I might jump back in for additional education in the next few years. So, I don't know what's possible. . . . It likely won't be less than what I'm doing now.
LeRoy	Chicago State University, largely because it was a predominantly Black institution (PBI), was a place where I thought I could make the most impact in terms of helping minorities matriculate into grad school and onto advanced degrees in STEM. I would say that Chicago State saw my experience as an investment, and they—the provost at the time and the dean at the time—were very receptive at my return and were looking for ways to provide me with opportunities, and I'm grateful for that. But even outside of that I have very close ties to Chicago. I'm a pastor of a congregation, so if I make any moves, it's going to be here in the Chicago-land area. But the bigger challenge for me is that the congregation is growing, the senior pastor is contemplating retirement in a couple of years, and I've been asked to take on that role. I have three kids—two of them are here at Chicago State—a 21-year-old, a 19-year-old, and a 16-year-old. My wife and I made a decision that we weren't moving anywhere

Name	Consideration(s)
	anytime soon, until the youngest one graduated from high school. That's one of the big reasons that I really have not moved from Chicago State. Being patient gives me ample time to build and establish the center, which looks good on my CV. It's a win-win for me and my family. I'm always getting offers to go someplace else, either as a dean or associate provost or VP of research, but I choose to stay here at Chicago State to build this center. I see it as my baby. We're in our third year, and we were funded by the Department of Education. So I always tell people that I'm here at least for the duration of that grant, which is another 2 years. So, where I'm going in higher education, I'm not entirely certain.
Lucia	The presidency issue and what he or she has to do with development, fundraising, interacting with the political piece is not my passion. I'm learning more about that and I appreciate it more. Based on the daily operations and responsibilities, I'm definitely probably more suited and attracted to what a provost would be required to do. Change is actually something I'm struggling with right now. I'm getting hits all over the place from search firms for provost positions, and I'm questioning: Do I really want to move to California? Do I really want to go to the South? If I go anywhere, I want to go back to the East Coast, and so I'm being very careful about engaging in search processes. I'm in my early 60s, and I've got unfinished professional work business at my current institution, and I would like to see it come to fruition. Do I want to make that leap? So, I think leaders have more of a propensity for change themselves in their own lives, but I think depending on where you are in your age and where you are in your career, you jump more quickly or, you don't jump. . . . I don't know; . . . it's very individual. . . . Those are very, very individual kinds of things.
René	I did not have the traditional credentials of an academic for the type of institution I'd want to be a part of. I thought seriously of going back and getting an executive doctorate because that had been recommended to me as the next career path, but I needed a sponsor to do that. While I might not have had the progressive title changes that I would have hoped to have had, the power and influence I had over the course of that time based on the very intentional approach to being involved in the key initiatives of the institution . . . being a strategic planner allowed me to look at the whole array of initiatives. I began to realize that it wasn't always about the hierarchical, ladder-like climb that a lot of people thought was the way you achieved success. I was exposed as an ACE Fellow to 35 diverse people from all over higher education; we had five Fellows from South Africa as well as part of our class. I developed friendships with 8 to 10 Fellows. We keep in touch once a month and try to get together two or three times a year in person. They come from roles that I really wouldn't have gotten a chance to know in my own institution—faculty, professors of computer science, to associate deans of engineering—in a really deep way. That broadened my horizon dramatically and helped me to stretch my perspective on where I could go in higher education because I was comfortable. I could relate to people throughout the university, and I knew that, but it reinforced that for me. My entire life because of my background has always been, to use the cliché, lifting others as we climb. As a woman of color, I come from a family that really felt it was important to uplift the community and be a part of challenging preconceived notions about stereotypes and just making sure that there was equality and equity. Whatever career I had, I knew that would be an integral part of what I did. You have to decide what works for you. . . . I'm not somebody who moves often. We have three children—26, 22, and 11. I make the commitment to a place, and if you have

Name	Consideration(s)
	a family you really have to weigh not just your own career options, but theirs. I made the decision that once my daughters were in high school I wasn't moving until they finished. One of the reasons why the opportunity at George Washington made sense to consider now was that our son is young enough and old enough, too. A move this time was right. He'd be making a transition from elementary to middle school, and he was at a point where he was becoming more independent. If this opportunity had presented itself 5 years ago when he was 6 instead of when he was 11, I might have made a different choice. My husband has flexibility to consider moving as well, so I think you just have to take a look at all the tradeoffs. I made a considered choice that that was where I wanted to be—that or a president's chief of staff. Depending on the institution and fit with a leader, that would be a very, very interesting cap-off to my career, where I'd bring my experience as a CFO and strategic planner to that role and look at how I could make a contribution to an institution. That's kind of still out there as I think about the next steps in my career.
Rick	My wife and I started having children, two little girls, and we decided that we wanted to be in a more urban environment where there was more diversity and a place where we could raise our children. Also, my wife had become much more interested in some opportunities for her career. Also, the types of institutions where I've been a student or faculty are important to me. I went through a very small state school in northern Minnesota because I was a first-generation college student who was told by my parents I had to pay for my education on my own. Going through state schools and having an appreciation of the struggles and what it takes being a first-generation student to get a college education . . . and the amount of money they spend in order to do that, and the difficulty for their parents, who are footing the bill certainly, more so at Loyola and Marquette, because they are private and more expensive. I think that's an important thing that I understand and I never forget. I do think it is an important aspect of who we are. You need to be happy in your work because it impacts how you are at home. If I'm unhappy at home and my wife and I have had an argument, that spills over at work and you don't function very well at work. If you don't function well at work, that spills over at home. I do think there's a synergy there and it's important to be happy in both.
Robert	I've seen enough people who have struggled in the family area. Succeeding in the career area, for me, that's a price that I'm not willing to pay. I've been fortunate and it's been a blessing I've been able to do both. I came back to New Mexico State a little bit disoriented in the sense that I had no idea that I would be anywhere else but New Mexico State; we'd been there almost 17 years at that point, . . . probably 15 or 16 years, and were very settled. Our kids were settled, but I really didn't see myself being able to have some of the same experiences I had at Pepperdine there. So now as it turns out, you could see the benefit of the FP, as I got the call from Abilene Christian University (ACU), and those dividends paid off, so there's a pretty quick benefit. I think from working here at ACU, part of the connection was its affiliation with the Church of Christ, the church hat we're members of, and being able to see this as both professional and missional were motivators as well, where what you're doing has some kind of larger meaning among the kind of the university, which I appreciate. Being able to offer genuine service and ultimately bettering the situation—I think all of us do that to a certain extent. I really think that for me the provost position fits nicely and that it kind of draws on a lot

Name	Consideration(s)
	of different things. I could see potentially serving in the role of president, but I don't really aspire to do that, and I don't really know if I am well suited for that role. In a lot of what you see, particularly in privates, you see more and more individuals serving in that role come out of some type of development or fundraising office. Often that's the vice president working more in that area. Particularly in privates, so much is driven by external funding that really my role, my career trajectory has been really more aligned in academics. For me, that's probably the best fit there.
Vivian	What I was interested in is creating new things, creating programs. I felt I could make a strong contribution in that regard. Also, if you look at my ACE Fellows class, most of them are extreme extraverts, and I am not. I am an introvert. I recognized that I didn't really enjoy being on the stage all the time. You really have to enjoy that if you went into a dean role or a role as president. I had hoped in a way that I would be able to find a position not of vice president for academic affairs, not the normal route that you take after the ACE Fellowship, but I was hoping to try to find something in strategic planning itself. Those kinds of opportunities never came along, and I really didn't pursue it that hard because I was so busy doing things here. I have a year and a half left here as an associate dean, and I'm not quite sure where I'm going to go after that.

Table A.27
Reasons for Participating in the Fellowship Program

Name	Reason(s)
Diana	[I] wanted to get back to academic administration from research administration. A new dean in Arts and Sciences was appointed at that point, and I just happened to mention to him just in passing at a beginning-of-the-year reception that I was very interested in getting back into academic administration and academic affairs. So he nominated me to be an ACE Fellow. It was basically his response to my interest.
Julie	The provost knew that I was looking for the next opportunity and that I was being approached by some other schools. He came to me and said, "You know, I really think it would be very good for you to have more experience with faculty to gain more breadth." I had so much administrative experience, but I didn't have a lot of experience with faculty on academic matters. I tended to work with faculty when they had administrative issues. . . . He said, "You know, if you really wanted to be a senior leader, I think you should get engaged in the ACE Fellowship."
LeRoy	At the time I entered the FP, I was at a crossroads. At the time, I'd been at the institution for 10 years. I had to make a decision whether to continue down the faculty tenure-track line or dive into administration. So, I used the ACE experience to learn more about higher education to see if I could eliminate the higher education admin line.
Lucia	I'd been in my position for 4 years, or almost 5, and basically the provost asked me if I wanted the opportunity to be nominated for the ACE Fellowship that was strongly supported by our president. I was selected and did the ACE Fellowship.
René	It was during that time at MSU that I participated in the ACE Fellows Program in 2009-2010 and really began to think about what I wanted to do in terms of higher education leadership. I'd been on a number of boards and had really focused very heavily on strategic planning. My fellowship focused on the sustainability of 21st-century higher education, which was really informed by all my experiences—small privates, large publics. I was just thinking that higher education as we know it had to change.
Rick	I wanted to do the Fellowship in order to decide whether I wanted to pursue more administrative roles or whether that really wasn't for me and wanted then to just go back to the faculty and grow my scholarly activity. I became a Fellow because I wanted to determine if a greater leadership role was something I wanted to pursue or not. After my experience at IIT and working with Alan Cramb, I decided that being a provost would be actually a fun position. At that point, I determined to make a provost position a career aspiration.
Robert	I really went into the FP looking more at a dean's role, having done it on an interim basis. I really wanted to get a little more kind of a breadth of experience, a little broader university look. Even part of my rationale for taking the ACE Fellowship was of course at the request of the president, because there was a dean's position that was going to open up at the college that I was serving in, and they were interested in me applying to that and wanted this time to be spent in preparation for that position. I entered into it with that kind of idea.
Vivian	During the Fellowship, I was exploring the possibility of a dean's role or a provost role, seeing how it fits.

Considerations About the Future

Table A.28
Coding for Occupational Plot-Future

Name	Occupational plot-future
Diana	It [new deanship] was a perfect fit in many ways. I've been interdisciplinary all my life. I'm the dean of an interdisciplinary college, so that's great. I'm . . . back in my hometown. . . . The dual job was very important. When the provost offered me a job she asked, "What does your husband want?" My new university offered my husband a job. It was just very, very lucky. But again, it's an institution that would think of asking that and would know that that's important to be willing to take that leap. I feel very lucky to have ended up where I am. I like my current job very much. I just want to do the best I can. I'll be having my 62nd birthday very soon. I don't really see myself having two more moves. I just want to enjoy my present job as much as possible, do the best I can for the college I'm entrusted with, and make the university where I am now as strong as possible.
Julie	I'm 46 right now, which means I have at least 20 more years to work. . . . I'm going to stay where I can have a big impact, and I don't know exactly what that means. I know that I want to continue to stay in higher education because I enjoy helping college students. I hope I will start looking at a broader definition of what that means. Do I have any plans to be a president or provost today? Not specifically. . . . I don't have a Ph.D. today. . . . But then again, it wouldn't shock me if I went back and pursued that. If you look at my pattern, it's been a while since I've done any formal training. I might jump back in for additional education in the next few years. So, I don't know what's possible.
LeRoy	I've got several leadership trajectories I could potentially take with my life and career. We'll just see how it works out. I'll see how I advance in that 5 to 10 years in the university setting. I will decide about going into the pastorate full time at that point, but until then I will push to advance as high as I can in the academy. I'm really torn—I'm always getting offers to go someplace else, either as a dean or associate provost or VP of research, but I choose to stay here at Chicago State to build this center. I see it as my baby. We're in our third year and we were funded by the Department of Education. So I always tell people that I'm here at least for the duration of that grant, which is another 2 years. But even outside of that, I have very close ties to Chicago. I'm a pastor of a congregation, so if I make any moves, it's going to be here in the Chicago-land area. But the bigger challenge for me is that the congregation is growing, the senior pastor is contemplating retirement in a couple of years, and I've been asked to take on that role. So, where I'm going in higher education, I'm not entirely certain. One of the things that I've really thought about, that's really been on my heart, even if the pastorate option wasn't there, is to create a school for African-American males with STEM bent. So, even if I decide to go full-time in the pastorate somewhere down the line, I really see myself keeping a shoe in STEM by creating an innovative K12 school.
Lucia	This was very clear for me. I determined that I really don't seek a presidency. If I take another leap, I'm more interested in and I think my skills and knowledge are better suited for a provost position or a vice presidency position in academic affairs. I like the internal work and operations of the institution, but understand how it connects to the community. The whole fundraising part, and what a president has to do with development,

Name	Occupational plot-future
	fundraising, and interacting with the political piece is not my passion. I'm learning more about that and I appreciate it more. I'm even understanding that the chief academic officer role is needing to do more fundraising and deans needing to do more fundraising, but I'm more interested in improving the internal operations of an institution . . . for student success, . . . for faculty success, . . . and ultimately providing impact in the community. Based on the daily operations and responsibilities, I'm definitely probably more suited and attracted to what a provost would be required to do. Change is actually something I'm struggling with right now. I'm getting hits all over the place from search firms for provost positions, and I'm questioning: Do I really want to move to California? Do I really want to go to the South? If I go anywhere, I want to go back to the East Coast, and so I'm being very careful about engaging in search processes. I'm in my early 60s, and I've got unfinished professional work business at my current institution, and I would like to see it come to fruition. Do I want to make that leap? So, I think leaders have more of a propensity for change themselves in their own lives, but I think depending on where you are in your age and where you are in your career, you jump more quickly or you don't jump. . . . It's very individual. . . . Those are very, very individual kinds of things.
René	I made a considered choice that that [chief financial officer position] was where I wanted to be—that or a president's chief of staff. Depending on the institution and fit with a leader, that would be a very, very interesting cap-off to my career, where I'd bring my experience as a CFO and strategic planner to that role and look at how I could make a contribution to an institution. That's kind of still out there as I think about the next steps in my career.
Rick	I don't see myself being in the same position for the rest of my career. More than likely, I'll do something else in my career. What that is, I don't know. It may be a provost, maybe a presidency, maybe I'll become a professional bass fisherman, which I would enjoy. There are all these things, depending on the opportunities that come forward.
Robert	I really think that for me the provost position fits nicely and that it kind of draws on a lot of different things. I could see potentially serving in the role of president, but I don't really aspire to do that, and I don't really know if I am well suited for that role. In a lot of what you see, particularly in privates, you see more and more individuals serving in that role come out of some type of development or fundraising office. Often that's the vice president working more in that area. Particularly in privates, so much is driven by external funding that really my role, my career trajectory has been really more aligned in academics. For me, that's probably the best fit there.
Vivian	During the Fellowship, I was exploring the possibility of a dean's role or a provost role, seeing how it fits. I realized that it didn't fit, but I wasn't really thinking that's what I really wanted to do anyway. I really like building things from the ground up, starting new things. One of the things I have done as an associate dean is that I started the Center for Teaching and Learning. Those things are the kinds of things that always excited me. I had hoped in a way that I would be able to find a position not of vice president for academic affairs, not the normal route that you take after the ACE Fellowship, but I was hoping to try to find something in strategic planning itself. Those kinds of opportunities never came along, and I really didn't pursue it that hard because I was so busy doing things here. I have a year and a half left here as an associate dean, and I'm not quite sure where I'm going to go after that.

Interpretations to Assist Others with Similar Considerations

Table A.29
Life Themes

Name	Life themes
Diana	Returning to your sponsoring institution from the Fellowship is very difficult because you've sort of had this experience on the Dark Side that nobody else can appreciate. It's a fork in the road; it's the end of a certain way of living. For most people, I think, it's very painful to go back because you have new knowledge, a new identity, and a new view of yourself without a way to put it to use. Especially if you have been at your institution for a number of years, no one thinks of you as transformed into this new type of leader. You just can't go back to being just a faculty member, unless you really want to, if you've fallen in love with the idea of being a change agent at a higher level than in your classroom. It can be very stifling to go back and teach the courses you've taught. At a Research I university in those days, and it's still very much the case, you hire faculty to excel at teaching and research. You don't hire them to become leaders or associate deans or deans. The ease of re-entry also depends upon what you come back to. I came back and my job was gone. They had reorganized, and my office had been moved to the medical school. I returned to my department, and said, "Hi, I'm back." And they say, "Oh, were you gone? What were you doing? What was your research project on your sabbatical?" "Well, it wasn't a sabbatical. I was shadowing a provost and president." "Why? Why would you do that?" Your faculty colleagues have no appreciation for what you've been through or don't know why anyone would want to do that. . . . Sometimes people come back to their old job and do that better and maybe advance through that institution, but in my case, they didn't really have a job for me. You can only spend your time once, and to be really successful at a research institution I should not have become engaged in leadership opportunities. At a research institution, service is not valued. That was really an either/or. I don't regret what I did, but very frankly it was quite painful. The people involved in governance or community engagement are not as high status as the top-notch researchers, which isn't to say people can't be both . . . a top-notch researcher who is a leader in their field and a change agent for the good.
Julie	My family couldn't afford to send me to college. I did a two and two program: community college and a state school program for my undergraduate. I was interviewing, and I just felt that there was something missing from the values alignment perspective. Looking up, however, I had two leaders in their 40s who said they were going to retire in their current positions, so there was really not upward mobility for me, and I decided that I really wanted to be a manager. That brought me to the finance department where there happened to be an opening related to technology. In addition, I just had a passion for technology. "I think you should get engaged in the ACE Fellowship." I went out and I looked at it and said, "There's no way that I should do this Fellowship. . . . There are no other administrators. I am like the round puzzle piece in a puzzle that doesn't have any circles." We didn't ever expect that would ever be the case, and we really wanted to have a family, but it took a very long time to have a family. So, when I became pregnant with my first child . . . we have a 9- and 5-year old . . . I really knew that I had wanted to not have my career be my primary focus for at least a few years until I could figure out how I was going to balance parenting and also making sure that I was having the right kind of impact at work. The first year that I was asked to be in the Fellowship, I declined because my second child was a baby. I counter-offered and said, "I want to do this, but I want to do this a year from now," and,

Name	Life themes
	so I waited until she was 2 years old. It's still doing the Fellowship with a toddler in the family, but it's a lot different when you have a baby and you are traveling a lot. I did make some conditions for my institution placement. I said I did not want to be out of state and ended up picking a host school that was very different. We did a session on diversity, and part of the discussion was how workplaces needed to be more family friendly, but then the program itself has some old-fashioned policies. I think the program needs to get better about saying what we require is full participation, and that we won't accept anything less. Then I think that they need to leave it up to the individuals to create their balance of whatever they think that means instead of coming out and saying, "Don't bring family," for example. Career/work life and home life are so integrated now, which is why I think that I broke that rule because I think that people can see that it can be done the right way. Every leader I talked to in higher education, there were people who said, "You can't be a leader because . . ." I was told I couldn't be an IT leader because I had a degree in accounting, yet here I am. I was told I couldn't be a leader because there weren't female leaders, and here I am. So, I don't carry the burdens of what other people say I can't do. I don't even listen to that. I don't have a Ph.D. today. . . . But then again, it wouldn't shock me if I went back and pursued that. If you look at my pattern, it's been a while since I've done any formal training. I might jump back in for additional education in the next few years.
LeRoy	I remember one time talking with my father about the problem we had here at Chicago State in getting underrepresented minorities to tenure. I wasn't tenured yet, and he said, "Well, LeRoy, you just need to do the research and do well in your teaching and your service and once you get at the table, you're going to make a difference." After I returned from the ACE Fellowship, they made me an associate dean. I tried to maintain both administrative work and my research for a while, but it got to a point where it was really too much. I have three kids—two of them are here at Chicago State—a 21-year-old, a 19-year-old, and a 16-year-old. My wife and I made a decision that we weren't moving anywhere anytime soon, until the youngest one graduated from high school. I married my wife when I started graduate school, and we decided to have our children early. Consequently, by the time my oldest child had reached third or fourth grade, she had been in five different schools. That's a lot. We saw first-hand both the positive and negative effects on her—positive in the fact that she's very sociable, and she had to be that way moving around so much, but negative in the sense that she didn't have stability. After the ACE FP and before taking on an administrative role at CSU, my wife and I agreed that we would allow them to all get out of high school before we made any future moves. That's one of the big reasons that I really have not moved from Chicago State. Being patient gives me ample time to build and establish the center, which looks good on my CV. It's a win-win for me and my family. I grew up lower middle class and desired to raise my social class so as to do a little bit better for my family. I never really noticed that there weren't a lot of people who looked like me in STEM along the way in the educational process. It didn't hit me until I went to industry and I was it. At that point I started to think about how I could increase the pipeline and increase the number of underrepresented minorities going into STEM and the industry pipeline.
Lucia	Change is actually something I'm struggling with right now. I'm getting hits all over the place from search firms for provost positions, and I'm questioning: Do I really want to move to California? Do I really want to go to the South? If I go anywhere, I want to go back to the East Coast, and so I'm being very careful about engaging in search processes. I'm in my early 60s, and I've got unfinished professional work business at my current institution, and I would like to see it come to fruition. Do I want to make that leap? So, I think leaders have more of a propensity for change themselves in their own lives, but I think depending on where you are in

Name	Life themes
	your age and where you are in your career, you jump more quickly or you don't jump. . . . It's very individual. . . . Those are very, very individual kinds of things. I eventually hit a ceiling with my career at Mid-Atlantic State, and my next step would have been to take on the department chair as a leadership role, as I was working towards a full professorship. I got involved with someone who I had met in my professional association work that lived here in the Midwest. I decided that I'd come this way and that we'd start our life together here. So, I gave up tenure and took the $15,000 cut in salary. As you go up in leadership positions, you have your own preferences in accomplishing goals. How do you maintain your own integrity, your own self-respect during these personality and leadership style differences, particularly when some people think that they can do your job better than you can, or people don't respect how you operate and indeed denigrate that and try to tear you down? How do you fight against that? And that has been *the* biggest challenge in my entire career since I've come back from the Fellowship. In Fellowship, they talk an awful lot about the difficulties of re-entry. When you come back from those deeper transformative leadership experiences and you're dealing with the day-to-day issues in front of you and you have other leaders behaving negatively, the struggles of leadership deserve more conversation.
René	I just think that at times I was very frustrated at MSU, but I was able because of the flexibility and the way that I had to shape the position over the years, I was able to take advantage of a lot of opportunities that I think being in a more circumscribed role would have made it more difficult to do. So what I did for 2½ years and as I worked on my doctorate, I developed an interest in mental health policy. Rather than doing clinical work, I decided to go to the Kennedy School of Government at Harvard. My intention was to work on health policy with an international focus. And then life intervened. I got married and despite being a planner at heart, my husband and I ended up being pregnant 6 weeks after we got married. At the time Michael Dukakis was running for president. He was a lecturer at the Kennedy School and was looking for staff for his Boston headquarters, and so I was one of three deputy budget directors for his presidential campaign based in Boston. That was a whirlwind experience. I had actually never thought about government work at that point. But, the energy, the dynamism of being part of a political campaign was tremendously interesting. I was about ready to go to Harvard University to be the assistant dean of finance in the Faculty of Arts and Sciences when my husband, who was in the automotive industry, got a position in Michigan. We completely changed our lives and moved to the Midwest. I had two relatively young children at the time, and I felt like I was rushing from work to home and didn't have time to learn about where I was living and to engage in my work in the way that I wanted. Even when I went to MSU, I struggled quite frankly with being in the same role for 9 years, and at Wellesley I don't think I'd ever been in a position longer than 2 to 3 years at a stretch. For me it was how do I keep growing in a place that was so huge? Again, I almost had the same experience at a small institution where there were only a few positions before you got to the top. There were so many layers and the culture was such that everyone stayed forever and nobody really, . . . there was no incentive to retire. It was hard to have the official title change, but what I began to realize was that ambiguity became my friend in the sense that I had a great deal of influence and credibility by work on committees, task forces, by deep knowledge of each of the colleges and their leadership. While I might not have had the progressive title changes that I would have hoped to have had, the power and influence I had over the course of that time based on the very intentional approach to being involved in the key initiatives of the institution . . . being a strategic planner allowed me to look at the whole array of initiatives. I began to realize

Name	Life themes
	that it wasn't always about the hierarchical, ladder-like climb that a lot of people thought was the way you achieved success. I also think that for me, part of the decision if I'm a president is that I want to be at least a tier 2 research institution, and as a president you need to have credibility and as a president you need to have a Ph.D. in an academic field and have understood the life of a faculty member and have been part of the academy. And I have not had that as a traditional career. Because of that and this stage of my life, I'm not sure I want to go back and do that. You didn't have to sacrifice having a family life to having a career in finance. I think a lot had to do with obviously the supportive work environments I was in, but I also had to fight for some of that in terms of on-site day care, flexible hours, and pioneering flex time or telecommuting with some of my employees. I do think for me the higher education environment has been a way for me to integrate the personal commitments, passions, and missions with my professional career. I think too many people stay in a place and get stale. You have to decide what works for you. . . . I'm not somebody who moves often. We have three children—26, 22, and 11. I make the commitment to a place, and if you have a family you really have to weigh not just your own career options, but theirs. I made the decision that once my daughters were in high school I wasn't moving until they finished. One of the reasons why the opportunity at George Washington made sense to consider now was that our son is young enough and old enough, too. A move this time was right.
Rick	My wife and I started having children, two little girls, and we decided that we wanted to be in a more urban environment where there was more diversity and a place where we could raise our children. Also, my wife had become much more interested in some opportunities for her career. Logan, Utah, which is a beautiful place and a wonderful community, just didn't have opportunities for her as a chemical engineer with a master's degree in chemistry. There just weren't a lot of opportunities for her to advance in a career path. . . . So, that was really the driving force. I Right after I was announced as a fellow, about a month later, Chris Wiseman assumed the presidency at St. Xavier College. My in-house mentor switched and became the new provost, John Pelissero. I didn't know John very well. He had been the vice provost and I had met him at gatherings once or twice. He didn't really know me very well; I didn't know him very well. If I'm in a position where I feel I'm underutilized or I'm just hamstrung and can't do the things I know need to be done, I get bored in that position. And, maybe I get easily bored, but that does decrease your happiness. I do think that plays into a big role. My wife noticed that even though I was having fun as associate dean, there were times when I would get bored doing the same things over and over again. I wanted to be in a position where I could have more of an impact and do more things. She's noticed I'm much happier now that I'm in the dean position. There were three children in my family and they just couldn't afford to pay for college educations for all three of us, and so I worked all through high school and played sports and all of that in order to save money to pay for my tuition. I've experienced so much failure throughout my career that in some ways maybe that's developed into that strength that I'm not afraid to take risks because that's just a part of life and a part of any career trajectory.
Robert	I was at the university for about 3 years and then I really realized that I was so dated and was so out of touch. School psychology is a field where public laws change and the instrumentations used change. We had the ability as an R1 university to consult, and so up to 7 hours a week, I did my consultation work in a local school district. There were a lot of times when I thought I didn't have the time to do it, but I did, and it was rewarding.

Name	Life themes
	Our provost at the time took me to lunch and asked if I would consider taking over as the interim dean of that college until a permanent dean was brought in externally. It's something that I had not considered at all, and it seemed like a terrible idea. The environment was so contentious—it was just a mess. But, what he basically said was, "You know you would be good for them, and I think it would be even better for you as just a wonderful learning experience. It's something I'm asking you as a favor to do this, but I think you'd benefit from it." He and I had a good relationship, and I went ahead and agreed to do it for 6 months. At first I had thought I'd made a pretty good mistake. I came back to New Mexico State a little bit disoriented in the sense that I had no idea that I would be anywhere else but New Mexico State; we'd been there almost 17 years at that point, . . . probably 15 or 16 years, and were very settled. Our kids were settled, but I really didn't see myself being able to have some of the same experiences I had at Pepperdine there. I wasn't quite sure what that meant and what to think about as far as next career steps. I came back from my ACE Fellowship introducing myself to a brand new president that didn't know me and pretty quickly to a provost who didn't know me. I've tried to balance between church and family obligations, so that career didn't just take precedence. As a leader, you've got to be able to shift gears or take a wider lens or else limit your opportunities because that same individual, myopic approach starts to break down if you're trying to serve other roles, and that is just not effective. I see faculty having a hard time making that shift. We're not trained to think that way, and it's counter-intuitive. A potential misstep, and I think that worked out, might have been staying at the same place so long. I was pretty settled and I really wasn't looking for opportunities that existed beyond where I was. We built our dream house up in the foothills of the mountains—we were set. I was pretty settled, . . . pretty satisfied, . . . and so I think a misstep might have been letting comfort dictate kind of what we were doing. I think that I was probably at a crossroads 17 years in, and probably in another 2 years, with a huge knowledge of 20-plus years at the institution, I think had something come up, I don't know if I would have pursued something beyond where we were. Looking back now, I think that could have been a misstep.
Vivian	When I was a senior, however, my advisor recommended me for a National Defense Education Act fellowship for graduate school. I just walked in, and he said, "Here it is, if you want it" . . . and so, I said "Okay." He asked, "Well, what do you want to do?" I had no idea because I hadn't been thinking along those lines, and so I knew I loved animals, and I wanted to study animal behavior. He sent me to see a faculty member who was in animal behavior. I liked him and he said, "Come join my lab." And, that was what I did. One of the things that I think I am not very good at is really putting things into play, attacking things in a prioritized way. In any leadership role, you are constantly being inundated by people wanting this or that, or needing to have something done right away. You lose sight of the big picture and just get pulled into responding to emails. Advice that I would give to people going along is to make sure that you don't let yourself be pulled in so many different directions. I see it in the leadership here on campus and I saw it, too, as an ACE Fellow that it's very easy to happen to leaders. Safeguarding and trying to figure out ways to prevent that from happening is really tough. The point of view of what daily you have to contend with as a leader is that you have to figure out a way to not let that move you away from the big picture.

Table A.30
Summary Advice Offered

Advice	Diana	Julie	LeRoy	Lucia	René	Rick	Robert	Vivian
Follow your instincts in your career. If everything in your body is telling you it's time to move on, you should do that.		X						
Don't let anyone tell you that you can't take on a certain role.		X						
Becoming a department chairperson is a key pivotal role in determining whether someone can be good at leadership.				X				
Go out on the market and have informational interviews to test your knowledge and skill set and to keep abreast of your field.					X			
Seek everything that you enjoy about being a faculty member and about why you're in the profession you're in—pursuing that to the fullest, the positions will follow.							X	
Plan your career. Start early and really plan and think about where you want to go . . . and why.								X
Do what it takes to be promoted to full professor and then decide about leadership roles.	X		X	X				
Be open up to roles as they arise, even when they may not seem so opportune.				X			X	X
Look for professional development outside as well as inside. Attend the ACE Fellows Program.		X		X		X		
It's so important to feel a fit with the culture and mission of the intuition.		X			X	X		X
You have to decide what works for you. If you have a family you really have to weigh not just your own career options, but theirs.		X	X		X	X	X	
Know why you want to be a leader and make sure your motivation is not just a selfish motivation but that you are working for the benefit of others. If you get into a position like this, you need to think about the institution that you're serving.	X	X	X	X	X	X	X	X